

13th February 2026

Dear Parents / Carers,

What a busy time the children have had this week in school. This week is Children's Mental Health Week and the children have engaged in a number of different activities. It was lovely to start our day today with a whole school 'Wake up Shake Up' on the yard this morning. Thanks to Mrs. Walker and the Year 6 girls for choreographing and leading the dancing. The children have learned about the importance of caring for their mind by finding periods of calm during the day and Key Stage 2 have enjoyed a carousel of activities with other teachers. They have written acrostic poems, designed their own safe islands, made zentangles with positive affirmations and written poems about their safe, calm place.

We have also had a couple of visits this week. Despite the rain Year 3 walked round the village exploring the 4 different sites of the school in Heddon. Year 6 had a great time at Ponteland High School learning about careers and meeting with a number of different companies and 6th formers. They also were mixed with other Year 6 children from across the Pele Trust so it was also a chance to meet some new people! Feedback from both visits was that the children were great ambassadors for our school. I would also like to congratulate Year 4. I got the chance to take them to their swimming lesson this week. I was approached by a number of members of the public who complimented the children on their excellent behaviour. Well done Year 4!

We were also delighted to host the annual Pele Trust 'Let's Dance' Festival this week. We welcomed children from Key Stage 2 classes from across the Pele Trust for an afternoon celebrating all kinds of dance. Our children were fantastic and thoroughly enjoyed performing their dances to an audience of their peers. Many thanks to Miss Robinson and Mr. Smith for their hard work in organising this event.

It was lovely to see so many of you at our parents evenings this week. Thank you for your ongoing support of both your child and the school. It is much appreciated.

Our parent guide this week links to Children's Mental Health Week and has some tips and advice on fostering a sense of belonging. I have also included some information about film / TV age certificates and PEGI video game / app ratings which you might find interesting.

Thank you to the eagle eyed readers who spotted the error in the dates section of the Flyer. I have corrected this. The Key Stage 2 Easter Service at St. Andrew's Church takes place on **Thursday 2nd April 2026 at 9.30am**. Please accept our apologies for this error.

Well done to Year 2 and Year 5 with the best attendance this week: 99.4%

Well done to Year 6 for the best attendance for this year: 97.9%.

I hope that you enjoy reading this flyer and have a peaceful and relaxing break. We look forward to seeing everyone safe and well back in School on **Tuesday 24th February 2026**.

Mr. A. Wheatley,

Headteacher



Attendance Matters



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

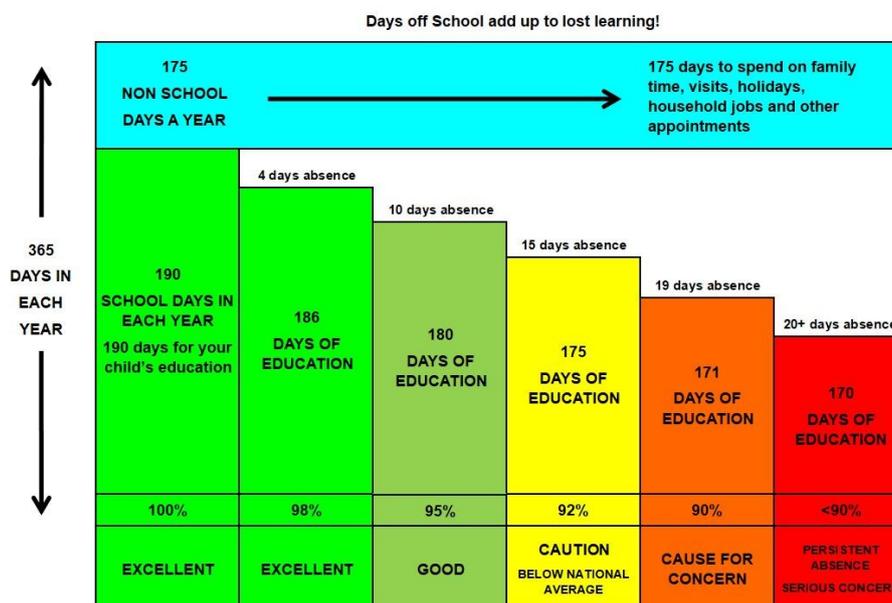


We continue to focus on attendance and punctuality so please remember that our School starts at 8.55am (9am for Nursery) and anyone arriving after this time will be marked as late.

