

# Ryefield Bulletin

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Click the image below to watch a 1 minute video summary of the bulletin.



#### **Safeguarding Superheroes**

Ryefield has recently launched its Safeguarding Superheroes pupil group – a positive step in strengthening our safeguarding culture through genuine pupil voice. The group works alongside our Designated Safeguarding Lead, giving children a structured way to share their views on how safe they feel in school and beyond, and what could be improved. Pupils were chosen because they showed kindness, responsibility and a real interest in looking out for others.

The early discussions have been thoughtful and refreshingly honest. One of the first themes to emerge was children’s concern about the amount of time spent on electronic devices. As a result, the group’s first action will be to organise an “offline day” for the school. This will focus on encouraging children to step away from screens, spend more time interacting with each other, and think more carefully about their online habits.

This is a strong example of safeguarding being shaped by pupils themselves, rather than being done to them. Alongside promoting online safety and wellbeing, the initiative is already helping to build confidence, responsibility and leadership in the children involved. Further updates will follow as the group’s work develops.

#### **Supporting your child to build resilience**

At Ryefield, resilience is a core disposition that we actively encourage in all children. It underpins their ability to manage challenges, develop independence and grow in confidence as learners.

We have been sharing with pupils how resilience can be built over time – it is not something children are simply born with, but a skill that develops through experience and support. A useful way parents can support this at home is by encouraging children to try things for themselves, even when they find them difficult at first. Simple strategies can make a real difference. Praising effort rather than just success helps children value perseverance, while giving them space to talk about their feelings supports emotional development. Encouraging children to work through problems, rather than stepping in straight away, also helps build confidence and independence.

It is equally important for children to see how adults respond to challenges. Modelling calm, positive approaches shows them how to manage setbacks. Allowing children to experience small difficulties, with the right support, helps them learn how to bounce back.

This is a helpful example of how the work we do in school can be reinforced at home, supporting children to become confident, resilient individuals.

 [READ MORE](#)

## Deaf Awareness Week

Next week we will be recognising Deaf Awareness Week across the school. This is an important opportunity to help children develop a better understanding of deafness, hearing loss and the different ways people communicate.

Throughout the week, classes will take part in age-appropriate activities to explore what it might feel like to have a hearing impairment and how we can all play a part in making communication more inclusive. This will include learning some basic British Sign Language (BSL), thinking about how we gain someone's attention respectfully, and considering simple changes that can make a big difference, such as facing someone when speaking or reducing background noise.

At Ryefield, this links closely to our wider work on inclusion, respect and understanding others. We want our children to grow up recognising and valuing difference, and feeling confident to adapt their behaviour so that everyone feels included.

You may wish to continue these conversations at home by encouraging your child to share what they have learned or even practise some of the signs they have picked up during the week.

## Dates for the summer term

Fri 1<sup>st</sup> May: Mini Marathon (whole school)

Mon 4<sup>th</sup> May: **BANK HOLIDAY**

Week of 5<sup>th</sup> May: Deaf Awareness Week

Tues 5<sup>th</sup> May: AIM High Writing

Fri 8<sup>th</sup> May: Y3 Ancient Greece Workshop

Week of 11<sup>th</sup> May: Y6 SATS

Mon 11<sup>th</sup> May: Monster Kickabout

Wed 20<sup>th</sup> May: VLT Cooking competition

Wed 20<sup>th</sup> May: Y1 Trip to Look Out Centre

**Week of 25<sup>th</sup> May: HALF TERM**

Wed 10<sup>th</sup> - Fri 12<sup>th</sup> June: Y5 Residential

Fri 12<sup>th</sup> June: Viking Workshop

Wed 17<sup>th</sup> - Fri 19<sup>th</sup> June: Y6 Residential

Wed 17<sup>th</sup> June: VLT Table Tennis Comp

Thurs 18<sup>th</sup> June: Rounders Tournament

Tues 23<sup>rd</sup> June: EYFS Sports Day (**TBC**)

Wed 24<sup>th</sup> June: Class Photo Day

Thurs 25<sup>th</sup> June: KS1 & KS2 Sports Day (**TBC**)

## Year 6 SATs Week

The week beginning Monday, 11th May is SATs week for our Year 6 pupils. This is an important point in their primary journey, where they have the opportunity to demonstrate the progress they have made in reading, maths, grammar, punctuation and spelling.

We are incredibly proud of how hard the children have worked in the lead-up to this week. Our focus is on ensuring they feel calm, confident and well prepared, and we will continue to support them in school to approach each test positively.

During SATs week, we aim to keep routines as normal and relaxed as possible. A calm start to each day makes a real difference, so ensuring children arrive on time, well rested and having had a good breakfast will help them to do their best.

**Therefore, the school will be providing a SATS breakfast to all Y6 pupils from 08:00 on Monday, 11<sup>th</sup> to Thursday, 14<sup>th</sup> May.**

It is important to remember that SATs are just one measure, and they do not define your child. We continue to value the whole child and the many strengths they show both in and out of the classroom.

### Timetable:

#### Monday 11<sup>th</sup>

English - grammar, punctuation and spelling (Paper 1: Questions and Paper 2: Spellings)

#### Tuesday 12<sup>th</sup>

English Reading

#### Wednesday 13<sup>th</sup>

Mathematics (Paper 1: Arithmetic and Paper 2: Reasoning)

#### Thursday 14<sup>th</sup>

Mathematics (Paper 3: Reasoning)