

Christ Church, Sowerby Bridge CE (VA) Primary School



NEWSLETTER



SUMMER TERM

Friday 24th April 2026



OUR SCHOOL VISION



Growing in faith, learning and love



I alone know the plans I have for you; plans for the future you hope for. Jeremiah 29:11



Headteacher Message Board:

Welcome to the very first newsletter for Christ Church as a primary school! We seem to have been talking about this for so long that I still can't believe it has come to fruition. We are already seeing the significant benefits, with a significantly more positive outlook long term with the reduced running costs of two sites for the same number of children. This will continue to strengthen and will provide more exciting opportunities going forward for our children to experience!

You find lots of exciting information about each class and what they have been doing on the newsletter, as well lots of other fabulous updates and information, including dates of future events in school, so please do check the newsletter each week.

We are now experiencing the wonderful natural world around us and the benefits of nature for us all. We are in full grass cutting season now, as well as all the blossom trees being absolutely spectacular at the moment. The impact of this is obviously then the affect on children and allergies. Please do make sure that if children need allergy medicine, they have had it each morning before school so that they are not affected, and uncomfortable, during the day when they are learning.

With every blessing for a fabulous and sunny weekend, Miss Embleton.

Attendance



National Attendance Target = 96%

Class	Attendance %	Number of lates (after register closes)
Rabbits	94.7%	27
Badgers	92.1%	7
Foxes	96.7%	10
Maples	95.7%	12
Chestnuts	94.2%	15
Sycamores	97.2%	0
Whole	94.8%	

Safeguarding Update:

We keep children safe by...

Year 5 and Year 6 children completing the Electronic Health Needs Assessment.

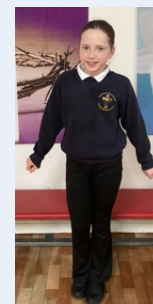
This is an anonymous online questionnaire which captures the health and well-being of young people in Calderdale. We can then use the anonymised data to review and shape our future curriculum, particularly in the areas of PE, PSHE and Mental Health and wellbeing.

For more information, please follow the link:

<https://new.calderdale.gov.uk/schools-and-learning/schools/services-schools/a-z/electronic-health-needs>

HEADTEACHER'S AWARD

Well done this week to our Headteacher's Award winner this week!



Kobi-Rae



Thank you for everything you have done to earn the HT Award this week!

Forest School Update from Mrs Piggott:

This week we have started the big task of sorting out the plant beds behind school. We all worked hard together to start weeding them, digging to pull out the root too. Lots of the children commented how hard work it was but they persevered and we made a great start, well done! During the break from weeding, the children explored the perimeter of the playing fields, using identification cards to differentiate between the different trees and shrubs. We saw lots of mini-beasts and flying insects, one of the children successfully identified a peacock butterfly.

Next week we need to do more weeding and we will be getting a delivery of fresh soil ready to plant some fruits and veggies – how exciting!



THE SIX GUIDING PRINCIPLES OF FOREST SCHOOLS

Forest School Association

- 1** Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
- 2** Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
- 3** Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
- 4** Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- 5** Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
- 6** Forest School uses a range of learner-centred processes to create a community for development and learning

CHRIST CHURCH, SOWERBY BRIDGE CE (VA) PRIMARY SCHOOL

Photo Wall



Christian Values Certificates

Our Christian Values are:

Trust, Friendship, Endurance, Koinonia and Wisdom

Each week, we choose one person from each Key Stage Two class who has exemplified one of our Christian Values throughout the week.

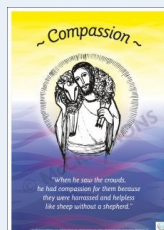
The winners this week are:

All of Year 3

Scarlett

All of Year 5

Eddie



Certificates

CERTIFICATE WINNERS:

Rabbits: Kuba and Alfie

Badgers: Mia and Isaac

Foxes: Arthur and Phoebe

Year 3: Ryan-Jane and India

Year 4: Rudi-Lee and Brody

Year 5: Dougie and Charlotte

Year 6: Ol and James

Rabbits:

This week the Reception children have been re-telling the story of 'On The Way Home' in their own words, we have been focusing on new vocabulary and how we might use these exciting words. In maths they have been looking at 'How Many?' The Reception children have been building cityscapes, verbally saying how many altogether.



