

A huge thank you to all the parents and carers who joined us for our Meet the Teacher session last week. It was very well attended, and it was lovely to see so many of you taking the opportunity to meet staff and find out more about the year ahead. One of the key messages I shared was the importance of home and school working in partnership. We all want our children to be happy and successful, but our role together goes beyond helping them through this year, or even their primary school years. We are preparing them for life. By working together, we can help our children develop the confidence, resilience, independence and responsibility they will need to manage the successes and challenges that lie ahead. Miss Senington also shared our new homework expectations. Children need to bring their reading book and planner/reading record to school every day and take responsibility for completing assignments by the due date. Your support in helping children establish these good habits is really important. All of the information shared by class teachers can be found on the class pages of our school website. Thank you for working in partnership with us. Our children are best prepared for their future when we work together.

October – Month of the Holy Rosary

October is traditionally dedicated to the Holy Rosary, and throughout this month our children will be spending time praying the Rosary together in school. The Rosary is an important part of our Catholic faith. As we pray, we reflect on key moments in the lives of Jesus and Mary, helping us to grow closer to Jesus through prayer and to think more deeply about his life, love and example. Children are warmly encouraged to bring their own Rosary beads into school during October. We also have a small stock of plastic Rosary beads available to buy for £1 from the school office.

Healthy Snacks and Packed Lunches

We have noticed recently that some less healthy options are beginning to creep back into snacks and packed lunches, including some items that are not permitted in line with our Healthy Eating Policy previously shared with parents. As a reminder, breaktime snacks should be fruit or vegetables, and packed lunches should provide children with a healthy, balanced meal. Sweets, chocolate, fizzy drinks and leftovers from takeaway meals should not be brought into school. To make the expectations as clear and easy to follow as possible, we have attached our Healthy Snacks and Packed Lunches poster to this week's newsletter. Please take a few moments to look through it and ensure that food brought into school follows these expectations. The full policy can be found on the school website. Thank you for your support in helping us promote healthy choices and good eating habits for all of our children.

Book Fair 8th – 14th October, 3.15pm-3.45pm

We are very much looking forward to welcoming you to our autumn book fair from this Thursday. Remember: every penny spent at the book fair earns rewards for our school to buy new books for our school library! Please note that no cash will be accepted at the book fair. Payments can be made online ahead of the fair by clicking on this [link](#), via QR codes available to scan in the school hall or via contactless payment. If you have any questions, please do not hesitate to contact Miss Senington via the school office. We can't wait to see you there!

Supporting Families with Online challenges

The digital world can bring many opportunities for children, but it can also present new challenges for parents. Each week, we will attach a help sheet to our newsletter, providing you with practical information and advice about different aspects of children's online lives. We hope these short guides will help you stay informed, start conversations at home and support your child to navigate the digital world safely and confidently.

More overleaf...



**5th October
Autumn 2026**

In this week's Gospel, Jesus tells the story of a landowner who carefully creates a vineyard and leaves it in the care of tenants. When he sends his servants to collect the fruit, the tenants treat them badly. Finally, he sends his own son, believing they will respect him, but they reject him too.

Through this parable, Jesus reminds us that God has entrusted us with many gifts and expects us to use them well. The vineyard represents all that God has given us, while the fruit represents the good that should grow from our lives. For us today, the message is about responsibility and the choices we make. God calls us to produce good fruit through kindness, compassion, respect, forgiveness and service to others. It reminds us not simply to receive God's gifts, but to use them to make a positive difference in the lives of others.



**Dear Jesus,
Thank you for all the gifts you have given us.
Help us to use them wisely and to grow good fruit through our words and actions.
May we show kindness, respect and compassion to others and make a positive difference each day.
Amen.**

We know that children are often very excited to see their parents and carers at the end of the day – and we know you are equally pleased to see them! However, please remind your child that they must walk across the playground when they are released by their teacher. Running across a busy playground can easily lead to collisions and accidents. To help reinforce this expectation, the senior leader on duty will ask any child who runs across the playground to return to their teacher and start their walk again. Thank you for helping us keep the end of the school day safe for everyone.

