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May 9<sup>th</sup> 2025 Issue 2/4 Summer Term 1



Next week is **mental health awareness week** and the theme is 'Community', promoting power in community where everyone feels supported with their mental health and wellbeing at home, school and work. We will be promoting mental health awareness week in school, where community is at the heart of our school ethos, launching the week with a special assembly. A lot of advice online about talking to our children about their mental can often seem to be aimed at older children and young adults. The Anna Freud foundation has a leaflet for parents with younger children which we have made available within this newsletter and which can also be downloaded via the following link:

<https://www.annafreud.org/resources/schools-and-colleges/advice-for-parents-and-carers-talking-mental-health-with-children-at-primary-school/>

Mrs Wells

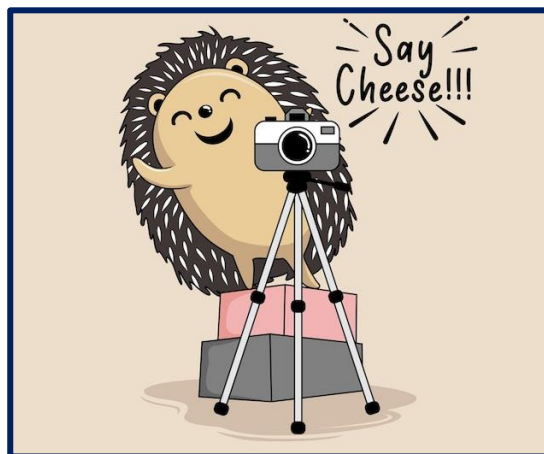
If you have any concerns about your child's mental health/wellbeing, pop in to see Mrs Lamb, our Senior Mental Health Lead, or one of our Mental Health Ambassadors, Ms Gasper, Mrs Wells, Mr Patterson or Mr Brown. You can also find a range of resources on our website [here](#).



## Robinwood Presentation Evening

Thank you so much to everyone who joined us for our presentation evening! Huge thanks to Miss Bell, Miss Bolton, Mrs Dodds and Miss Gasper for giving up their evening to be with the children.

## School Photographs



Our school **photographer** will be in on **Wednesday 14<sup>th</sup> May** to take this year's **class photos**. Please send your child to school in their uniform – PE kits are not required this week.

Mrs Lamb

Dear Parent/Carers

## NSPCC's Speak out. Stay safe. Programme

As part of Mental Health week we are participating in the **NSPCC's *Speak out. Stay safe.* Programme.** *Speak out. Stay safe.* is a programme for children aged 5-11 which aims to help children understand abuse in all its forms and to recognise the signs of abuse. Children are taught to speak out if they are worried, either to a safe adult or Childline.

This child friendly programme is aligned with the curriculum and consists of age appropriate virtual assemblies and supporting classroom based activities which we have reviewed. The content is delivered in an engaging and interactive way with the help of the NSPCC mascot Buddy.

Parents and carers are asked to let school know if their child may have experienced anything (in the past or happening now) which may mean they need extra support before, during or after taking part in this programme.

If you would like to know more about the *Speak out. Stay safe.* programme visit [www.nspcc.org.uk/speakout](http://www.nspcc.org.uk/speakout).

### Additional NSPCC resources for families to help keep children safe

The NSPCC have shared some important information below on wider NSPCC resources and support to help keep children safe.

#### Parent/Carer support

Take a look at information, support, advice and activities from NSPCC for parent and carers.

[www.nspcc.org.uk/parents](http://www.nspcc.org.uk/parents)

#### Activities to extend learning at home

Take part in games and activities at home to help children learn about speaking out and staying safe.

[www.nspcc.org.uk/activities](http://www.nspcc.org.uk/activities)

#### Online Safety Hub

For information on a range of different online safety topics including gaming, social media, sharing images, parental controls and more.

[www.nspcc.org.uk/online-safety](http://www.nspcc.org.uk/online-safety)

#### Childline – under 12's

Childline have an accessible website with advice, support, games and activities. Children can change the language, enlarge text and also listen to the content.

