



Friday Flyer

23rd June

Head of School Update

This week marked our annual Upper Key Stage 2 Bee Week. The theme is shared across the Pele Trust and the wider partnership in anticipation of Y6's transition to High School. The purpose is to give children a shared knowledge base to build on in High School and current Y6 families will be invited to a Bee Showcase at Ponteland High in the Autumn term. We enjoyed welcoming pupils from Stamfordham into school as part of the project and the children had the exciting opportunity to work with a beekeeper and explore a hive!



An update from Frances who runs gardening club:

"You may have noticed little bits of progress in the garden, thanks to the green fingered participants in reception and Year 1/2. They have worked hard, and in the last few months we have planted potatoes, carrots, purple kalettes (epic fail!), red cabbage, sweet peas, rainbow beetroot, runner bean, broad bean, peas, pumpkin, spaghetti squash, sunflowers, spinach, Brussels sprouts, two lovely hanging baskets and some further pots. Plus, they have all identified the other plants in the garden such as the strawberries 🍓 and completed a herb treasure hunt. Thank you to the children, and also to parents and staff that have donated some plants, seeds and even an empty hanging basket. Further plans to tidy, get the greenhouse up and rejuvenate the old tree area, plus improve the recycling point are in progress...."



I would like to thank Frances, Emily and all the other parents who help to run gardening club and also take care of our beautiful garden on the weekend and during the school holidays. It is much appreciated by both the children and the staff.

Next week our Y6 children embark on their trip to Normandy in France. The week promises, alongside an exciting itinerary, to provide lots of opportunities to make new friends with children from across the Pele Trust ahead of their transition to High School. We look forward to hearing all about it when they return!

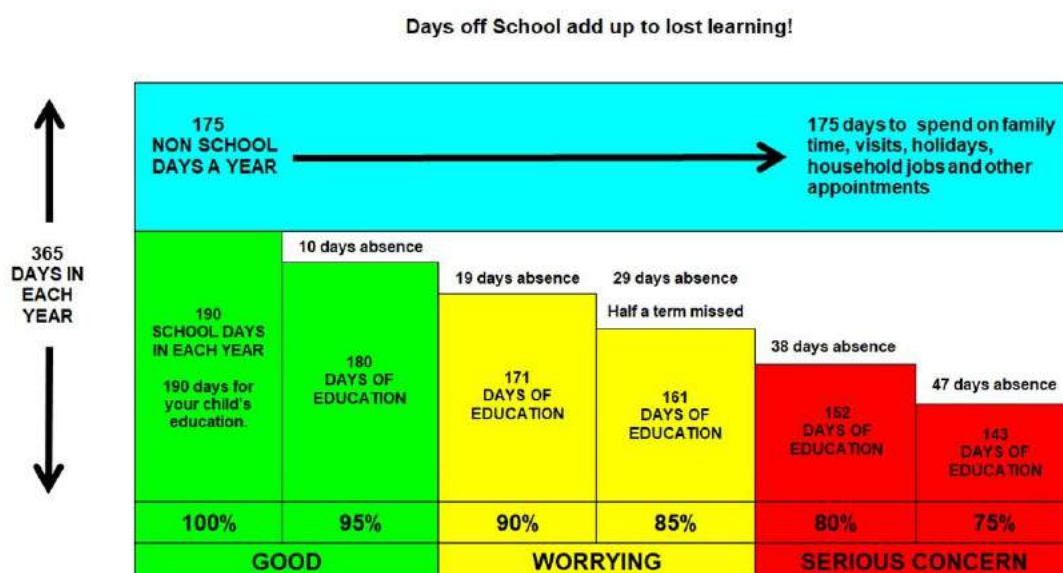
Our Summer Fayre is fast approaching (please note the date has changed from Friday 7th to Monday 10th) and we plan to hold a non-uniform day on Friday 30th June, in exchange for a bottle for our bottle stall. The non-uniform day will be themed 'Express Yourself' and will be a celebration of the children's individuality. Look out for the flyer from the PTA below.

