



ST. GEORGE'S CATHOLIC PRIMARY SCHOOL

At St George's, God calls us by name to love,
learn and achieve together, safe in the palm of His hands.

'I have called you by your name; you are mine' Isaiah 43



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newsletter no. 576 ~ 8th May 2026

To our wonderful community,

Dates for your diary

Monday 11th May

SATS week

Friday 15th May

Year 2 Quad kids

Monday 18th May

Junior Music festival practice @ Hamstel

Tuesday 19th May

Crowning of Mary celebration – more details to follow

Wednesday 20th May

Science Fair – 2.15pm – Families warmly welcome

Thursday 21st May

Pentecost Dash – Reception and key stage 1 cross country event @ St Theresa, Rochford 10am start

Friday 22nd May

INSET DAY – school closed to pupils

HALF TERM – MONDAY 25TH – FRIDAY 29TH MAY

Mini Marathon 2026

The children enjoyed a fantastic two days taking part in this year's St George's Mini Marathon. Every child completed just over two miles to achieve their target distance – some ran, some jogged and some even danced their way around the course! It was a wonderful event filled with fun, enthusiasm and great community spirit.

So far, we have raised over **£1,000** for school funds, which is an incredible achievement. The JustGiving page remains open for anyone who has not yet had the opportunity to donate. Individual photographs of the children will be sent out to families over the next few days. A huge thank you to everyone for their support and generous donations, and a special thank you to Mrs Stannard for organising such a successful event.

Our JustGiving page link is

[Fundraising for Friends of St George's](#)





Head Teachers Award

Congratulations to this week's winners.

Annabelle ~ (St Francis) ~ for having a go at everything, even when things are tricky, and being really proud of her achievements.

Tammy ~ (St Therese) ~ for a super week, showing great handwriting and excellent engagement in maths. Your hard work, positive attitude and determination have really stood out. Keep up the fantastic work!

Hunter ~ (St Elizabeth) ~ Hunter produced a fantastic piece of writing about the life cycle of a frog. He included great details and interesting facts about each stage, showing excellent effort and knowledge. Well done Hunter!

Isla ~ (St Bernadette) ~ for working with enthusiasm and focus. She always gives 100%, and makes valuable contributions in lessons. Well done, Isla!

Jason ~ (St Joseph) ~ for working with enthusiasm in maths. He regularly offers answers forward and makes valuable contributions in lessons. Well done, Jason!

Sebby ~ (St Anthony) ~ for brilliant focus in English creating an awesome story opener for his Greek Myth and for always showing kindness to those around him.

Ronnie ~ (St Peter) ~ for working really hard in the buildup to SATs. He has shown a grown confidence in answering SATs style questions – keep up the fantastic work!

Charity Fundraising

Last weekend, one of our year 6 pupils, **Spencer**, participated in the Gold Geese Nuclear mud run. The event is a mixture of running and activities with lots of freezing water and mud involved! They raised over £1200 pounds for the Gold Geese cancer charity - a small, local charity providing practical and emotional support to families of children and young people fighting cancer. Well done **Spencer**, we are very proud of you.



Year 3 & 4 Quad Kids

This week, it was the turn of our year 3 & 4 Quad Kids athletics team to compete in the Year track and field event. They also had the four disciplines to master – sprint, throw, jump and long distance. Once again, the team did the school proud, coming 9th overall out of 22 school – a fantastic achievement! There were fantastic individual performance across all of the events, which definitely is a great sign for the Borough Sports next month! Well done to the whole team: **Finley, Arlo, Adedapo, Harry, Ella, Isabella, Keziah & Raven**

I also received confirmation that **Sinela** from St Peter's class came 4th overall last week's year 5 & 6 event, just missing out on the podium. Well done **Sinela**, a fantastic achievement.

