St Chad's Catholic Primary School Weekly Newsletter

13th November 2026

Dear Parents,

Winter is definitely upon us, and it is the time of year when we begin to look forward to Christmas! The run-up to the festive season is always a busy and exciting time at St Chad's, so please make a note of the following important dates for your diary.

Christmas Dates

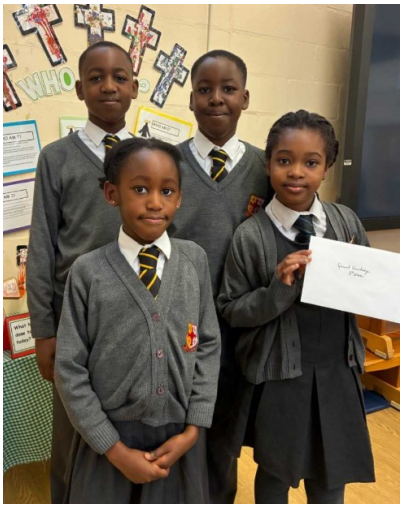
- **Friday 4th December** – PTFA Christmas Discos
- **Tuesday 8th December** – Reception Nativity at 9:00am
- **Thursday 10th December** – KS2 Carol Service at 6:00pm at St Chad's Church
- **Tuesday 15th December** – KS1 Nativity at 9:30am
- **Wednesday 16th December** – Christmas Dinner Day and Christmas Jumper Day

It has been another busy and productive week at St Chad's! The children have thoroughly enjoyed taking part in Carbon Monoxide awareness workshops, a general knowledge quiz and a cross-country competition. We have also had our school photographs taken, and the children looked absolutely lovely!

A Reminder About School Uniform

As the weather gets colder, please can I remind parents and carers that **school coats are a compulsory part of our school uniform**. It is important that children come to school wearing a St Chad's coat so that they are warm and comfortable when playing and learning outdoors.
We do have some pre-loved coats available for families who may need them, so please do not hesitate to ask at the school office.

Thank you, as always, for your continued support. Mrs. T Lawlor



General Knowledge Quiz

A huge well done to our four Quiz Club representatives who attended the General Knowledge Quiz at St Aidan's on Wednesday. Competing against 14 other teams, they achieved a fantastic **3rd place!** The questions were certainly tricky, but our team rose to the challenge, showing brilliant teamwork, quick thinking and some clever tactics along the way. A fantastic achievement and we are very proud of them all!

Catholic Life



Today, the children of St Chad's marked Remembrance with great reverence and respect. As a whole school, we observed the two-minute silence, taking time to remember all those who have lost their lives through conflict and those who continue to serve and protect others.
Our reflections focused on the Catholic Social Teaching principle of **Peace**, reminding us that peace is something we must all work towards, not only for ourselves but for future generations. We considered how, through our own words and actions, we can become peacemakers and help build a world where everyone can live in peace.









Year 1 Bible Stories



This week in Year 1, the children have been exploring a range of different Bibles, looking closely at their similarities and differences. They enjoyed spotting familiar words such as 'Jesus' and 'God', and even had the opportunity to choose their favourite Bible! It was a lovely learning opportunity to explore stories about Jesus, develop their understanding of our Christian values and learn more about God.











STEM CLUB





This week in STEM, the children have been busy designing and making three different types of paper aeroplanes: a traditional plane, a jet and a glider. They explored how different designs might affect how far each plane can travel. Next week, the children will carry out an exciting investigation to discover which design travels the furthest. They will throw each plane three times, measure and record the distances travelled, and calculate the average distance. Finally, they will compare their results to identify which paper aeroplane travelled the furthest and discuss their findings

Carbon Monoxide Workshop

We were delighted to welcome Anna Leigh back to St Chad's, to lead an informative assembly for children in Years 1–6, followed by workshops for Years 2 and 4. The sessions helped the children understand the dangers of carbon monoxide, why it is sometimes called the 'silent killer' and how to recognise potential risks. The children learned some important safety messages and how to help keep themselves and their families safe.