[www.childline.org.uk/buddy](http://www.childline.org.uk/buddy) (5-7)

[www.childline.org.uk/kids](http://www.childline.org.uk/kids) (7-11)

#### Talk PANTS with your children

Talk PANTS is a simple conversation to help keep children safe from sexual abuse. From P through to S, each letter of PANTS provides simple but important messages. Download the free resources at [www.nspcc.org.uk/pants](http://www.nspcc.org.uk/pants).

I hope you find this information about the NSPCC and the *Speak out. Stay safe.* programme helpful. Please do contact me if you have any further questions.

Yours sincerely,  
Mrs Lamb

# KS2 Big Gig 2025



Our annual **Big Gig** for 2025 will take place on **Friday 20th June 2025** at the **Vertu Motors Arena**.

The Big Gig is an amazing event with a live band and over a thousand young performers from schools across the North East. Our KS2 children have been learning their songs during our weekly Ukulele tuition lessons.

The theme for this year is ***Sounds of the Seventies*** so dig out those platform shoes, dust off that turntable and get ready to dance the night away under the disco lights!

We will be sending out more information closer to the time via ParentPay and will be looking for some parent volunteers to help us on the day.

Mr Patterson

**SOUNDS OF THE 70S**  
#mpnbiggig



## Children's Cancer Run Essential Information

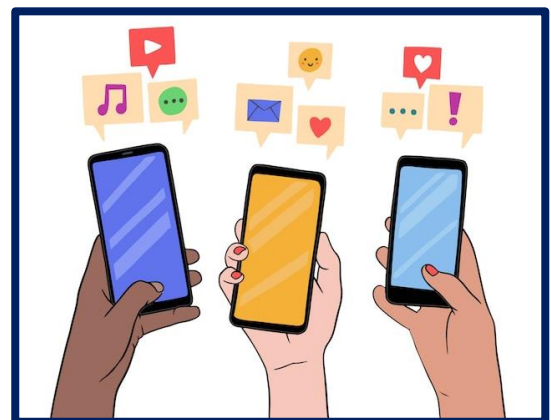
Thank you so much for joining our school team for the Children's Cancer Run on **Sunday 18<sup>th</sup> May 2025**. I am thrilled so many of you can attend!

Please arrive at Newcastle Racecourse, Gosforth Park by **11:20am** ready for our **11:40am start**.

Our designated **car park is A**. Meet at the school meeting point.

Thank you for helping our school to make a difference.

Miss Walsh



## Smartphones

**Please see below** for a collective message from Gosforth School's Trust Headteachers about the impact of smartphones and the pressures faced by parents.

# KS1 Geography Fieldwork - Traffic Surveys



On **Monday 19th May** (Year 1) and **Tuesday 20th May** (Year 2) children in KS1 will be conducting some more Geography Fieldwork in our local area. This time we will be collecting data by conducting a traffic survey to answer the question, '**Which roads around our school are the busiest?**'

Full school uniform (or PE kit on PE days) and a waterproof coat or sun cream/sunhat depending on weather please.

Make sure to give us a wave if you spot us in our high-vis jackets!

Many thanks

Mr Hindess



A huge well done to **Miss Pope's Class** who have won the Golden Welly award for a second time for excellent tidying up of equipment after break times. A super well done from me!

Ms Gasper



## The Voices in Colour

**Year 2** have been learning 8 new songs in music which are linked to the Zones of Regulation (a tool for helping to understand our emotions).

They have discussed what message the songs are giving and how it makes them feel. This is in preparation for a **trip to Northern Stage** where the songs will be performed. This opportunity has been provided through our Music Partnership and the Newcastle SEMH team. **More information about the trip will be given soon.** If you would like to play the songs at home for the children they are:

1. Shake it Off
2. Help!
3. Eye of the Tiger
4. Unstoppable (Sia)
5. Count on Me
6. Over the Rainbow / What a Wonderful World (Israel Kamakawiwo'ole)
7. This is Me
8. Firework

Thanks,

Mr Patterson (Music Lead)

Supported using public funding by



**ARTS COUNCIL  
ENGLAND**





Dear Parent/ Carers,

### **Smartphones & Children: What every parent needs to know**



We are writing to you as a group of schools from the Gosforth Schools' Trust because we are concerned about the impact of smartphones on children and young people. In addition to our own concerns, we think there may also be an appetite from parents, particularly of younger children, to try to push back against what can feel like overwhelming pressure to provide a smart phone for your child at an earlier age than feels comfortable.