This Thursday, we will be celebrating our Africa Team's patron saint, St Moses the Strong. Although his feast day falls in August, we are marking the occasion together this week. Children in the Africa Team are warmly invited to wear their own clothes to school on Thursday to join in the festivities. Fr Emeka will celebrate a special Mass for us, and the Africa Team will also enjoy a small celebration together during the day. Team wristbands with the team motto '*Feel God's love in your heart and you will see Him everywhere,*' can be purchased for £1 from the school tuck shop.

The Children's Liturgy is returning to the 11.00am Mass at St Vincent's. The monthly sessions are aimed at children from Reception to Year 2 and will help younger children explore the Gospel and elements of the Mass in an engaging and age-appropriate way. Sessions will last around 25 minutes, taking place alongside the main mass and will be led by trained and DBS-checked parishioners. The parish would also love to hear from parents who may be interested in helping to lead Children's Liturgy in the future – please speak to Fr Emeka if you would like to find out more.

The image displays six student achievement certificates from St Anselm's Catholic Primary School, dated 2.10.26. Each certificate is for a different student and includes a paragraph of praise from the teacher, the teacher's signature, and the school name. The certificates are arranged in a 2x3 grid. Each certificate features a rainbow logo at the bottom right and a vertical strip of five small book icons on the left.

- Top Left:** Certificate for **Rere**. Praise: "Rere, you are an outstanding role model in year 1 and helping others do the right thing. You always show respect when other people are talking, treat all equipment with care and involve others. You are becoming more confident when talking in class and sharing your ideas with others." Teacher: Miss Fellows.
- Top Middle:** Certificate for **Anni**. Praise: "This week we have seen you show true resilience and leadership. Anni, during learning, you have made an effort to stay completely focused and push yourself not to give up. This has led to fantastic learning outcomes in both computing and English. We were also impressed with the ownership you took of preparing and presenting this week's 'Celebration of the Word'. You used your initiative to make sure everything was organised and ready on time. Well done Anni, keep shining!" Teacher: Miss Small.
- Top Right:** Certificate for **Dara**. Praise: "Dara, this week you have truly shown what being an 'Inspiration' looks like for a Year 5 child. You consistently follow instructions, set a great example to others and always give your best effort in every learning activity. I was particularly impressed with your Staffordshire Hoard work in history, where you carefully described and identified artefacts used by the Anglo-Saxons, showing excellent listening during the teaching input and effective use of the resources provided. Your quiet determination and positive attitude have certainly not gone unnoticed. Well done!" Teacher: Miss Ains.
- Bottom Left:** Certificate for **Kaja**. Praise: "You consistently show what it means to have PRIDE in everything you do. You listen carefully, follow instructions and are never afraid to ask for clarification when you are unsure. Your calm, reliable approach sets an excellent example to everyone around you. You can always be trusted to do the right thing and give your very best. I truly appreciate your hardworking attitude and the maturity you show each day. Your effort has not gone unnoticed, Kaja, and you should be extremely proud of yourself." Teacher: Mr Proctor.
- Bottom Middle:** Certificate for **Anni**. Praise: "Anni, this week you have shown great leadership and resilience. You have been a fantastic role model for your class, always showing respect and helping others. You have been very confident when talking in class and sharing your ideas with others. Well done Anni, keep shining!" Teacher: Miss Small.
- Bottom Right:** Certificate for **Rere**. Praise: "Rere, this week you have shown great leadership and resilience. You have been a fantastic role model for your class, always showing respect and helping others. You have been very confident when talking in class and sharing your ideas with others. Well done Rere, keep shining!" Teacher: Miss Fellows.

'Trust in the Lord... and He will direct your path.' Adapted from Proverbs 3:5-6

End of Term 2 – school closes 1pm




BRITISH VALUES
AT ST ANSELM'S SCHOOL



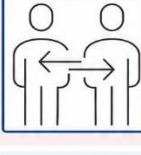
DEMOCRACY
We all have the right to be heard and to take part in decisions that affect us all.



