

10th October 2025

Dear Parents / Carers,

There have been lots of exciting things happening in school this week. I have had the pleasure of going with Year 1 on their walk around Heddon to explore the locality. The children were very sensible and it was great to be able to spend time with them talking about what they could see on the walk.

We have had a number of visitors in school this week. Mrs. Suddes, School Improvement Lead for Pele Trust along with staff from Darras Hall Primary, Ponteland Primary, Embleton CE Primary and Ellingham CE Primary visited school as part of the Pele Trust school review process. They enjoyed their time in school exploring what we do. The children were amazing ambassadors for the school and enjoyed speaking to them and sharing their work.

Showing love to others and treating others with dignity and respect is a central part of our school vision. I would like to thank you all for your ongoing support in always modelling respectful interactions as this really helps the children develop their ability to show love to others. Thank you.

For Early Years parents please could I ask that you complete and return the Google Form regarding desserts at lunchtime so that the School Kitchen can adjust provision accordingly.

Puffin children's publishers have made schools and libraries aware of an issue with some of their books which I want to share with you in case you have any of these books at home. The books are by Andy Cope including those in the Spy Dogs, Spy Cats, and Spy Pup series. Within the books, there is a link which encourages children to find out about additional information told during the story. The link is intended to take children to Mr. Cope's webpage, however, the page is no longer owned by him and instead the link will direct children to a webpage now owned by a third party which contains inappropriate content. The content of the actual stories are fine to read, however, if any children access the link with the intent to learn more about the story online they will be exposed to highly inappropriate materials.

As it is Mental Health Day today please check out our mental health themed parent guides later in the flyer.

Well done to Year 6 with the best attendance this week: 99.6%.

Well done to Year 6 for the best attendance for this year: 99.1%.

I hope that you enjoy reading this flyer and have a relaxing weekend.

Mr. A. Wheatley,
Headteacher



'Let all that you do be done with love'

1 Corinthians 16:14

Attendance Matters



ATTEND today...
ACHIEVE tomorrow...
ATTENDANCE matters.

Northumberland
County Council

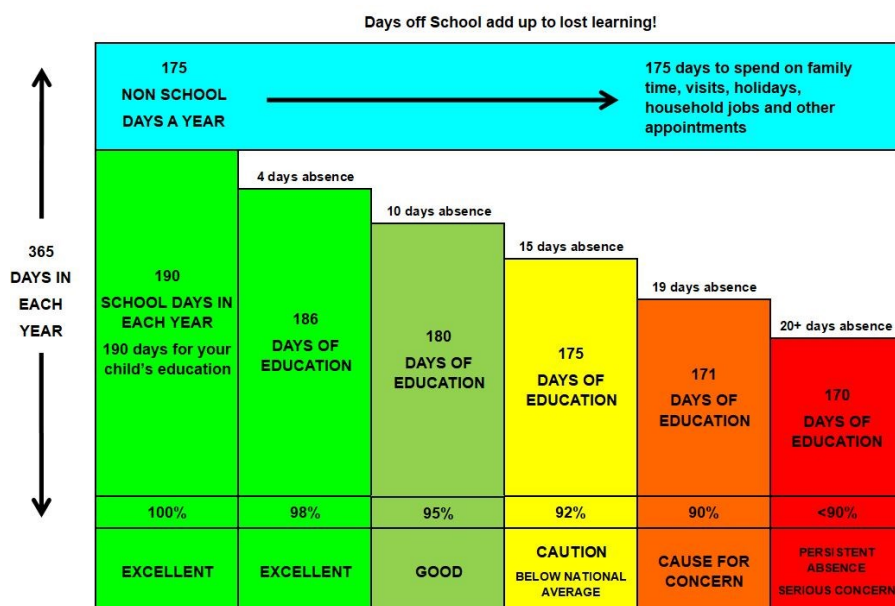


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	94.4%	95.7%	Year 3 (Gibside)	99.2%	96.9%
Reception (Owls)	99%	97.3%	Year 4 (Lindisfarne)	87.7%	96.2%
Year 1 (Wallington)	95.2%	95.2%	Year 5 (Bamburgh)	99.4%	98%
Year 2 (Craggside)	98.1%	98.6%	Year 6 (Dunstanburgh)	99.6%	99.1%

Please see the graphic below which shows the significant impact of absence over time .