Best wishes and enjoy the sunshine, Claire Johnson



Class	Attendance
Reception	92.73
Y1/2	98.92
Y3/4	100
Y5/6	97.73

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




Upcoming events:

Week beginning 26 June	Y6 France trip to St Omer
Monday 26 June	Y5 transition event at Newcastle Eagles
Monday 3 July	Visit to Belsay Castle (whole school)
Tuesday 4 July	Y5/6 trip to STEMfest at Newcastle Eagles
Thursday 6 July	Year 6 transition day at Ponteland High School
Wednesday 5 July	Y3/4 trip to Seven Stories
Monday 10 July	Summer Fair
Tuesday 11 - Thursday 13 July	Flow Exhibition of Pele Trust primary schools creative arts work at Ponteland Leisure Centre (see postcards below)
Mon 10 - Wed 12 July	Bikeability Y5/6
Thursday 13 July	Flow Music Concert at Ponteland High School -6pm
Monday 17 July	Sports Day
Wednesday 19 July	Year 6 Leavers Assembly
Thursday 20 July	Wilding Theatre Group - working with Years 1 to 3 plus a performance for the whole school
Friday 21 July	End of term - school closes at 1pm
All dates may be subject to change.	



Express Yourself Day

Friday
30th June

Wear your trainers

Have silly hair

Wear nail polish

odd socks

A different top

Wear a temporary tattoo

Wear a onesie

Wear your slippers in class

Wear a silly hat

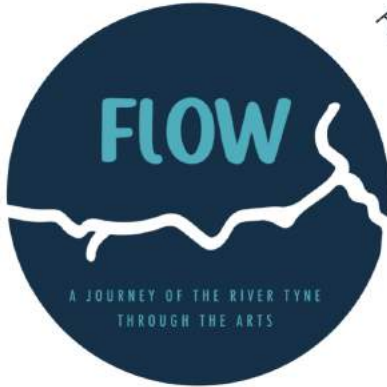
Wear makeup

Funky tights

Please join the fun. Pick up to four things.

The "fine" is a bottle donation or tombola prize (for the summer fair). Thank you!

Belsay School



PONTELAND LEISURE CENTRE

11th - 13th JULY
8.30am - 6pm



You are invited to
**A CONTEMPORARY
ART EXHIBITION**
painting
sculpture
photography
print
mixed media
dance
music

Belsay School



The PELE TRUST SCHOOLS
in partnership with Newcastle
University,
invite you to FLOW

Open Daily 8.30am - 6pm
TUESDAY 11th JULY
until

THURSDAY 13th JULY
with an evening concert
Thursday at 6pm,
Ponteland High School

FLOW, Ponteland Leisure Centre,
Callerton Lane, Ponteland, NE20 9EG





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SCOTLAND



ENGLAND



BEAT THE BACK TO SCHOOL RUSH



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other, successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



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The week in Reception

Reception have had another really busy week. They have worked incredibly hard with everything they have been asked to do. They have certainly shown our school value of kindness when we welcomed our new children into Reception again as part of the transition process. Lots of the children were eager to help the children paint their hand ready for their new peg, show them around the classroom and be great friends together on the yard. I was really proud of our children!

This week we have thought about dinosaurs. This is always an area where the children have more knowledge than me and every year I think I will remember the dinosaur names but never do! Isobel has been an expert at helping us all to remember the names of the dinosaurs and Ralph was able to tell everyone that dinosaurs are now extinct, and he explained what this meant. The children have loved this topic and we are eager to explore it further next week.

As part of our focus task work this week we have thought about number bonds to 10 and learning ways to remember these quickly. The children have loved practising this.

We have also thought about what dinosaurs might say and thought about using question marks in our work. The children came up with some amazing questions that the dinosaurs might like to ask. A firm favourite being "do you like chocolate?". A very important question!

Photos of the children's work can be found on tapestry.

Next week we are looking forward to continuing our work on dinosaurs and using our knowledge of writing questions to prepare some questions to ask Miss Dixon and the current Year 1s during transition time. If you or your child have any questions you would like to ask, please send them to the reception class email: reception@belsay-school.uk

Have a lovely weekend and enjoy this lovely weather!

Miss Houghton



The week in Key Stage 1

In Science we have been studying what plants need to grow healthily. We discussed the importance of soil, water and sunlight and set up a bean plant investigation in the classroom. We will be observing what will happen to a plant if one of these key components is taken away from the seed. We made predictions about each plant and discussed whether or not we thought the seeds would germinate and why. We learnt the life cycle of a bean plant and look forward to seeing the plant with soil, water and sunlight grow and change over time.



We also sowed cress seeds and talked about their difference in size in comparison to the beans. We compared the methods of planting and scattering seeds.