The nursery children have been re-telling the story The Hungry Caterpillar. They have been answering why questions about the story and they enjoyed talking about their favourite fruits. In phonics, they have been enjoying 'Round and round the garden.' They also had a special visit from a Librarian, who read them some stories and played games with the children. It was fantastic. In maths they have been looking at musical and rhythmic patterns.

In PSHE we have been thinking about how we can encourage each other to succeed. In RE we have been thinking about the story of creation in Christianity and how amazing things in the natural world are. In Music, we have been developing our understanding of funk music. We have listened to James Brown and tried to think about the features of funk music.

Badgers:

This week in English, the Badgers have been busy learning about instructional writing. We wrote clear instructions explaining how to grow a plant, thinking carefully about the order of steps and the language needed to help the reader. The children did a fantastic job using time words and bossy verbs and enjoyed sharing their instructions with each other. In Maths, we have been focusing on multiplication and division. The children have been practicing counting in 2s, 5s and 10s and have done really well reciting these times tables using lots of practical resources. They showed great enthusiasm and confidence while applying their learning in hands-on activities. In History, we have begun our new topic – Famous Explorers. We have begun looking at what special equipment an explorer would need for different expeditions and then began looking at famous explorers (Neil Armstrong and Charles Darwin)



In Science, we have begun our new topic of plants. Everyone in class managed to plant their own sunflower seeds and water them. We have been excited to see how much they will grow!

In PE, we are carrying on with our fitness topic. The children completed an obstacle course on Monday, whereby they showed stamina and resilience. Well done, Badgers! Have a lovely weekend.



Foxes:

This fortnight the foxes have been focusing on the text 'The Egg'. They have been re-telling the story focusing on the beginning, middle and end, and this week have been writing instructions for how to look after their own pet dragon. They have identified the key features of instructions and ensured they have used imperative verbs and time conjunctions to sequence them accurately. As always, the foxes have been reminded about the correct use of punctuation and asked to focus on their handwriting. In maths we have begun our fractions topic; the children have been learning to recognise and find halves, quarters and thirds. In science, we have concluded our work on growing light and dark by setting up an experiment to see whether bulbs and seeds grow best in warm or cold conditions. In history we have started our work about kings, queens and castles, and the children have been sequencing the key events in Queen Elizabeth II's life on a timeline. In PE, we have begun our yoga topic and started to use different yoga positions. In art the children have been using collage to create their own castle pictures. Finally, in RE we have been using a range of Hindu stories and identifying the meaning and messages from them, these have included 'The Four Friends' and 'The Six Men and the Elephant'. This half term we also be starting to complete some practice assessments ready for our SATS in the Summer. Have a lovely weekend!



Maples:

Maples have made an excellent start to the new half term and have returned after Easter with a fantastic attitude to learning. In Geography, we have started our new unit on **rainforests**, learning about their **location around the world** and exploring the **climate** found in these regions. In Music, the children have begun their **disco music unit** by appraising the song 'Music Brings Us Together'. They were able to successfully **find the pulse** and confidently **critique the song**, sharing some very mixed (and thoughtful!) opinions. In PE, the children completed their **beep test** for this half term, showing excellent stamina, determination and resilience. We look forward to repeating the test next half term to measure improvements in fitness.



A special mention goes this week to Chloe, who was inspired by what she was learning to write in English...limericks! She then went home and continued to practise writing her own. Her writing has brought such joy this week!

'There once was a boy called Bill,
Who had a friend called Jill,
They rode their bike,
And went on a hike,
And went to the top of the hill!'



Year 3 Mornings:

Maples have made an excellent start to the half term across core subjects. In English, the children have been learning about the eruption of Mount Vesuvius and the destruction of Pompeii, using this knowledge to begin writing an engaging newspaper report that includes the 5 Ws and a catchy headline. In maths, we have continued to develop our understanding of scales and fractions, using number lines, scales and bar diagrams to support reasoning. In Science, we began our new plants topic, working collaboratively in teams led by our team captains to explore the parts of plants and their functions, including dissecting plants and comparing our observations. In PSHE we have started our 'Being My Best' unit where we have explored how a balanced diet can help us feel our best as well as helped to plan a healthy birthday party buffet with the odd treat!

