



St Paschal Baylon
Catholic Primary School
Following In The Footsteps Of Christ



November 2020: Issue 34

Article of the Month!

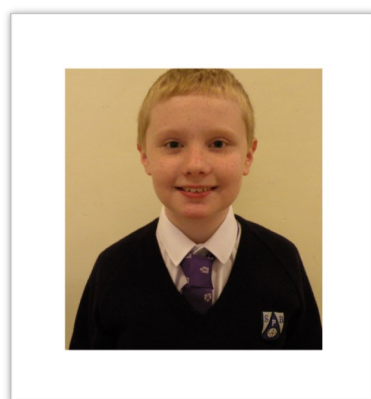
This month, Bobby Bigelow (Year 6) had strong thoughts about what the chosen right should be.

We decided to choose this article as it links with anti-bullying, which is in November.

People are sometimes bullied because they believe in a different religion and we think this is NOT right or fair! This right also links with the work we have been doing in Year 6 about Hitler's rise to power in the 1930s. We feel article 14 is important because, if certain people in Germany would have let the Jewish people access this right, then Hitler and the Nazi party would not have had the support and history could have been very different! An example of Hitler's persecution of the Jewish people happened on Crystal Night, when synagogues and Jewish-owned shops were burned down, and Jewish people were murdered just because of their religion!

Adolf Hitler was absolutely wrong to do this and it is important that we remember these horrible events so that we can make sure they do not happen again.

We should all be treated equally—isn't it that simple?



Article 14

Article of the Month
November

- Every child has the right to **think** and **believe** what they want and to **practise their religion**, as long as they are **not stopping other people from enjoying their rights**.
- Governments must **respect the rights of parents** to give their children **information about this right**.

If you are passionate about children's rights like Bobby, check out our school website: <http://www.paschalbaylon.org.uk/>

Go to 'News and Events' and then click the Rights Respecting Schools link.

Here you can access **every issue** of this newsletter, as well as **activities** linked to a number of articles.



If the Kids are United, Then We'll Never Be Divided..



As we have done for over 10 years, SPB participated in **National Anti-Bullying Week**. The week started off with a mass of odd socks as children and adults took the challenge to show that it's great to be unique.



The highlights of the day were dancing (as we cannot join in with the singing because of government guidelines) to Andy Day and his band, The Odd Socks, and watching their assembly—an assembly that carried many important messages and included a range of rather unusual characters!

The lyrics to the song were really catchy and I bet every adult and child went home humming: *If the kids are united, then we'll never be divided!*

The classes each signed a **charter** to confirm that they are all **united against bullying**.



A Massive 'Thank You!'

Thank you and **well done** to all the children, parents and staff for their efforts and for raising £230 for the Anti-Bullying Alliance. SPB donations will help keep this valuable on-line service available to schools, parents and children who need help with bullying issues.

Bullying Roles...

On **Tuesday** of Anti-Bullying Week, all the classes participated in a lesson from the *Anti-Bullying Alliance*, which explored the various **roles** in bullying (see right).

The children were made aware of how they could unwittingly be a part of the **problem**; however, they could also be a part of the **solution**.

Here (right), you can see EYFS listening carefully and participating in the lesson.

Bullying as a group behaviour

Anti-Bullying Alliance UNITED AGAINST BULLYING

The ringleader - Starting and leading the bullying but not always the person 'doing' the bullying.

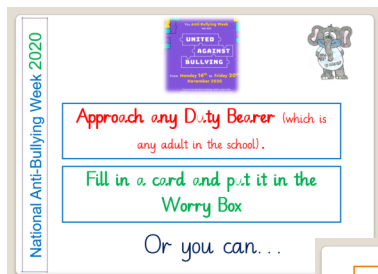
The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

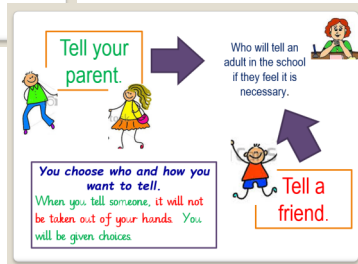
Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.