The week in Year 3 and 4

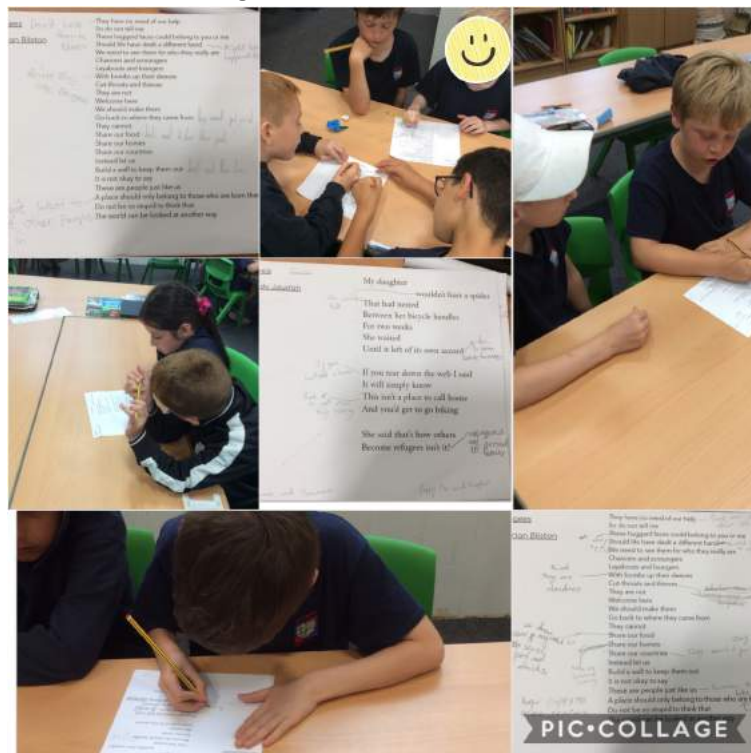
Well done for a fantastic week Year 3 and 4! You have had such a busy week but you have produced some beautiful work, put in lots of hard work and shown excellent resilience.

In English we started the week by writing a detailed diary entry from the perspective of Ahment from 'The Boy at the Back of the Class'. We thought in depth about how Amhet would be feeling throughout different points on his first day of school and created some exceptional work. We then honoured World Refugee Day by looking at messages and emotions converted in a selection of poems about refugees and how refugees are often perceived. This allowed for excellent discussion and debate around a very mature topic where the children were so respectful and empathetic. We then used this to inspire us to write our own haiku poems about refugees later on in the week.

In Science we explored how skeletons are different and how we know which skeletons animals have. In Geography we learn about climate refugees and what could cause someone to become a refugee with our knowledge of different climates.

We have had so much fun at bikeability and it was great to share all our cycling knowledge with each other and develop our understanding of bike safety.

Well done Year 3 and 4 on an amazing week!



Miss Cruse



The week in Year 5 and 6



We started our Bee Week project by welcoming our friends from Stamfordham Primary School over for the whole day. We had a fun-packed day of activities all related to bees. Bee Week has been a great success again this year and is a unique project, not only giving us the opportunity to study these amazing insects in detail, but also as a way of beginning transition activities that link into the Year 7 curriculum at Ponteland High School - and making some new friends of course!

Beekeeper Talks

Thank you so much to Andrew Allman (who works at Ponteland High School) and Thorsten Rettig who are both such knowledgeable beekeepers. They brought a variety of bee-related paraphernalia and discussed how the bee hive colony works so effortlessly to produce honey. Thorsten also brought some old honeycombs for the children to handle and Andrew gave a demonstration of how a hive is constructed and what happens on each level.





Bee Art

On Monday afternoon, Stamfordham and ourselves took part in a selection of bee-art related activities. We made our own bees using toilet roll tubes and we wrote some wonderful bee poems.



Live link to Tresco

Every Bee Week we link-up live with all of the other Pele Trust primary schools to listen to an amazing beekeeper, Jilly Halliday, who lives on Tresco in the Scilly Isles. She works closely with a number of universities, helping them to monitor bee populations over the 250 islands, fight diseases and gather important data. Jilly is so passionate about bees they take over her life and her enthusiasm is infectious. The children were able to interact and ask her lots of questions.



Field study

Mrs Etherington joined us on Thursday for our bee field study where the children surveyed different areas of the field, collecting data about how many bees visited the various flowers that we have in our school grounds. Thank you to Mrs Etherington for sharing her knowledge about bees and again her enthusiasm for ensuring that our grounds are as bee friendly as possible. We finished the day by tasting some amazing honeys - thyme, pine and orange tree - they were delicious!!





A few children have been asking where we purchased the honey as they would like some for home. Please find the Amazon link below:

[CLICK HERE FOR HONEY!](#)

Mr Harvey, Miss Thomas and Miss Cook

Belsay School



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