RULE OF LAW
We are all subject to the law which is applied fairly and equally to everyone.



INDIVIDUAL LIBERTY
We have the freedom to make our own choices and express our own views.



MUTUAL RESPECT
We respect each other and treat everyone with kindness and consideration.



TOLERANCE
We value differences and celebrate the diverse communities we live in.

In the news this week

The Bayeux Tapestry is a nearly 1,000-year-old very long piece of cloth covered with pictures sewn in colourful thread that tells the story of a very famous event called the Norman Conquest of England. The almost 70-metre-long piece of art has travelled from its usual home in France, to go on display at the British Museum in London. It shows the events leading up to the Battle of Hastings in 1066, and depicts soldiers, horses and ships.



- **Things to talk about at home...**
- Which stories are important to your family and how have these stories been passed from one person to another?
 - Do we have any photographs or objects that tell part of our family's story?
 - What do you think we can learn from different types of stories?

Which British Values?

Individual Liberty is highlighted because people should have the freedom to express their ideas, experiences and stories however they choose.

The Bayeux Tapestry shows how stories can be understood and represented in different ways, highlighting **Mutual Respect** and **Tolerance**.

Which protected characteristic?

The Bayeux Tapestry highlights the protected characteristic of **sex**, as it can help us think about how men and women are represented in historical stories and whose experiences are included.

Rainbow Curriculum Link

This story helps us think about the **mutual respect** strand of our rainbow curriculum. The Bayeux Tapestry reminds us that **everyone has a story and that our stories are worth sharing and remembering**. By valuing our own history, family and experiences, we develop self-appreciation. By listening to and learning about the stories, cultures and experiences of others, we show mutual respect and understand that different people may see the same events in different ways.



This week's focus for Y5 & Y6:

Stereotypes, Prejudice & Discrimination

Key messages we learned:

- Stereotypes are assumptions that people in a particular group are all the same. They can seem positive or negative, but they are unhelpful because they do not recognise people as individuals.
- Prejudice is an unfair judgement or attitude towards someone because of a characteristic or group they belong to. Discrimination is when this leads to someone being treated unfairly.
- We encourage children to avoid making assumptions about others based on characteristics such as race, sex, religion, disability or age, and to think carefully about *why* someone is being treated differently.
- We also discuss how saying "I was only joking" does not remove responsibility. Jokes that repeatedly target someone because of a characteristic can contribute to prejudice and discrimination.
- Most importantly, children learn that we all have a responsibility to notice unfair treatment, not join in, speak up and tell a trusted adult when someone is being treated unfairly because of who they are.

This week's task:

Teach someone at home the difference between a stereotype, prejudice and discrimination. Can you think of one example of each? Then talk together about what you could do if you saw someone being treated unfairly because of a difference.

How you can support at home:

Talk with your child about the difference between making an assumption, having an unfair attitude and treating someone unfairly. You could use examples from everyday life to explore how stereotypes can influence the way we think about people, and discuss why it is important to see people as individuals rather than making assumptions about a whole group. You might also talk about what children can do if they notice unfair treatment: notice it, don't join in, speak up and tell a trusted adult. These conversations help children recognise prejudice and discrimination and understand their responsibility to treat others fairly and respectfully.



This term, we are learning about some of the most inspirational humanitarians.



Harriet Tubman was an American woman who spent much of her life helping other people find freedom and safety. She was born into slavery around 1822 and escaped to freedom as a young woman. However, she did not simply stay safe herself. She bravely returned to areas where slavery was still legal to help other enslaved people escape.

Harriet became part of a secret network of safe houses and helpers known as the Underground Railroad. She risked her own freedom many times to guide people on dangerous journeys to safety. During the American Civil War, she also worked as a nurse, cook, scout and spy, helping people who were sick or injured and supporting the fight against slavery.

Later in her life, Harriet continued to stand up for equality, including campaigning for women to have the right to vote. She is remembered as a humanitarian because she showed courage, compassion and leadership, putting herself at risk to protect others and working for a fairer world.