Attendance for this week is summarised below:

Class	Attendance this week	Attendance this year	Class	Attendance this week	Attendance this year
Nursery (Hedgehogs)	94.3%	96%	Year 3 (Gibside)	99.2%	97.1%
Reception (Owls)	99%	96.8%	Year 4 (Lindisfarne)	87.3%	94.9%
Year 1 (Wallington)	98.4%	95.6%	Year 5 (Bamburgh)	99.4%	97.5%
Year 2 (Cragside)	99.4%	97.1%	Year 6 (Dunstanburgh)	97.1%	97.9%

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



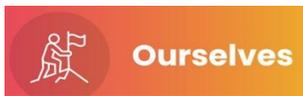
'Let all that you do be done with love'

1 Corinthians 16:14

The Hedgehogs have had such a busy week this week! Earlier this week, we have been thinking about voice assistants as part of 'Safer Internet Day'. We have also been learning all about Chinese New Year. To end the week, we read 'Ruby's Worry' and discussed how important it is to share our worries with someone.



PIC • COLLAGE



Ourselves



Learning

'Let all that you do be done with love'

1 Corinthians 16:14

A Busy Week in Reception.

Reception have had a great week learning all about Chinese New Year - we created dragon dances, learnt about the story and created good luck messages and lanterns.

As well as this, as part of Safer Internet Day and Children's Mental Health Week, we have thought about how to use smart speakers safely and created a Welcome Circle where we complimented our friends before inviting them to play a game or puzzle with us.



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Ourselves



Others



Learning

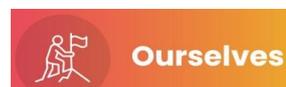
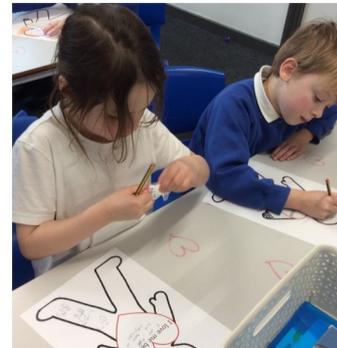
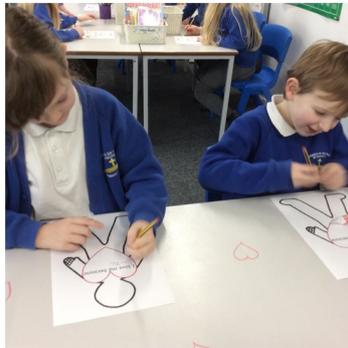
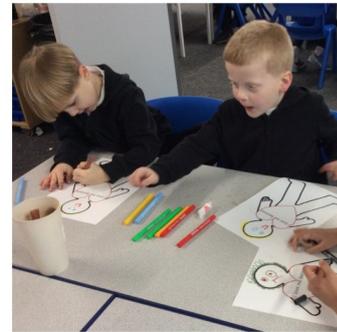
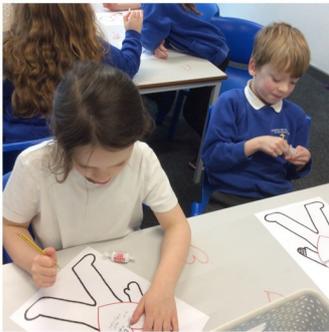
Safer Internet Day with Key Stage 1.

On Tuesday it was Safer internet day, so this week we've been looking at being safe using technology such as voice assistants. We talked about the things that voice assistants are good at but we also discussed the things that they can't do and how just because they can speak to us does not make them real and doesn't make them have feelings like humans. We then made comparisons between what a human can do and what a voice assistant can do.



Wellness Afternoon in Key Stage 1.

This afternoon in KS1, we enjoyed a special wellness afternoon focused on loving ourselves and others. We spent time thinking about the many reasons why we love ourselves and wrote these inside the hearts on our worksheets. We then added our own faces and drew pictures of things we love or things we love about ourselves. As a special treat, everyone was given some love heart sweets to enjoy, making the afternoon even more lovely.



Yoga with Key Stage 1.