'Let all that you do be done with love'

1 Corinthians 16:14



The children in Nursery have been learning how to retell their story, 'Wide Awake Hedgehog'.

They have been brilliant at sequencing the pictures from the story. They have enjoyed learning some Hedgehog facts, as well as exploring an autumnal sensory tray.



PIC•COLLAGE



Learning

Life



Making Gingerbread in Reception

Reception have been applying their senses knowledge this week and loved making gingerbread - we smelt the gingery, sweet smell; felt the soft, grainy flour when we rubbed in the butter to make breadcrumbs and tasted the delicious ginger when we ate them!



A Walk around Heddon with Year 1

This afternoon we went for a walk around Heddon as part of our Geography unit. In pairs the children had to look for key places on our walk such as the church and the Knott hall, they then had to find where these places were on a map of Heddon. Everyone did a really good job and we even got to stop and have a biscuit at Hadrian's Wall!



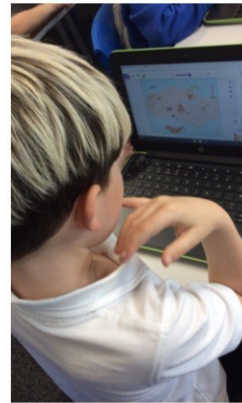
Ourselves



Learning



In our computing lessons this week we have been learning about computer bugs and how they are an error in the way that a computer program works. We discussed how we need to debug code by looking for any bugs (errors) and then fixing them.



We worked hard to create our own code for a route around a map and then we had to debug the code until it was correct.



Super work Year 2!

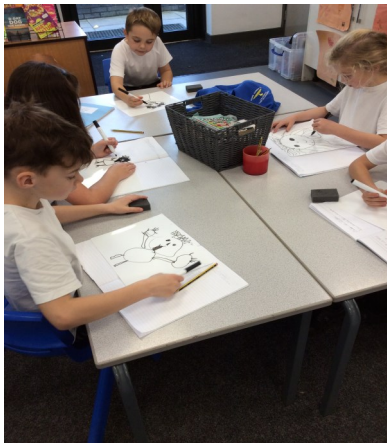


PIC•COLLAGE

 Learning

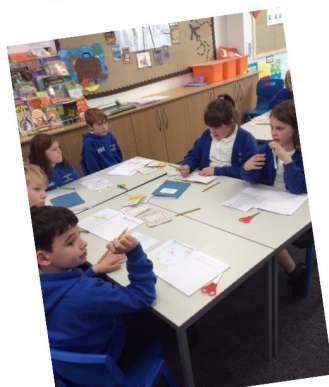
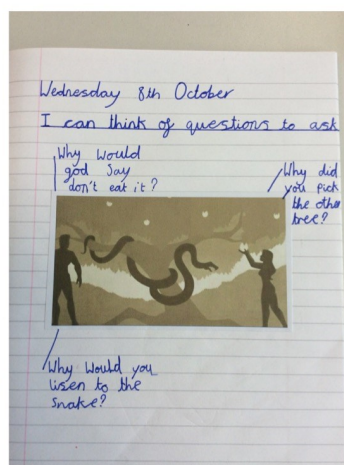
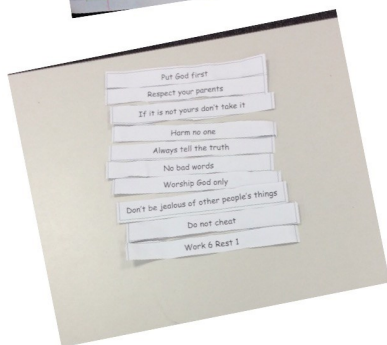
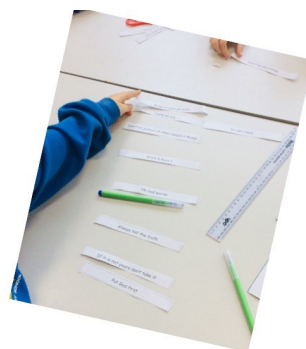
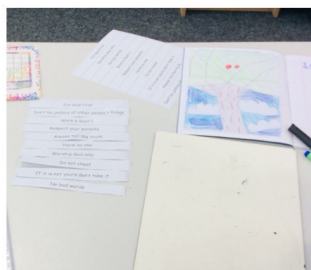
A Busy Week in Year 3!