10 Top Tips for Parents and Educators

MANAGING DIGITAL BOUNDARIES FOR CHILDREN UNDER FIVE

Screens are part of everyday life, but they should not take over early childhood routines. For under-fives, healthy digital habits are built through simple, steady boundaries that protect sleep, play, connection, and development. Current UK guidance advises avoiding screen time for children under two – except for shared activities such as video calls – while children aged two to five should ideally have no more than one hour a day.

1 ASK A GROWN-UP FIRST

For under-fives, autonomy is important, but not when it comes to choosing digital content. Establish an 'ask a grown-up first' rule early, whether at home or in an early years setting. Adults should choose the video, app, or game, therefore helping children avoid unsuitable content and understand that devices are tools to be guided, not toys to control.

2 PROTECT SLEEP BUFFERS

Screens can make it harder for young children to wind down, especially when content is bright, noisy, or fast paced. Aim for a screen-free hour before sleep or start with 30 minutes if that feels more realistic. Use this time for calming routines such as stories, bath time, quiet play, or cuddles, helping children recognise that bedtime is approaching.

3 CO-VIEW AND CHAT

Screen time is safer and more meaningful when adults are involved. Sit with children, even briefly, and talk about what they're watching. Ask simple questions like, "What can you see?" or "How does that character feel?" This turns passive viewing into shared interaction, supports language development, and helps adults spot adverts, unsuitable content, or confusing messages.

4 KEEP DEVICES HIDDEN

Young children are more likely to ask for screens when they can see or reach them. Keep devices out of sight when they're not being used, and consider casting content to a shared screen instead of handing over a phone or tablet to a child. This reduces private scrolling, supports shared viewing, and helps adults stay in control of what appears next.

5 PLAN THE TRANSITION

The hardest part of screen time is often stopping. Before the screen goes off, tell the child what's coming next and offer two acceptable choices, such as blocks or drawing. This gives them a sense of agency without removing the boundary. A planned next activity prevents a sudden gap, which can quickly become frustration or distress.

6 LEAD BY EXAMPLE

Children notice adult habits long before they understand adult explanations. If they're expected to put their screens away, they need to see adults doing the same thing during meals, play, and conversations. Create a shared 'phone home', such as a basket or shelf, to show that technology has a place in daily life but does not need constant attention.

7 MAKE SCREENS PREDICTABLE

Young children do not always understand minutes, but they quickly learn patterns. When screen time happens at a regular point in the day, it becomes a routine rather than a negotiation. Use the same start and finish signals each time, such as a timer, goodbye wave, or tidy-away moment, so children know what to expect next.

8 CREATE SCREEN ZONES

Physical boundaries help children understand digital boundaries. Keep screens out of bedrooms to protect their sleep and away from tables to preserve mealtime connections. Choose one agreed 'yes space', such as a shared living room area or supervised classroom corner. This makes limits feel less personal and more like a clear family or setting routine.

9 USE SIMPLE SCRIPTS

Transitions are easier when children hear the same calm language each time. Use short, repeatable phrases such as, "First tidy, then tablet," or "When the timer beeps, we stop." Avoid long explanations during emotional moments. Simple scripts reduce negotiation, help adults stay consistent, and give children clear expectations they can gradually understand and follow.

10 PRIORITISE SLOW CONTENT

Not all screen time feels the same to a young child's brain. Fast-paced clips, loud sounds, and rapid scene changes can make it harder for some children to settle down afterwards. Choose slower content with simple stories, gentle voices, and natural pauses. Think of digital content like food, with more calm, nourishing choices than fast-paced, digital 'sugar rushes'.

Meet Our Expert

Neha Agarwal is the founder of Cyber Ved Kids, an innovative educational initiative that transforms complex cybersecurity concepts into engaging, age-appropriate adventures for children aged 3-10. With her unique background leading cybersecurity services for corporates and serving as an expert panel advisor on Internet Matters, Neha brings corporate-grade cybersecurity expertise to the early years world.