The purpose of this letter is not to create pressure, or to make those of you who have given smartphones to your children feel bad: instead, it is about trying to give you more information about smartphones and their potential impact and ways in which we might support you around this challenging issue.

### **Why we're concerned**

Smartphones give children instant access to the internet, messaging, apps and social media — but with that comes a range of risks. Most smartphones are designed for adults, not young children. Here's what every parent should be aware of:

### **Top dangers of Smartphones for children under 11**

 <b>Danger</b>	 <b>What It Means</b>
<b>Inappropriate Content</b>	Easy access to violent, sexual or disturbing content, even with basic filters.
<b>Online Predators</b>	Apps with chat features can allow strangers to contact your child.
<b>Cyberbullying</b>	Group chats and social media make it easier for bullying to happen without adults knowing.
<b>Screen Addiction</b>	Constant notifications and games can impact sleep, focus, and behaviour.
<b>Mental Health Issues</b>	Social media can affect body image, self-esteem and increase anxiety in young users.

### **Our Advice: Protecting your child**

#### **Delay smartphone use**

Children don't need full smartphones at primary age (up to the age of 11). Consider basic phones (call/text only) if needed for safety.

#### **Set firm screen time rules**

Limit phone use, especially before bed or during meals. Phones should stay out of bedrooms at night.

#### **Use strong parental controls**

Install family safety apps (like Google Family Link or Apple Screen Time) to filter content and monitor usage.

#### **Stay involved**

Know what apps your child is using. Encourage open conversations and check in regularly.

#### **Talk about online safety**

Teach children to tell an adult if something makes them feel uncomfortable or unsafe.

### ? Did You Know?

- 📺 **Over 50% of 9–11 year olds** have seen something online that upset them.
- 📱 Many popular apps (TikTok, Instagram, Snapchat) have a **minimum age of 13**, but children often use them anyway.
- 🛌 **Excessive phone use before bed** can lead to poor sleep, which affects mood, behaviour and learning.

### ♥ Let's work together

We want to support you in making informed decisions. If you're unsure about:

- **Which apps are safe**
- **How to set parental controls**
- **Talking to your child about the risks**

Please reach out to us — we're here to help.

Thank you for working with us to keep our children safe.

Warm regards,

The GST Heads

Internet Matters: <https://www.internetmatters.org/resources/mobile-phone-safety-checklist/>

Internet Matters: <https://www.internetmatters.org/resources/tech-guide/mobile-phones-for-children/>

UK Safer Internet Centre: <https://saferinternet.org.uk/guide-and-resource/parents-and-carers/phones>

Barnardos: <https://www.barnardos.org.uk/blog/keeping-your-child-safe-their-smartphone>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/access-to-technology-for-different-ages/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zfcctcw#z388s82>

Childline: <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/mobile-phone-safety/>

Children's Society: <https://www.childrenssociety.org.uk/what-we-do/blogs/should-children-have-mobile-phones>

Common Sense Media: <https://www.common Sense Media.org/articles/cellphones-and-devices-a-guide-for-parents-and-caregivers>

To set up parental controls: <https://www.internetmatters.org/parental-controls/smartphones-and-other-devices/>

# TIMES TABLES ROCK STARS

**Mrs Easdon's and Mrs Armstrong's class** are our most active class again! Great job Year 3!

Our top coin earners this week are Ava U, **Toby S**, **Jessica F** and **Iris E**.



Congratulations **Miss Parsons Munn's class** who are our most active class this week! It's great to see so many of you completing challenges and getting 90% or more, remember it is better to go slower at first to secure your knowledge before speeding up.

Our top coin earners this week are:

Miss Parsons-Munn – **Toby B**

Miss Coughlan – **Elliot B**

Miss Gledhill – **Eliza T**

Miss Pope – **Patrick W**

Miss Walsh – **Alayna R**

Mr Patterson – **Imogen W**

Mrs Easdon and Mrs Armstrong – **Thea T**

Great job everyone, Miss Pope.