This week in Year 3, we have been continuing to learn about cave art in our art lessons. We continued on from last week's lesson on natural paints by creating our own. For this we used flour, water and spices such as cinnamon, paprika and ginger. This created some lovely earth toned paints that the class painted pictures with. The spices caused the whole room to smell like Christmas! In English we have been analysing the characters from our book, 'The Stolen Spear'. The class have practiced drawing the characters and have worked as groups to decide upon the best way to describe them. They have produced some beautiful pieces of writing. In Maths, we started our new topic 'addition and subtraction' and have been working on adding and subtracting 1, 10 and 100 from a three digit number. We have been working hard on practicing our Harvest Festival song and continuing to develop our skills in our Ukulele lessons. This week in Science, we have been learning about how fossils are made and the children have been fascinated by both the process and the end result.

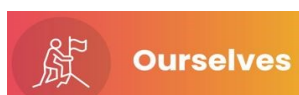


Learning about 'The Fall' with Year 4.

Year 4 have been thinking about the story of Adam and Eve which Christians call 'The Fall'. They have explored the story and thought about questions they would like to ask each person involved and designed a new panel for the Bible story frieze. They then thought about the rules that God gave to people and how they might help people to live well. They ranked what they thought was the most important rule and explained their thinking as well as thinking about advice on how to keep tricky rules. Well done!



PIC•COLLAGE



Stained Glass Windows with Year 5

This week we continued our work with abstract windows, and the children enjoyed experimenting with vibrant shapes and colours. They explored how to create and change colours using acetate and tissue paper, discovering how layers could transform their designs. As they worked, they reflected on what their windows tell us about God and creation, sharing that their designs showed God's creativity, beauty, and the wonder of the world around us.



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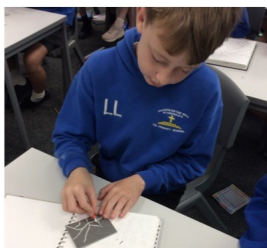
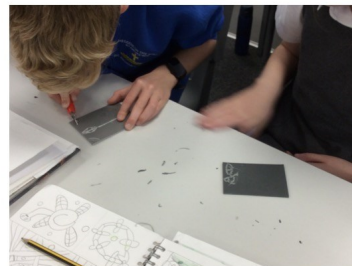
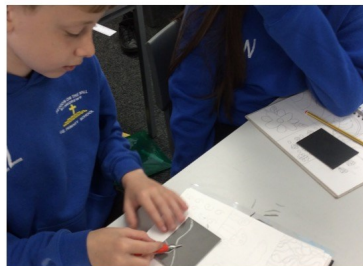
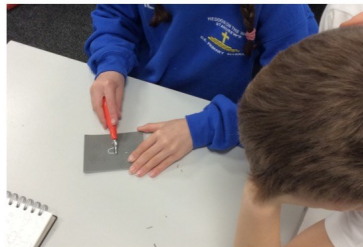
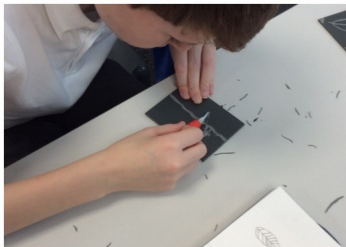
Life



Learning

Carving Ink Blocks and Long Division with Year 6!

In art this week we started to use carving tools to make indentations into our lino tiles. We have made great progress with our patterns, working sensibly and with care. When we finish our carving next week, we can use printing ink to create a repeating pattern, imitating the style of William Morris. I also want to say a huge well done and thank you to Year 6 for their work in our long division sessions this week; they have tackled a tricky written method with enthusiasm and persistence.