To end our wellbeing afternoon, KS1 took part in a relaxing yoga session in the hall. We followed a Cosmic Kids Yoga video and listened carefully to the story as we copied a range of yoga movements and poses. The session helped us to stretch our bodies, practise mindfulness and calm our minds after a busy day. It was a peaceful and enjoyable way to finish our wellbeing afternoon together.



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Super Smoothies in Year 2.

This week, Year 2 made their own smoothies. We worked in groups to design our own recipes, choosing which fruits or vegetables to include and coming up with a name for each smoothie. Our recipes used a wide range of ingredients, including beetroot, dragon fruit and pineapple. We then worked together to wash and prepare the fruit, carefully chopping it and adding it to the blender. After adding fruit juice, we blended all the ingredients together to make our smoothies. Finally, we taste-tested our creations to see what we thought of our recipes. Everyone was very sensible when using the sharp knives to prepare the ingredients - excellent work, Year 2!



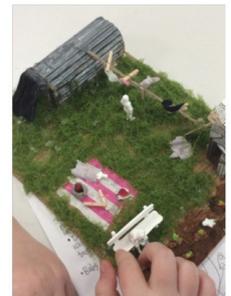
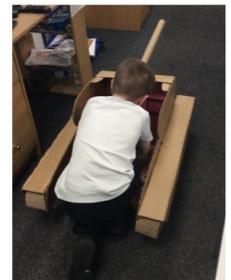
Fantastic Fashion in Year 3.

This week in Year 3, we have finished our Art Topic 'Fashion' and created our outfit designs inspired by Mary Quant, Vivienne Westwood, Alexander McQueen and The Plastic Bag Tree.



Super Historians in Year 4.

Our Year 4 historians have worked their socks off on their World War 2 projects. We have enjoyed hearing about the tales of our family members, eating jam tarts (rationed, of course!) and even seeing homemade model tanks and Anderson shelters. What a super celebration of our history learning!

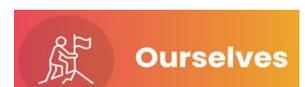
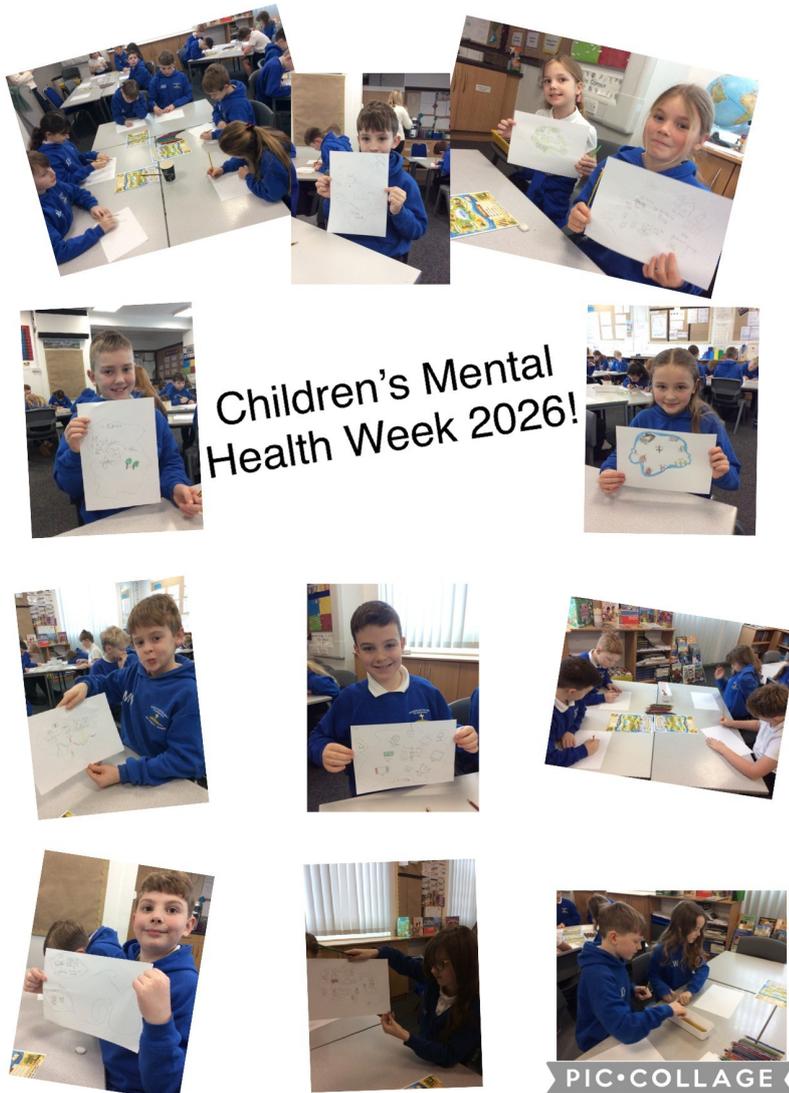