## Attendance

Our whole school attendance to date is a fantastic **97%** up from **96.4%** this time last year!

Our classes of the week this week are:

**Year 4 Miss Bell** with **99.7%** and

**Reception Miss Coughlan** with **99.7%**

Well done everyone!

Mrs Lamb

## Makaton

This week's sign is –

**Finished**

Sign



# Important Dates 2024-2025

Summer 1	
Tuesday 13 <sup>th</sup> May	Skipping Festival
Wednesday 14 <sup>th</sup> May	School Photographer – Class Photos
Thursday 15 <sup>th</sup> May	Safety Works Visit for Year 2 and Year 4
Sunday 18 <sup>th</sup> May	Children's Cancer Run
Monday 19 <sup>th</sup> May	KS1 Local Geography Fieldwork – Traffic Surveys – Year One
Tuesday 20 <sup>th</sup> May	KS1 Local Geography Fieldwork – Traffic Surveys – Year Two
Friday 23 <sup>rd</sup> May	Last Day of Term
Summer 2	
<b>Monday 2<sup>nd</sup> June</b>	<b>GST Training Day</b>
<b>Tuesday 3<sup>rd</sup> June</b>	<b>First Day Back at School</b>
Thursday 12 <sup>th</sup> June	Author Visit (Alex Falase-Koya)
Wednesday 18 <sup>th</sup> June	Year 1 Trip to Washington Wetlands
Wednesday 18 <sup>th</sup> June	Year 4 Multiplication Check
Friday 20 <sup>th</sup> June	KS2 Big Gig 2025 'Sounds of the 70s'
Monday 23 <sup>rd</sup> June	Sports Week
<b>Wednesday 25<sup>th</sup> June</b>	<b>Year 2 Trip to Northern Stage – Voices in Colour</b>
WB 30 <sup>th</sup> June	In school transition week
Tuesday 1 <sup>st</sup> July	Year 2 Trip to Alnwick Castle
Wednesday 2 <sup>nd</sup> – Friday 4 <sup>th</sup> July	Year 4 Transition to GEMS
Thursday 3 <sup>rd</sup> /Friday 4 <sup>th</sup> July	Year 3 On site residential with Mr H
Thursday 3 <sup>rd</sup> July	Year 4 Author Visit (Guy Bass)
Wednesday 9 <sup>th</sup> July	Year 1 Seaside Workshops
Friday 11 <sup>th</sup> July	End of Year Reports
Monday 14 <sup>th</sup> July	Summer Fayre + BBQ
Friday 18 <sup>th</sup> July	Last Day of Term

## Staff Training Days

Staff Training Days for GST schools this academic year will be:

- Monday 2<sup>nd</sup> June 2025

School re-opens Monday 1<sup>st</sup> September 2025





# Rainbow Wraparound

Bookings must be made during the booking window which opens on the 10<sup>th</sup> of each month and closes on the 20<sup>th</sup> of each month, for the following month.

	Booking opens 12 noon	Booking closes 12 noon
October bookings	September 10 <sup>th</sup>	September 20 <sup>th</sup>
November bookings	October 10 <sup>th</sup>	October 20 <sup>th</sup>
December booking	November 10 <sup>th</sup>	November 20 <sup>th</sup>
January bookings	December 10 <sup>th</sup>	December 20 <sup>th</sup>
February bookings	January 10 <sup>th</sup>	January 20 <sup>th</sup>
March bookings	February 10 <sup>th</sup>	February 20 <sup>th</sup>
April bookings	March 10 <sup>th</sup>	March 20 <sup>th</sup>
May bookings	April 10 <sup>th</sup>	April 20 <sup>th</sup>
June bookings	May 10 <sup>th</sup>	May 20 <sup>th</sup>
July bookings	June 10 <sup>th</sup>	June 20 <sup>th</sup>

Parents must make their own bookings on the school cloud system. The only exception to this is families using vouchers. If you are emailing dates for voucher bookings, you must include

- Your child's name
- The day and date
- The sessions required (breakfast, until 5pm, until 6pm).

If you would like to, you can book sessions in advance for the entire school year.

