



FRIDAY NEWS

8TH
MAY
2026

The official newsletter of St James CE Primary School



HAPPY 100TH BIRTHDAY, SIR DAVID ATTENBOROUGH

Today, children across school have been celebrating the 100th birthday of David Attenborough in a variety of exciting and creative ways.

The classrooms were filled with excitement as children took part in special birthday parties, created colourful decorations and learned more about the incredible life and work of one of the world's most famous naturalists. Pupils also wrote thoughtful letters to Sir David, thanking him for inspiring them to care for the planet and all living things.

As part of the celebrations, children became wildlife presenters themselves by producing voice-overs for their own versions of a Planet Earth documentary. Using dramatic narration, fascinating animal facts and imaginative storytelling, the pupils showed fantastic creativity and confidence. It was wonderful to see so many budding broadcasters in action!

David Attenborough has inspired generations of children and adults through his passion for nature, wildlife and protecting the environment. His documentaries have helped people across the world understand the beauty of our planet and the importance of caring for it for future generations.

Our celebrations were a wonderful reminder that one person's passion and dedication can inspire millions. Happy 100th Birthday, Sir David Attenborough!

STARS OF THE WEEK

Class 1 - Harrison HF

Class 2 - Ayeza R

Class 3 - Archie R

Class 4 - Wesley D

Class 5 - Freddie D

Class 6 - Elif O

Class 7 - Mustafa W

Class 8 - Faith A

Class 9 - Elisabeth C

Class 10 - Robyn G

Class 11 - Muhammad K

Class 12 - Ruby-River P



VISION AWARD

Class 1 - Wrehn L

Class 2 - Sila O

Class 3 - Tawheed H

Class 4 - Alan S

Class 5 - Chester HE

Class 6 - Hope C

Class 7 - Emmie T

Class 8 - Giovanni I

Class 9 - Sarosh A

Class 10 - Amelia T

Class 11 - Anna D

Class 12 - Rabiab B

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."

(Matthew 19:26)

THINGS COMING UP

MAY



Monday 11th May – Year 6 SATs begin.

Thursday 14th May – Reception Sports Day – 2:00 pm

Monday 18th May – Poetry Week – Visiting Poet, Sean Perkins, in school.

Thursday 21st May – Year 3 & 4 (CL6, 7 & 8) Sports Day – 9:30 am

Thursday 21st May – The Big Coffee Morning in the hall (parents only) – 9:00 am

Thursday 21st May – Year 1 & 2 (CL3, 4 & 5) Sports Day – 2:00 pm

Friday 22nd May – Year 5 & 6 (CL9, 10, 11 & 12) Sports Day – 9:30 am

Friday 22nd May – Half term starts at 3:15 pm

JUNE



Monday 1st June – School Re-opens

Monday 1st June – Year 4 MTC begins (times tables tests)

Tuesday 2nd June – New to Reception Meeting – 5:00 pm

Monday 8th June – Year 1 Phonics Screening begins

Tuesday 9th June – Class 8 at Larkhill Place

Thursday 11th June – Class 6 at Larkhill Place

Friday 12th June – RE Super Learning Day

THINGS COMING UP



Monday 15th June – Assessment week (Year 1 – 5)

Wednesday 17th June – Class 7 at Larkhill Place

Wednesday 17th June – Class 9 worship – 2:45 pm

Thursday 18th June – Little Saints Stay & Learn – 10:30 am & 2:30 pm

Friday 19th June – Bottle tombola donations in exchange for non-uniform

Friday 19th June – World Music Day

Wednesday 24th June – Class 6 worship – 2:45 pm

Friday 26th June – Chocolate donations in exchange for non-uniform

Tuesday 30th June – Year 6 Leavers' Service at Manchester Cathedral (pupils only)

JULY



Wednesday 1st July – Year 6 visiting new high schools

Wednesday 1st July – Transition Day for school

Friday 3rd July – Summer Fair at 2:00 pm. School Closes at 1:45 pm.

Tuesday 7th July – Year 6 Show – 9:15 am & 2:00 pm.

Friday 10th July – Year 6 at Anderton Centre

Monday 13th July – School Reports to go home

Wednesday 15th July – Year 6 Graduation – 9:15 am

Wednesday 15th July – Reception Graduation – 2:00 pm

Thursday 16th July – Pupil of the Year (Invites will go out to parents of pupil winners) – 9:00 am

Friday 17th July – School closes for Summer at 3:15 pm

Proud Post

Thank you so much for sharing your Proud Post with school. The children loved receiving these. Here are a few:

All of Class 9, we are proud of you all for a great week of improved behaviour and attitude to learning, from Miss Raza & Mr Gallagher.

To Class 8, I am proud of you for winning the trust-wide TTRS competition! Especially Isaac and Hammad, who got 1st and 2nd place for MVP! So Proud - bring on the MTC, from Miss Thomas.

To Olivia, I am proud of you for your independent writing, from Mrs Whitton

To The Ethos Team, I am proud of your fantastic job of delivering Wiggle Worship across EYFS and Key Stage 1, from Mrs Pilling

To Emmanuel, I am so proud of how hard you have been working on your writing - your letter to the visitors of the forest was fantastic! from Mrs Afzal.

*To all Year 6 pupils and adults, I am so proud of how hard you have worked in the run-up to SATs. Have a great weekend and bring your best self on Monday! from
Mr Booth*

Gold Scroll

Philip O
Ashantie M
Olly BM
Eesa S
Arianna D
Liliana C
Leila W
Andy S
Ellie-Rose B
Skyler G
Tallulah-Rose L
Oscar W
Benjamin H
Sobhy H
Joy B

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



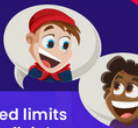
Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping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



COFFEE MORNING



We will be holding a raffle - lots of prizes to be won!

All who attend will receive a free raffle ticket!

Thursday 21st May
9am - 11am

Join us for a relaxed and friendly coffee morning with drinks, biscuits, and great company – all completely free, so no need to bring your purse or wallet!

We'll also be welcoming a range of local services and organisations. It's a great opportunity to chat, ask questions, and find out what support and advice is available for you, your children, and the wider community.

job
centre
plus

NEW
BURY
UCAN
CENTRE

Bolton
Library and
Museum Services



keoth



Bolton
Family Hubs

FARNWORTH
FAMILY HUB



boltonfamilyhubs.org.uk

01204 334955

Smokefree
Bolton
Let's quit the habit for good

NHS
Bolton
NHS Foundation Trust

...and many more



ARCHBISHOP



TEMPLE

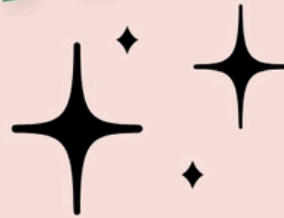
TRUST



PRESENT



The Wizard of
OZ &
Wicked



BOLTON PARISH CHURCH

TUESDAY 7TH JULY 6-8PM



GRAB A PARTY BAG AND ENJOY THE SCHOOLS'
PERFORMANCES