



Shurdington C of E Primary School

Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together

Summer Term Newsletter - 22.05.2026

Dates For The Diary

22.05.26 Last day of Term 5

01.06.26 First day of Term 6

01.06.26 New Parents Meeting for new Apple Class

04.06.26 School Prayers

05.06.26 Colour Run

08.06.26 Apple Class Trip to Farm Park

10.06.26 NO AFTER SCHOOL CLUB Staff training

11.06.26 Sports Activity Day (no parents)

19.06.26 Sports Day (TBC) Parents invited

26.06.26 Non school uniform Day for Fete

02.07.26 Y4 Trumpet Concert 9.45 all welcome

03.07.26 Non school uniform Day for Fete

07.07.26 KS2 production afternoon performance

08.07.26 KS2 production evening performance

10.07.26 Summer Fete

15.07.26 Y6 Leavers assembly

17.07.26 Last day of Term 6 **2:15 Finish**

Staffing News

As mentioned in previous newsletters, there will be several staff changes after half term. Mrs Delaney will return from her maternity leave and join Mrs Pettifer in Year 5, while Miss Lomax will move to Year 2 to teach alongside Mrs Murton.

Mrs Rylett will move into Year 4 as a teaching assistant supporting Miss Cotter, and Miss Blake will support a range of classes (including Year 4 one day a week and some afternoons). There will also be some minor changes to Teaching Assistant roles as we continue to strengthen support across all classes. Class Teachers will speak to their classes about these changes before they take place.

"Love God and Love your neighbour as you love yourself" Matthew 22:37 and 39

Merits

Apple - Orla for fantastic recall of the story - The Hungry Caterpillar.

Roman for showing super knowledge of addition.

Willow - Isabella for your determination in everything. The progress you have made in your reading and writing is incredible and your growth in confidence is inspiring. Well done Bells!

Felicity for your independence and constant hard work. You are determined to achieve anything you set your mind to and it is wonderful seeing you do it!

Acer - Sienna - Mrs Kinder was so impressed with not only your sewing and organisation skills but also the friendly and supportive way you encouraged your classmates. Well done!

Archie - wow Archie Mrs Dunn and Miss Mason were so impressed with your scientific approach to problem solving. You not only applied your knowledge but waited patiently for your turn then encouraged your class mates to take part to make the ice melt.

Sycamore - Calista for an excellent attitude to learning. She has been independently making choices to challenge herself in her writing!

Amelie has been working hard at school and at home to make excellent progress in her reading! Well done.

Cherry - Nevaeh for her inquisitive, curious mind and how she brings this into her learning. She has thrived in creative and expressive subjects such as learning to play the trumpet and printing in Art. She also shows determination and flair in athletics. Well done Nevaeh for always giving your all!

Elder - Lottie always gives 100% to everything she does, and this has shone through in Maths as she challenged herself while learning about angles.

Nate worked hard in RE and thought carefully about guidelines to live by that help make the world safe and happy. He clearly justified his views using his prior learning.

Eucalyptus -

Good Citizens

Apple - Verity for being a kind friend and always wanting to help others.

Theo for showing kindness, sharing well and making others smile.

Willow - Lilly-Rose for always following the 3Bs and always being a ray of sunshine in Willow class.

Acer - Alexandria for always being a shining example of our three bees.

Sycamore - Logan has an excellent voice! He shares his point of view with passion and has shown he can bring others into discussion to share their voice too.

Ivy for being a supportive member of the class offering help to others when they need it.

Cherry - Mackenzie for being a wonderful member of Cherry Class. His effort and behaviour are excellent, and he is always trying to be the best that he can be.

Thank you for all you bring to our class.

Elder - Isla is always polite, kind and helpful, making our classroom a happier place through her thoughtful actions each day.

Eucalyptus -

Dinner Menu Wk Comm 1/06/26

A	Tomato Pasta	Sausage Roll & Wedges	Roast Chicken	Spaghetti Bolognese	Fish Fingers & Chips
B	Cheese & Pepper Whirl with Rice	Soya Mince Pasta Bake	Vegan Sausage with Roast Potatoes	Coconut Curry & Rice	Cheesy Broccoli Frittata & Chips
C	Jacket Potato with Filling available daily				

Dinner Menu Wk Comm 8/06/26

A	Vegan Meatballs with Spaghetti	Beef Burger with Wedges	Roast Gammon	Peri-Peri Chicken with Rice	Fish Fingers & Chips
B	Cheese & Tomato Pizza with New Potatoes	Sweet Potato Curry with Rice	Quorn Roast	Macaroni Cheese	Vegan Sausage & Chips
C	Jacket Potato with Filling available daily				



schoolsfootball

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ENGLAND **V** WALES

**U18 SCHOOLBOYS &
U15 SCHOOLGIRLS**

23/05/2026



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£8 PER CHILD**

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10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves.

It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowrie is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



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