If you do wish to book the same sessions for the entire school year, please email Mrs Carrick at [wraparound@gosforthpark.newcastle.sch.uk](mailto:wraparound@gosforthpark.newcastle.sch.uk)

Block bookings can only be made via email or through school cloud (not text message).

Please email [wraparound@gosforthpark.newcastle.sch.uk](mailto:wraparound@gosforthpark.newcastle.sch.uk) for any wraparound queries, **NOT the admin inbox or Mrs Carrick directly, as this will delay any response and may result in you missing the booking window.**

**Please ensure all block bookings are made/requested before the booking window closes. We cannot guarantee any block bookings after this date.**

If you have any queries, please do not hesitate to get in touch.

Thanks

Mrs Carrick

[wraparound@gosforthpark.newcastle.sch.uk](mailto:wraparound@gosforthpark.newcastle.sch.uk)

# Join us for **Birty's 2<sup>nd</sup> Charity Quiz Night**



**Friday 20th June**  
7.00pm arrival  
(Quiz starts at 7.30pm)

.....

**Northern Football Club**  
McCracken Park, Gosforth,  
Newcastle Upon Tyne, NE3 2DT



**Book early to avoid  
disappointment!**

Text or phone Philip  
(Birty's Dad) on  
07854324963 or  
purchase on the door

**£10 per  
brain**

max.  
**6**  
per team

**RAFFLE**

Please bring some  
cash for our raffle -  
we have great prizes!

In memory of Ian 'Birty' Birtwistle  
Event arranged by "Birty's Brigade"



In support of:



**Children's  
Cancer North**



Registered with  
**FUNDRAISING  
REGULATOR**

Registered charity no. 1189748



**HANDBALL FUN**

**7TH JUNE 2025**

**BENFIELD CENTRE  
FOR SPORTING EXCELLENCE  
NEG 4NU**

**RECEPTION - YEAR 5  
YEAR 6-YEAR 8  
YEAR 9-YEAR 10**

**FUN - FRIENDLY - INCLUSIVE  
FREE ENTRY**

**CAKE SALE**

**Sign up today**

email [NEWCASTLEVIKINGS@GMAIL.COM](mailto:NEWCASTLEVIKINGS@GMAIL.COM)

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**HAPG**  
THE ASSOCIATION OF  
The Network for Airline Services



GPFS PTFA  
presents.....

# An evening of self care

With Angela's Massage Therapies

On Friday 13<sup>th</sup> June  
6pm - 8pm  
in the Community Room

Fancy making your very  
own self care products to  
take home?

Grab some friends and  
come and have fun making:

- Bath salts and scrubs
- Shower steamers
- Aromatherapy  
rollerballs
- and more!

\*Products made might vary on the night

Tickets cost £30 each, include  
a snack and are available on  
Parent Pay now!



**FUN & CREATIVE TAG RUGBY THEMED CLASSES**

**RUGBY  
MINIS**

**BOOK NOW**

**AFTER SCHOOL CLUBS**  
**RECEPTION, YR 1 & YR 2**  
TUESDAYS 15:25-16:25  
**YEARS 1, 2, 3 & 4**  
THURSDAYS 15:25-16:25

**CHALLENGES**

**TEAM FUN**

**SKILLS**

**GAMES**

[www.rugbyminis.co.uk/gosforthparkfirst](http://www.rugbyminis.co.uk/gosforthparkfirst)



**MUSIC  
PARTNERSHIP  
NORTH**

# GOSFORTH VOICES

**Do you enjoy singing and  
making music?**

Our Gosforth Voices choir meet on Wednesdays  
after school with young people from Years 3 and 4. It's a  
fantastic opportunity to make music with others and  
meet new friends from other schools!

To join us, scan the QR code to  
find out more or visit our website:  
[www.musicpartnershipnorthnewcastle.co.uk/ensembles](http://www.musicpartnershipnorthnewcastle.co.uk/ensembles)

**FREE**

**Open to Y2  
from Summer**

supported using public funding by

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PARTNERSHIP  
NORTH

f i s t

QR code



# 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](https://nationalcollege.com/guides/fostering-a-sense-of-belonging)