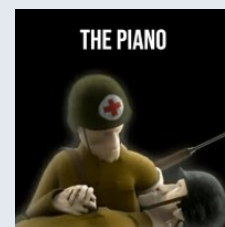
Year 4 Mornings:

Welcome back to the Summer Term, I hope you had a lovely Easter. Since we returned to school, Year 4 have completed Poetry Week where we have explored a variety of poetry forms including haikus and limericks along with a classic narrative poem. I was very impressed with how well children created their own versions of haikus and especially limericks as these can be very tricky to rhyme. We performed Michael Rosen's "Chocolate Cake" for Year 3 and we hope they enjoyed it. We continue to work hard on our times tables in preparation for the upcoming Multiplication Tables Check and we have started further work on decimals. In Science we have completed our unit of work on Electricity. In RE we are exploring the concept of spirituality and have started by thinking about what is special and meaningful to us. Well done Year 4! Miss Firth.

Chestnuts:

Welcome back to the Summer Term, hasn't this year flown by?

We have hit the ground running in Chestnuts over the past two weeks. In Literacy we have explored Haiku poetry, before writing and performing our own poem. We have then moved on to explore the short film 'Piano', where we have written a narrative flashback. In Maths, we have worked hard with translation and lines of symmetry, the children worked well together to explore coordinates and how they move to create the same shape in a different area of the grid. In Science, we have explore reproduction of humans, other mammals and plants. Throughout our afternoons, we are helping our Year 4 friends with their times tables, and we will continue this all half term. In Geography, we are exploring rainforests—where they are located in the world, and the different layers containing a diverse range of plants and animals.—Miss Crawshaw, Miss Taylor and Miss Smith.



Sycamores:

Welcome back everyone, we hope you have had a lovely Easter break and you enjoyed the lovely weather. It is the countdown to SATs for Y6 so in the next few weeks we will have a big focus on reading comprehension and problem solving in maths.

In Literacy we have been reading 'The Journey' by Francesca Sanna, and we have been thinking about refugees and we have been listing ways in which we can make them feel welcome in our country and in our school. In Maths this week we have been learning about the interior angles in quadrilaterals and polygons; children have learnt to use triangles inside polygons to easily calculate their interior angles. We have also been learning about the names of different parts of a circle and how to calculate its diameter and radius. This half term in Geography we are going to learn about mountains; how they are formed, what animals and plants we can find in mountains and children will be researching facts about the largest mountains and mountain ranges in the world. In art, we have started our new unit called Dragons; children have started practising different drawing skills and will be using these to improve their observational drawing. In science, we have finished our unit 'The circulatory system', it was lovely to see how much the children have learnt and how confident they were using some of the vocabulary at the end of the unit.

Have a lovely weekend.

Miss Mor and Mrs Smart



Our Online Safety Information this week:

With grateful thanks to the National Online Safety team (www.nationalonlinesafety.com)

At the National College, our digital wellbeing guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now exist as whole topics and themes. For further guides, blogs and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about GROUP CHATS

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

WHAT ARE THE RISKS?

TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in the laughs. When bullying happens publicly in front of friends and classmates, it can intensify the emotional impact – leading to embarrassment, anxiety and feelings of isolation for the child being targeted.

INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out or purposefully. In other cases, the chat may happen at an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

PEER PRESSURE

Children may feel they have to constantly stay engaged (and to be included and keep up with the conversation). In some cases, they might just take in inappropriate behaviour – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave their group chats.

VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and other children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

Advice for Parents & Educators

CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

SET SOME GROUP CHAT RULES

Discuss with group chat members, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can sometimes feel if they're bullied or excluded. Instead of responding to the person who's upset them, validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen sharing. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

SILENCE NOTIFICATIONS

Being harassed with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

Meet Our Expert

Dr Claire Bullward is an online safety consultant at #Cyberstorm, who has developed anti-bullying and cyber-safety workshops and policies for schools in Australia and the UK. She has written various consultancy papers and carried out research for the Australian government, comparing the Internet Use and online behaviours of young people in the UK, USA and Australia.

Wake Up Wednesday

The National College

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CHRIST CHURCH, SOWERBY BRIDGE CE (VA) PRIMARY SCHOOL

Upcoming dates for the diary:

Week Commencing: 27th April 2026

Monday

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Tuesday

- RE Day 'Christianity' for EYFS and KS1

Wednesday

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Thursday

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Friday

- INSET Day—School Closed

Week Commencing: 4th May 2026

Monday

- May Day Bank Holiday

Tuesday

- KS2 PCSOs visit 'E-Safety'
- KS1 NSPCC Assembly

Wednesday

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Thursday

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Friday

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