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This is my Place with Year 5.

To celebrate Children's Mental Health Week 2026, supported by Place2Be, our class took part in a special activity based on this year's theme, *This is My Place*. We talked about how belonging means feeling valued, cared for, and comfortable enough to be ourselves in the groups and places that matter to us. The children then created their own "Belonging Island," designing personal maps filled with places, people, activities, and even special memories that help them feel safe and happy. Some islands included football clubs, family homes, friendship groups, reading corners, and even imaginary worlds where they feel confident and calm. It was a wonderful way to celebrate Children's Mental Health Week 2026 and to remind everyone that we all have special places where we truly belong.



A Busy Week in Year 6.

Year 6 have had a very busy week! On Tuesday, for Safer Internet Day, we tuned in to a live lesson about using AI safely. On Wednesday, we visited the high school for our first ever Pele Trust Primary Careers Day. Today, we've been in and out of the Key Stage Two classrooms, taking part in calming activities focused on our mental health.

Have a wonderful half term, Year 6!



A Poem for Children's Mental Health Week.

Alex has written his own version of the poem 'If' by Rudyard Kipling which links in well to our work this week for Children's Mental Health week.

If

If you can tackle the obstacle
of a SAT's test,
and not be arrogant just try to be
your best.
Don't let the boastful peer get to
you,
because I know you can make it
through.

If you can fail and keep on failing,
yet persevere without complaining.

If you can dream of June,
but not make dreams your master;
If you can think of ratios as a
grind;

If you can meet with triumph and
disaster,
and know that scaled scores aren't the
end,

If you can bare to see the Spag
you've studied,
twisted by questions meant to trap the
fool,
Stay focused and don't be hurried,
and remember my friend you have the tools.

If you can maintain composure,
as others around you falter,
and stay on track,
ignoring the voice persuading you to
alter.

If you master your fears,
while those around you cower away,
Stand out don't be a stray.

If you can fall into the abyss of
negativity,
yet still find the resilience to proceed.

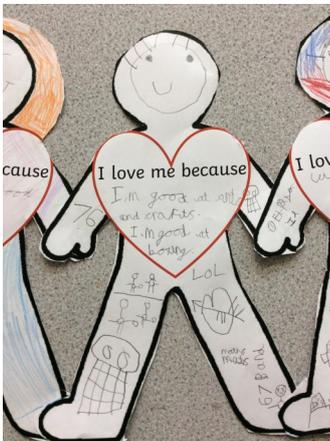
If you can wait,
and not get bored by waiting,
and not get sucked in by your peers bai-
-tings.

If you can trust your own compos,
even if the path feels treacherous.

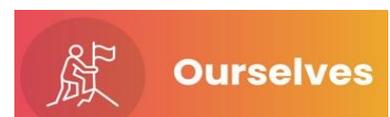
If you can walk with celebrities,
yet still keep your soul balanced,
push on and reach for your goals,
but remember your personality.

If you can humbly face all these
challenges,
you will fly high - My friend

A poem by Alex
inspired by Rudyard Kipling.



Thanks to Year 2 for the 'I love me' pictures.



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

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 swiftly 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 reference list on guide page at nationalcollege.com/guides/fostering-a-sense-of-belonging

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#WakeUpWednesday®

The National College®

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 issue of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



Publish date: 06/02/19

What parents need to know about AGE RATINGS



If you have children, it is understandable to have concerns about the films and TV shows they watch, as well as the games they play. In this guide, we take a look at the two official ways you can assess if a particular title is suitable for your child. Both the BBFC and PEGI have search facilities on their websites that can be used to look up individual titles so you can check their ratings.