#WakeUpWednesday

The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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Healthy Choices

for a Happy, Healthy Day!

Healthy Food Helps Us Learn!

Good food gives us energy, helps us concentrate and keeps us healthy.

Break Time Snacks

Snacks give us a light, healthy boost of energy to help us concentrate and learn.

✓ These snacks are allowed:



Fresh fruit



Fresh vegetables



Items from the school tuck shop that meet our food standards

✗ These snacks are not allowed:



Sweets



Chocolate bars and chocolate-coated products (including biscuits)



Juice cartons or flavoured drinks

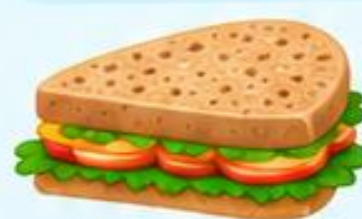


Fizzy drinks

Packed Lunches

A healthy packed lunch gives us the nutrients we need to stay healthy and do our best.

A healthy lunch usually includes:



A starchy food such as bread, wraps, pasta, rice, couscous or crackers



A protein source such as meat, fish, eggs, beans, lentils, cheese or hummus



At least one portion of fruit and/or vegetables



A dairy product or suitable dairy alternative



Water as the only drink

✗ These should not be included in packed lunches:



Fizzy drinks



Juice cartons or flavoured drinks



Sweets, chocolate bars and chocolate-coated products (including biscuits)



Takeaway food or leftovers from takeaways (e.g. pizza, fried chicken, chips)



Any products containing nuts due to allergy risks

Remember...



Choose healthy, nutritious foods



Drink water



Keep sugary foods and treats limited



No takeaway food or leftovers



No nuts

Healthy Food Brighter Futures!

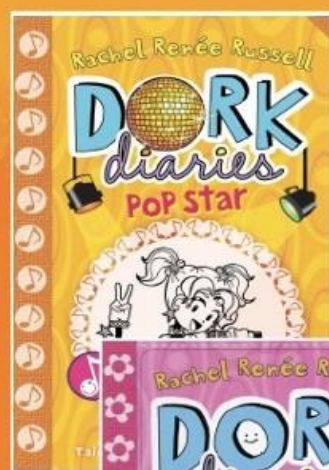
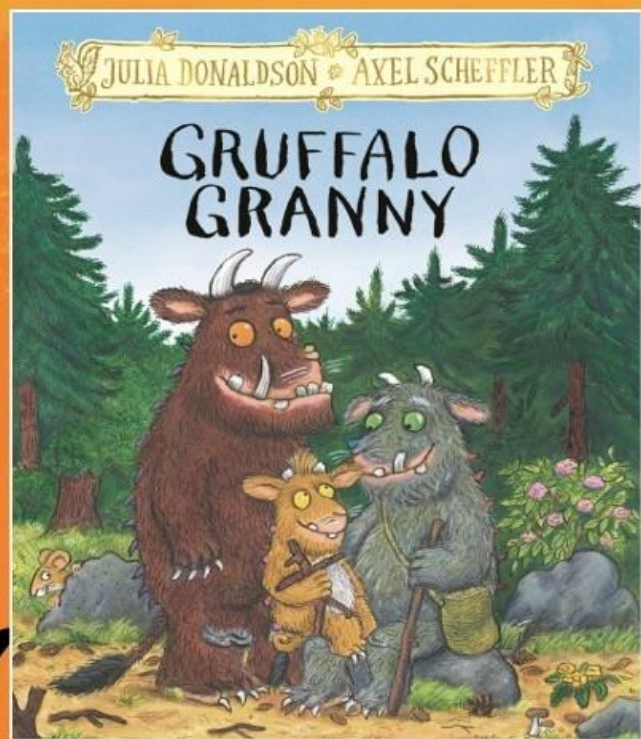
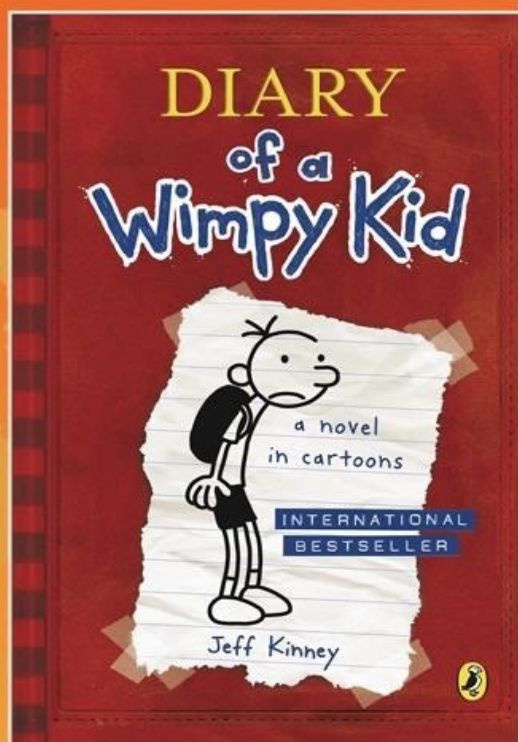