Reading Awards

Well done to the children who received their **SILVER** reading award

Joshua (St Francis), **Jessica** (St Therese), **Melissa** (St Elizabeth), **Jack** (St Bernadette) and **Fiachra** (St Anthony)

and those receiving their **GOLD** awards

Eddie (St Francis), **Oliver** (St Therese), **Pippa** (St Elizabeth), **Scarlett & Elsie** (St Joseph)

And congratulations to the children who received their **DIAMOND** reading award this afternoon, marking 200 reads

Isla (St Therese), **Noah** (St Elizabeth) and **Sinela** (St Peter)

TTRS Awards

No Rock Hero status this week, but we have a few pupils that are a whisker away!

Well done to everyone who made it into the top ten Whole School showdown this week

1st	2nd	3rd	4th	5th
Jacob - Year 2	Emilia - Year 4	Reuben - Year 2	Sophie - Year 5	Alex - Year 5
6th	7th	8th	9th	10th
Kyle - Year 6	Olivia - Year 2	Abigail - Year 5	Eva - Year 4	Victoria - Year 4

We have a three-way tie for the class winners this week - St. Elizabeth, St. Joseph and St. Anthony each have three players in the top ten. Well done!

Punctuality percentages for this week

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95%	97%	99%	100%	97%	98%	100%

Birthdays

Congratulations to **Annabelle & Mateo** (St Francis), **Dejani** (St Bernadette),
Aaron & Megan (St Peter) who are celebrating birthdays this week.



Prayers



We keep all of our community in our prayers.

God Bless, *Mrs Delgado*

Diary Dates

Further activities/dates will be added as soon as they have been finalised and will be in **BOLD**

<u>Date:</u>	<u>Event:</u>
w/b 11 th May	Year 6 SATS WEEK
Friday 15 th May	KS1 Quad Kids Athletics @ Garons
Tuesday 19 th May	Crowning of Mary school celebration – details to follow
Wednesday 20 th May	Science Fayre 2.15pm
Thursday 21 st May	KS1 Cross Country – Pentecost Dash! @ St Teresa's, Rochford
Friday 22 nd May	INSET DAY ~ SCHOOL CLOSED TO PUPILS
HALF TERM HOLIDAY ~ MONDAY 25TH MAY – FRIDAY 29TH MAY 2026	
Monday 1 st June	Back to school
w/b 8 th June	Year 1 Phonics Screening
Tuesday 9 th June	KS2 Borough Sports @ Garons (afternoon session)
Wednesday 10 th June	School Class Photographs
Thursday 11 th June	Junior Music Festival
Saturday 13 th June	Feast of St Anthony of Padua
Tuesday 16 th June	Induction afternoon for Reception 2026
Wednesday 17 th June	Year 2 Trip
Friday 19 th June	INSET DAY ~ SCHOOL CLOSED TO PUPILS
Monday 22 nd June	INSET DAY ~ SCHOOL CLOSED TO PUPILS

Wednesday 24 th June	KS2 Assisi Catholic Sports @ St Thomas More 9.30am St Thomas More and St Bernard's visit for Year 5 Parents @2.30pm
Friday 26 th June	St George's Celebration Day from 9am – all families welcome
Tuesday 30 th June	Year 5 & 6 End of Year Performance 1.45pm
Wednesday 1 st July	Year 5 & 6 End of Year Performance 9.15am & 6pm
Thursday 2nd July	KS1 Assisi Catholic Sports @ St Teresa's 10am – noon
Friday 3rd July	Year 6 Transition Day TBC
Tuesday 7 th July	Year 5 Taster Day
Friday 10 th July	Year 6 Leavers Assembly 9.05am
Monday 13 th July	Non uniform day for winning house team
Tuesday 14 th July	Year 6 Leavers Mass 2pm @ St George's Church
Wednesday 15 th July	Rocksteady Concert 9.30am
Friday 17 th July	Last day of term
SUMMER HOLIDAY MONDAY 20TH JULY 2026	

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".



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