RATINGS FOR FILMS, TV & MUSIC VIDEOS

Since 1912, the BBFC (British Board of Film Classification) has informed UK residents of the age suitability of films, TV and music videos - providing parents with the information needed to assess whether or not it is appropriate for their child's age. This applies to cinema releases, DVDs and streaming video services such as Netflix.

WHAT ARE THE BBFC RATINGS?

BBFC ratings are broken down into seven age categories:

Universal, suitable for all ages	Parental Guidance required	Suitable for people aged 12 and over	Suitable for people aged 12 and over, anyone younger must be accompanied by an adult
Suitable for people aged 15 and over	Suitable for people aged 18 and over	Adult content only available in specially licenced cinemas and specialist retailers	

WHAT ELSE CAN BBFC REVEAL?

Accompanied with the age suitability rating, BBFC also provide an additional warning regarding the content and what to expect, such as swearing, sexual content, violence and anything you may consider to be inappropriate for your child. In addition to this, the content is also rated in three levels: frequent, mild or strong.

LIMITATIONS OF BBFC RATINGS

It's important to note that there is no obligation on streaming video services to use or display BBFC ratings. Due to this, we advise that you check the rating online before your child streams the content. It may also be a good idea to watch the content first yourself or discuss it with other parents to help you decide whether or not it is suitable for your child.

Source: www.bbfc.co.uk

RATINGS FOR GAMES

PEGI (Pan European Game Information) is a content rating system that ensures all video games are labelled with a minimum age recommendation. These age recommendations are based on the types of content featured within a game. With each game, PEGI also provide a content descriptor that indicates the potential issues and concerns, including sex, violence, bad language and drugs.

WHAT ARE THE PEGI RATINGS?

PEGI ratings are split into age restriction and content descriptors. Additional 'content descriptors' help parents and children to understand the type of content featured within a particular game, including sex, fear, bad language, discrimination, gambling, drugs, violence, and in-game purchases. In combination, the two different ratings can provide a good level of information to help make informed decisions regarding the suitability for your child.

PEGI age ratings are broken down into five categories:

www.pegi.info				
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PEGI content descriptors are broken down into eight categories:



LIMITATIONS OF PEGI RATINGS

It's possible for young people to buy games online without a required proof of age, opening them up to age-inappropriate content without you knowing. We advise that you regularly monitor your child's gaming activities and maintain a honest and healthy dialogue with them about the online world.

PARENTAL CONTROLS

It is a good idea to put in place parental controls for all online accounts which your child may use to purchase or download online games e.g. The App Store, Google Play Store, PlayStation Store and Microsoft Xbox Store etc.

Source: www.pegi.info

Dates for your Diary - Spring Term



w/c Monday 16th February 2026	HALF TERM HOLIDAYS
Monday 23rd February 2026	TRAINING DAY
Wednesday 25th February 2026	School Photographs (Individual photos)
Friday 13th March 2026	Early Years and Key Stage 1 Mothers Day Service at St. Andrew's Church - 9.30am
Friday 13th March 2026	Key Stage 2 Mothers Day Service at St. Andrew's Church - 10.20am
Friday 13th March 2026	Choir at Ryton Festival (pm)
Thursday 2nd April 2026	Key Stage 2 Easter Service at St. Andrew's Church - 9.30am
Friday 3rd April 2026	GOOD FRIDAY - SCHOOL CLOSED
w/c Monday 5th April 2026	EASTER HOLIDAYS
Monday 4th May 2026	MAY DAY BANK HOLIDAY - SCHOOL CLOSED
w/c Monday 11th May 2026	Key Stage 2 SATS Week
w/c Monday 25th May 2026	HALF TERM HOLIDAYS
w/c Monday 1st June 2026	Made in the North East Week
Wednesday 10th June 2026	School Photographs (Class photos)

Dates for your Diary - Summer Term



Tuesday 16th June 2026	Year 6 Diocesan Leavers Service at St. Nicholas' Cathedral
Wednesday 24th June 2026 - Sunday 28th June 2026	Year 6 Trip to France
Friday 3rd July 2026	School Summer Fair