



HEADTEACHER'S UPDATE

"For I know the plans I have for you... plans to give you hope and a future"

Jeremiah 29:11

ISSUE NO. 15 : 8 MAY 2026

DIARY DATES



Thurs 14 May	3.15pm FOSP 2 nd hand uniform sale and tuck shop
Wed 20 May	2.45pm Info Session for Year 1 Parents re: Phonics Screening Tests
Fri 22 May	INSET Day—school closed for Staff Training
Mon 1 Jun	INSET Day—school closed for Staff Training
w/c 15 Jun	St Peter's Health & Wellbeing Week with Dance Workshops; Skipfit; and Health & Wellbeing Workshops
Fri 19 Jun	1.30pm Sports Day - weather permitting
Thurs 25 Jun	9.15am Open Morning for Prospective Parents Sept 2027 Admissions
Fri 26 Jun	MUFTI Day: Fete donations
Tues 30 Jun	Transition Day
Thurs 2 Jul	Pause Day: St Peter
Fri 3 Jul	Busy Bees Class Trip to Gatton Park
Sat 4 Jul	St Peter's School Summer Fete

Dear Parents and Carers,

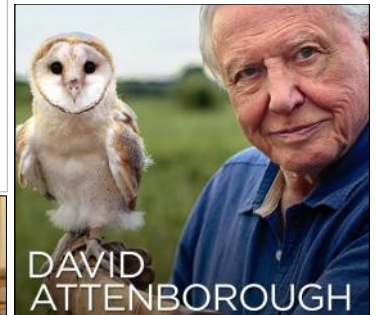
How lovely that we have fully arrived at the month of May. With it we are already seeing delightfully longer days, more sunshine (although I don't want to speak too soon) and warmer days – especially in the mornings. The children, along with the flowers, are blossoming and it is a joy to see them delight in their learning experiences or enthusiasm for their playtimes and many moments spent outside in our lovely school environments.

All classes are participating in as many outdoor learning activities as possible; it is fantastic to see their understanding and learning developing further. For example, Busy Bees have been taking their maths outside, collecting leaves, sticks and pebbles to help them with their counting and sorting activities. Dragonflies spent a wonderful morning outside during their visit to the Big Wood Estate last week. It is unbelievable how many new things we all learn when we go there each time. We were very privileged to see the new wetland area that they have been building. Although we didn't see any beavers in their new home, we were able to watch a video (from the cameras installed in the area) of the beavers munching their way through and then felling a tree! Seeing it properly, and not simply from a YouTube video, was absolutely thrilling and certainly very impressive. Ladybirds will be taking their own visit there very soon and we know they will certainly love it!

Dragonflies have also been potting on their tomato plants this week. They were exceptionally careful with the fragile seedlings, so fingers crossed they lap up the sunshine to grow stronger and produce plenty of fruit. Unfortunately, they have also been learning that not everything grows when you plant it from a seed. Only one of the lemon seeds at this time is showing any signs of life – but we live in hope!

NITE OWLS

To celebrate the 100th birthday of Sir David Attenborough, the children were very excited to be visited by Nite Owls, a birds of prey demonstration team, this morning. We got to meet five adorable owls and even got to hold them and then watch them fly. The children sat very still and quiet as they listened for the owls swooping across from one side of the hall to the other. Magical! We learned lots of very interesting facts about the different types of owls, how they fly silently, hunt and catch their prey. One of the most important messages from this morning—don't leave litter lying around—it can kill owls (and other birds) if they eat it. Put your rubbish in the bin, or even better, recycle it. Thank you to the Nite Owls for visiting us and Happy 100th Birthday Sir David.



WANTED: Construction Supplies for our 'AirBeeNBees'

Next Thursday the whole school will be undertaking a project to create minibeast hotels. We would love the children to bring in any appropriate recycling materials for this project please. Materials should be brought in on the day (Thursday 14 May) rather than before please, due to limited storage space. Thank you in advance.



THIRSTY FOR LEARNING

We have a growing number of children who are not bringing water bottles or sun hats to school. Although we do have some spare bottles and a few hats, please may we remind parents that children should bring these into school daily. The school does not have enough bottles/caps to accommodate everyone.

BOOK AMNESTY

Please could everyone have a good look at home for any school books they may have. We are especially concerned at the number of Phonics books that are missing from our collection. These books are not only expensive to purchase but it also means that other children are missing out on the next correct book level to read as they continue to develop their phonic knowledge. Please check book shelves and cupboards for any that may have inadvertently not been returned. Thank you.



BUSY BEES

In Literacy, Busy Bees have been enjoying the stories "The Tiny Seed" by Eric Carle and "The Little Sunflower". They explored the events in each story and talked about their favourite parts, sharing ideas with their friends. The children also linked these stories to their learning about the life cycle of a sunflower, using drawings and writing to show what they remembered and understood. In Science, we have been learning about plants. We have planted seeds in the school garden and are looking forward to watching them grow over the coming weeks and months. We identified the different parts of a plant and discussed what plants need to grow, such as water, light and soil. We also talked about the importance of the sun and learned why we need to wear hats and sun cream to protect ourselves from harmful UV rays when we are outdoors. In Maths, we have explored 2D and 3D shapes and learned about their properties. We discovered that 3D shapes are made up of 2D shapes and we then went on a fun shape hunt around the school grounds, spotting shapes in the environment. We have also started to learn the concept of doubling numbers up to 12. In PSHE, we shared "The Colour Monster" by Anna Llenas, helping us to recognise and talk about our feelings. This was linked to our work on The Little Sunflower, supporting discussions about growth, change and emotions. The children were encouraged to name their feelings and think about ways to manage them positively.