PIC•COLLAGE



Learning

Gardening Club

The Gardening Club has been working very hard to make outside our Year 1 and 2 classrooms beautiful by planting lots of new plants. They would really like your help to make sure the plants grow by making sure that no children climb over or jump down the wall in the morning or at home time. We can't wait to see all the plants grow and flower!



Others



Life



'Let all that you do be done with love'

1 Corinthians 16:14

LOCAL OFFER LIVE

NORTHUMBERLAND PARENT CARER FORUM BRING
YOU A SERIES OF SEND INFORMATION AND
SUPPORT EVENTS

We would like to invite you to meet with heads of
service to look at the Family Help and Short Breaks
offer for children & young people with SEND and their
families within Northumberland



**Meet Ian Walker, Head of Disabled
Children and Jean Hedley, Family Help
Manager from Northumberland County
Council**

THIS SESSION WILL LOOK AT THE FAMILY HELP
TEAM AND THE OFFERS OF SUPPORT
AVAILABLE TO CHILDREN & YOUNG PEOPLE
AND THEIR FAMILIES AS WELL AS THE
LEARNING ABOUT SHORT BREAKS SERVICES
WHICH GIVE CHILDREN AND YOUNG PEOPLE
TIME AWAY FROM THEIR FAMILY TO ENJOY FUN
ACTIVITIES AND NEW EXPERIENCES,
THEY CAN ALSO GIVE PARENT CARERS A
BREAK FROM THEIR CARING ROLE.



10.00AM -12.00 NOON
THURSDAY 13TH NOVEMBER
VIA MICROSOFT TEAMS
[BOOKING LINK](#)



NPCF.CO.UK

Northumberland
Parent Carer Forum
A Voice For All



ENQUIRIES@NPCF.CO.UK

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP
Young Minds <https://youngminds.org.uk/v>
<https://www.nhs.uk/conditions/stress-anxiety-depression/>
<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>
<https://www.themix.org.uk/mental-health>

www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety

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At The National College, our WakeUpWednesday 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 address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

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Dates for your Diary - Autumn Term 1



Monday 13th October 2025	Nasal Flu Vaccinations (Nursery to Year 6)
Tuesday 14th October 2025	Year 4 visit to Arbeia Roman Fort
Friday 17th October 2025	Friends of Heddon Break the Rules Day
Friday 24th October 2025	Early Years and Key Stage 1 Harvest Festival at St. Andrew's Church - 9.30am
Friday 24th October 2025	Key Stage 2 Harvest Festival at St. Andrew's Church - 10.20am
w/c Monday 27th October 2025	HALF TERM HOLIDAY
Monday 3rd November 2025	TRAINING DAY - SCHOOL CLOSED
Tuesday 4th November 2025	Parents Evening
Thursday 6th November 2025	Parents Evening
Friday 14th November 2025	Children in Need Non-Uniform Day
Friday 28th November 2025	Choir singing at The Swan and the Knott Hall after school (More details to follow)

Dates for your Diary - Autumn Term 2



Friday 5th December 2025	Friends of Heddon Christmas Fair from 1.30pm
Monday 8th December 2025	Year 5 visit to the Great North Museum
Thursday 11th December 2025	Save the Children Christmas Jumper Day
Thursday 11th December 2025	Choir Christmas Showcase in School Hall at 4.30pm
Tuesday 16th December 2025	Early Years Nativity in School Hall at 10am
Tuesday 16th December 2025	Key Stage 1 Christmas Performance at St. Andrew's Church at 1.30pm
Wednesday 17th December 2025	Key Stage 1 Christmas Performance at St. Andrew's Church at 10am
Wednesday 17th December 2025	Christmas Dinner Day in School.
Thursday 18th December 2025	Clumsiest Elf Performance (Theatre Group) in school for Early Years at 1pm
Friday 19th December 2025	Key Stage 2 Carol Service at St. Andrew's Church at 9.30am
w/c Monday 22nd December 2025	CHRISTMAS HOLIDAYS
Monday 5th January 2026	School Reopens for Spring Term