Nursery News

This week in nursery the children are learning nursery rhymes. We introduced 5 little ducks and Hickory Dickory Dock. The children enjoyed a variety of activities. We were very proud of the children as they learnt the songs quickly.











Linked to our maths topic on shapes we made firework pictures and enjoyed whoosh and whizz sounds as we flew our rockets around the classroom.



This week in Year 1 Arts and Crafts club, the children had lots of fun creating their very own friendship bracelets! They loved choosing their colours and designing their own unique creations, while also developing their fine motor skills, concentration and patience.









Odd Socks Day

Monday 16th November marks the start of Anti-Bullying Week! We will be starting off the week with Odd Sock Day to celebrate what makes us all unique and remind ourselves that it is okay to be different. Children are invited to come to school wearing odd socks – the brighter, bolder and odder, the better! Let's start the week with a splash of colour and a reminder of the importance of kindness, acceptance and respect for everyone



Catholic Cross Country

Some of our KS2 children took part in a cross-country event at John Fisher Playing Fields. They showed fantastic determination, resilience and perseverance throughout the race giving their very best from start to finish. It was a tough course but every child rose to the challenge and did incredibly well. They should all be extremely proud of their efforts and achievements. We are proud of the way they represented our school showing great sportsmanship, encouragement and a positive attitude throughout. Well done everyone and we are already looking forward to improving our running skills in preparation for future events!









Attendance Matters

02/11/2026 - 06/11/2026		
Registration Group	**Attendance %**	**Punctuality (lates) %**
St Mary Nur	91.5	0
St Ann Rec	94.3	0
St Elizabeth	96.4	0
St Luke	99.1	0
St Martha	99.1	0
St John Paul	91.6	0
St John Bosco	94.6	0
St Carlos	95	0
St Martin	94.1	0
St Andrew	94.2	0
St James	98.3	0
St Therese	99.3	0
St Brigid	97	0
Totals	95.8	0

Regular attendance at school is vital so that children can progress in their learning and friendships. If your child is unwell, please leave a message on the answer phone or email the office by **8am.** The office staff check registers and must follow up on any unexplained absences by 9.15am, so your cooperation with this is appreciated.

Routine medical and dental appointments should be scheduled for outside school time. Holidays in school time cannot be authorised.

Well done to St Luke & St Martha

and St Therese this week



CONGRATULATIONS!

Headteacher's Award

St Luke	Olivia, Ezri
St Elizabeth	Zion, Kaylani
St Martha	Iremide, Isata
St John Paul II	Nikyrah, Sage
St John Bosco	Kylian, Natalia
St Carlos	Olamaria, David
St Martin	AJ, Chizi
St James	Abdul, Nana
St Andrew	Jewel, Jazelle
St Brigid	Janelle, Jermaine
St Therese	Mena, Khayson

Gospel Value

St Luke	Ethan, Somoto, Leona-rae
St Elizabeth	Isla, Zora, Leo
St Martha	Nora, Ethan, Rudi
St John Paul II	Weslynn, Eziekiel, Nikyrah
St John Bosco	Nicole, Abigail, Tony
St Carlos	Rousset, Shasanth, Esme
St Martin	Eliora, Ryden, Ava-Rose
St James	Jamal, Nogan, Zofia
St Andrew	Odera, Simon, Aaron
St Brigid	Anaiyah, Danielle, Joshua
St Therese	Akonobea, Leilah, Rodrigo

Next two weeks at St Chad's

Monday 16th November	Anti Bullying Week Odd Socks Day
Tuesday 17th November	
Wednesday 18th November	Yr6 Victorian Day
Thursday 19th November	Yr3 Stone Age Day
Friday 20th November	St Aidan's Travelling Crib– Years 3 and 5
Monday 23rd November	INSET DAY - NO SCHOOL
Tuesday 24th November	
Wednesday 25th November	
Thursday 26th November	
Friday 27th November	Open Morning 9:30

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

✓ Real
X Fake

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

WakeUp The