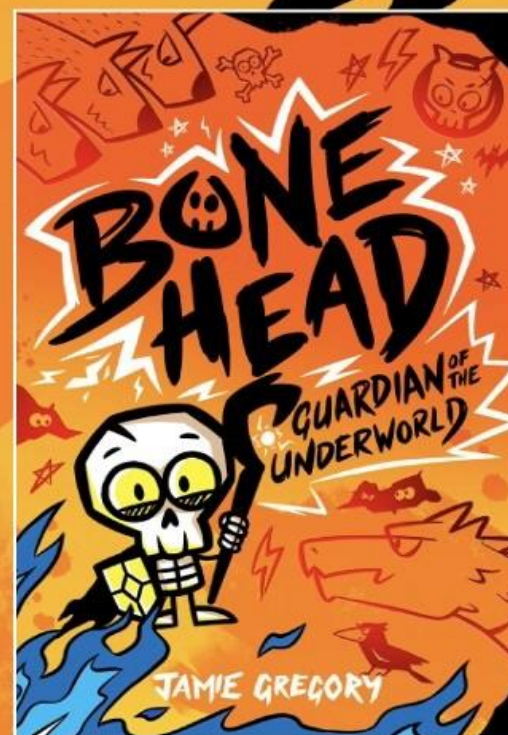
Every book
you buy earns
FREE
BOOKS
for our school*

COME TO OUR BOOK FAIR

And find your next favourite read!



3 for
£10.00



GO
ALL
IN.

National
Year of
Reading
2026

DATE:

08/10/26-14/10/26

TIME:

3.15pm-3.45pm

LOCATION:

School Hall

Scan to pay
securely online!





St Anselm's School Term Dates 2026-27

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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Holiday	Bank holiday	INSET day		
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St Anselm's School Term Dates 2027 – 2028

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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	Holiday		Bank holiday		INSET day	
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PARENT & FAMILY SUPPORT

Mental Health, Wellbeing and Safeguarding Resources

St Anselm's Catholic Primary School

Safeguarding Support at School

If you have concerns about your safety, your child's safety, or their wellbeing, please contact the Designated Safeguarding Lead (DSL).

Email: dsl@st-anselms.kent.sch.uk

If a child is in immediate danger call **999**.

Domestic Abuse Support

National Domestic Abuse Helpline

Call **0808 2000 247** (24 hours a day)

Chat: Mon–Fri 10am–10pm

[Domestic abuse support information](#)

Additional Support Services

Childline: 0800 1111 (24hrs)

Samaritans: 116 123 (24hrs)

[YoungMinds](#)

[Beat Eating Disorder Support](#)

[Kidscape](#)

Fast Track Counselling for Parents

North Kent Mind offers fast track counselling for parents.

£40–£45 per session with short waiting times.

[Visit service page](#)

Kooth – Free Online Mental Health Support

Free anonymous online counselling for young people aged 10–25. Available daily including evenings and weekends.

www.kooth.com

Parent support email: parents@kooth.com