LADYBIRDS

Ladybirds have had a fantastic couple of weeks. We have been fascinated by the transformation of our caterpillars—witnessing them emerge as beautiful butterflies and then having the excitement of releasing them outdoors. They flew away.. but not too far, and a few of them landed on the children's hands, which we loved! In our Maths learning we have been adding three, 1-digit numbers, searching for a number bond to help us. We picked this up really quickly and it was lovely to see so many children doing this work at home, showing their parents the method. In English, we have been studying non-fiction texts and learning about their characteristics. We researched and created our own "Plants" fact files using our knowledge of writing in a non-fiction style. We also re-capped imperative verbs and instruction writing. We were able to design our own board game and then wrote instructions on how to play it to illustrate our understanding of this.

DRAGONFLIES

Dragonflies have been having a great time exploring our outside areas looking for different animal and insect habitats. They have discovered different birds' nests, found a fox hole and seen lots of spider webs (much to their delight). This week they have also started on their project 'Nature in Numeracy' using their maths knowledge to think about how old trees are or to estimate the height of them.

Dear God,

Thank you for making me special and loving me just as I am.

Thank you for my unique smile, the way I think, and the things I am good at.

Even on days when I feel 'different' or when I make a mistake, help me remember that I am Your child and that I am enough.

When I feel worried or left out, please wrap me in Your peace.

Help me to be brave enough to be myself, and kind enough to let others be themselves, too.

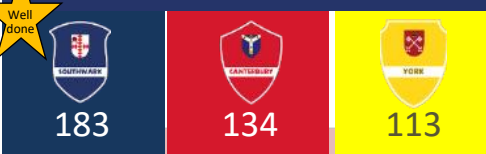
Teach me to see the beauty in everyone I meet, just as You see the beauty in me.

Help me to walk with a happy heart today, knowing I am always loved, always wanted, and never alone.

Amen



HOUSE TEAM POINTS



HAPPY MAY BIRTHDAYS TO...

Jimmy, Hughie and Aurora (age 5); Penny (age 6); and to Summer, Poppy and Lawson (age 7)



CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr and Mrs Vaquinhas or phone the contact centre on:

"Safeguarding is Everyone's Business"

NATIONAL YEAR OF READING

X EDUTHING

CLICK THE QR CODE TO REGISTER TODAY



MAKING READING A HABIT AT HOME
THURSDAY 21ST MAY

This family-focused session explores how simple, light-touch uses of technology can make daily reading feel easier, more enjoyable and more achievable for children of all ages. With busy routines and growing pressures on family time, many parents find it challenging to build a consistent reading habit. This session demonstrates how small digital tools can support tricky moments, spark motivation and help children connect reading with the things they already love.

THIS SESSION WILL EXPLORE

- Why small, positive reading moments make a big difference
- Simple digital supports that help with tricky words and confidence
- How audio, captions and short digital texts can help on busy days
- Ways to use your child's interests to boost motivation
- How to find personalised book suggestions based on what your child enjoys
- Fun, low-pressure family reading challenges

FAMILIES WILL GAIN

- Practical activities that can be used the same day
- Confidence to support reading without pressure or battles
- Simple, accessible ways to turn 10 minutes into a habit
- Ideas for motivating reluctant readers

PARENTS, CARERS AND CHILDREN ALL WELCOME!



SPECIAL GUEST

BEVERLY CLARKE MBE

Beverly Clarke MBE joins this session to share her expertise in digital inclusion, reading for pleasure and supporting families in using children's interests - including their love of technology - to boost motivation.



GO ALL IN.

eduthing

National Year of Reading 2025

To support the National Year of Reading, our IT support Eduthing are offering a free session for parents/carers on making reading a habit at home on Thursday 21st May, 7pm - 8pm.

The session will explore:

- Why small, positive reading moments make a big difference
- Simple digital supports that help with tricky words and confidence
- How audio, captions and short digital texts can help on busy days
- Ways to use your child's interests to boost motivation
- Fun, low-pressure family reading challenges
- How to find personalised book suggestions based on what your child enjoys

Scan the QR code to register.

Friends of St Peter's News:

St Peter's School Summer Fete

Saturday 4th July 12-4pm

Fun for all the family!

Tandridge Lane Oxted RH8 9NN

BBQ & Pimms Tent and bar

Live performances

Traditional fete games

Local Produce

Vintage Tractors

Tombola

Face painting

Pony Rides

Maypole

Crafts

Tea & Cake

SPONSORED BY **Robert Leech**

SECOND HAND UNIFORM SALE

AND TUCK SHOP

THURSDAY 14 MAY

3.15pm in the playground

Choose some summer items or stock up ready for September whilst the children eat their snacks!

If you have any good quality second-hand clothes you'd like to donate, please bring them into the school office before **14 May**.

I hope you all have a really fantastic but restful weekend. God Bless, *Lenia Greenaway*

Emergency information regarding the school will be announced on HEART RADIO 102.7FM

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



#WakeUpWednesday

The National College

See full reference list on our website

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