

The Christ Church News



9th May 2025

Our value this term is: **COMPASSION**

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RESPECT COMPASSION PERSEVERANCE CREATIVITY FRIENDSHIP

Dear Parents and Carers,

This week saw Mrs Burton doing a VE day service on Wednesday to commemorate this important time in history. We also saw Year 1 doing their class service to parents – very well done to them and the staff in preparing them for this.

Tonight is the PTA quiz. Thank you to them for organising this. We hope everyone has good fun.

Best wishes

Mrs Pope

Diary Dates Spring/Summer Term 2025

Date	Event
12 th May	Y6 SATS week
19 th – 22 nd May	Walk to school week
19 th May	Class Photos
20 th May	Swimming gala – invite only Y5 and 6 (evening)
21 st May	Y2 Slimbridge trip
23 rd May	Last day of school – finish normal time – May half term Walk a mile am for all classes (following on from y5 visit in aid of Empathy Action)
2 nd June	Children back to school
3 rd June	Y4 Science Festival
5 th June	Y3, 5, 6 Science Festival PTA meeting

6 th June	Y2 Science Festival – info to follow
10 th June	Sports' day – KS2 am, KS1 pm
11 th June	Y6 Leavers' service – Gloucester Cathedral
12 th June	New EYFS welcome meeting 6pm
18 th June	Y5 Cadbury world trip – info to follow Y4 Robinswood trip – info to follow
20 th June	Prince of Wales Athletics (invite only)
25 th June	Whole school trip
26 th June	Reserve sports' day
1 st July	9am EYFS service
2 nd July	Move up morning – children meet new teachers
5 th July	PTA Summer Picnic – info to follow
9 th -11 th July	Y6 Residential trip
15 th July	Y6 performance 2pm & 5.30pm – ticket information to follow
16 th July	2.30pm Rock Steady concert
18 th July	Last day of school – finish normal time – Summer Holiday Y6 leavers service 2pm in the hall
21 st July	INSET day – no school for children

VE Day

We, as a school, celebrated VE Day in a celebration service by coming together to remember, learn about and commemorate the events of the Second World War. Mrs Burton introduced us to Neville Chamberlain's speech, showed us an evacuee's experience and footage of the celebrations of Londoners in 1945. We concluded this 80th anniversary of this important day in history by singing 'We'll meet again'.





Year 1

Year 1 did a spectacular celebration service on Thursday. The children all spoke so confidently and talked about what they have enjoyed learning about this year, they also sang a fabulous song about our current value compassion. The Year 1 team are so proud of how confidently and clear the children spoke, well done Year 1 you are all super stars!



Year 2 Ukulele

Year 2 are enjoying their ukulele lessons.



Walk a Mile

On June 23rd (the last day of term), children will be taking part in a sponsored walk. The Year 5 children had an amazing experience in Stroud earlier this year, finding out what it is like to be a refugee and the impossibly hard decisions these families face. The children in Year 5 produced some amazing posters and talked to the whole school about supporting the charity “Empathy Action” with a sponsored “walk a mile into their shoes” event. Details of how you can sponsor your child will follow.

Attendance

“My book is missing a chapter”.

Children who miss lessons are disadvantaged because they struggle to catch up on the learning missed or the experience of sharing discussion with their class to secure understanding. This can be compared to reading a book where there is a chapter missing: the reader is not able to follow the story because there is a gap in the story.

Coming back into school having missed lessons can cause embarrassment for children and insecurity because their peers know what happened and the absent child does not.

Absence causes disruption to the education of other children in the class because adults have to support the child who missed the lessons rather than supporting the learning of other children. This applies to every single lesson including art, design and technology, PE as well as phonics, maths and English.

It can cause social difficulties for children who did not experience the same conversations, experiences or games that other children have engaged with. This can cause a lack of confidence and in some cases isolation.

Please support all pupils at Christ Church by ensuring your child is in school, on time, every day!

Internet Safety

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are safely and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



Source: see full references on a guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging



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Community Notices



GIRLS ONLY FOOTBALL HOLIDAY COURSES

£14 PER DAY | AGE RANGE **6-13** | **27 & 29** MAY | **9AM-3PM**



ALL ABILITIES WELCOME TO ATTEND (BEGINNERS TO ADVANCED)

TUESDAY 27TH MAY
ST JAMES' PRIMARY SCHOOL, CHELTENHAM

THURSDAY 29TH MAY
ST JAMES' PRIMARY SCHOOL, CHELTENHAM

Cheltenham Town **Community trust** 

WWW.CTFCCP.COM



MAY HALF TERM FOOTBALL HOLIDAY COURSES

£14 PER DAY | AGE RANGE **5-12** | **27-30TH** MAY | **9AM-3PM**



ALL ABILITIES WELCOME TO ATTEND (BEGINNERS TO ADVANCED)

CLEEVE SPORTS CENTRE
ST JAMES' PRIMARY SCHOOL
BISHOPS CLEEVE FOOTBALL CLUB

Cheltenham Town **Community trust** 

WWW.CTFCCP.COM



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POSITIVELY COMMUNICATE

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Early Drop-Off & Late Collection Options

All Income Reinvested Into The Charity

YES!



NO!



100%

of parents surveyed said they would recommend our camps to a friend!



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Move More Charity Number 1175899

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Cricket
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Netball
Frisbee
Curling
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Archery
Tag Rugby
Multi-skills
Balance Bikes
Orienteering
Speed Stacking
Dodgeball
Board Games
Arts and Crafts