Baylon Buddies are usually included in who the children can tell; however, with the current situation, this is not possible at the moment.

Hopefully, they will be back in their yellow bibs soon.



Wednesday was the day when the children were reminded of the strategies in place in SPB, if they ever felt that they were on the receiving end of **mean** or **bullying** behaviour.

As well as reiterating our long-held slogan '**We Are A Telling School!**', they were also reminded of the different ways they could do this (see left).

An important message was that they have choices on what will happen. This is to ensure that children **WILL** tell and not feel that they will be called names, or targeted for doing so.

The **Thursday** of AB Week each year is always dedicated to educating children about online bullying and safety.

This year, each year group had activities from **Project Evolve**. Discussion points included **appropriate ways to behave towards each other online** and **how to get support**.

Left, is an example of the Year 3 lesson.



We finished the week on **Friday**, with the yearly **Anti-Bullying Questionnaire**. This gives children the opportunity to let us know if they feel they have been on the receiving end of bullying behaviour in the current school year, and to have their voice heard about how they think we deal with bullying at SPB.

Negative responses are discussed with the children concerned, before all the responses are collated and reported to Mr Flood and the Anti-Bullying team.

Outright 2020/21

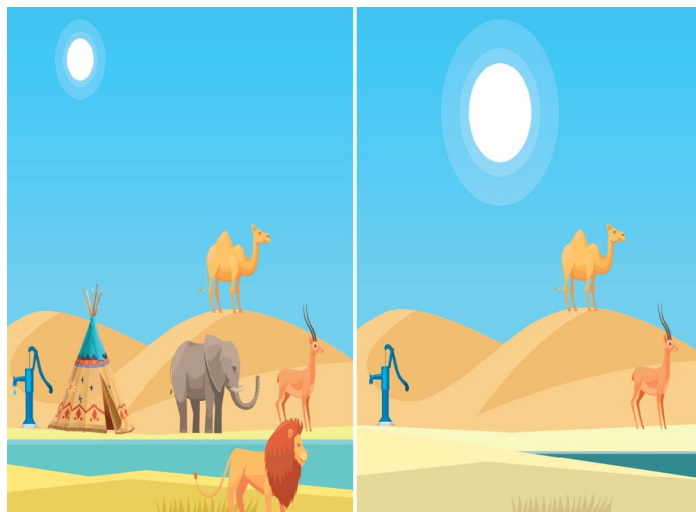
Before the half term break, SPB pupils were asked to compose a question to ask an older relative or family friend about how they have **noticed a change in the environment over their lifetime**. They were then encouraged to ask their question in order to get an idea of how our world has changed in modern times. A big well done to those who brought their answers back.

We heard about the decline in insects, increase in urbanisation and more extreme weather patterns: fascinating observations about our changing world. We also heard about how our parents' generation is more aware of the damage being done to our planet than their parents were. The conclusion: education is the key! If we continue to educate the next generation about climate change, then they will understand their role as protectors of our world.

Earth Explorers!

Continuing with the theme of observing changes in our world, SPB pupils took on the role of **Earth Explorers** to look at different types of **Eco-System** and observe **how they have changed**. Then, we discussed the sequences of events (chain reactions) that have led to the changes in these environments.

Can you spot any differences?



Chain Reactions...

OCEAN

1. Global heating.
2. Melting icecaps.
3. Higher water level.
4. Flooding.
5. Pollution of fresh water. causing children get sick with water diseases.

OCEAN

1. Poor rubbish systems and littering.
2. Plastic and trash pollution.
3. Poisons in ocean.
4. Contaminated fish.
5. Affects food supply.
6. Affects children's nutrition.
7. Fewer fish.
8. Coral Reefs different white.
9. Affects the food chain (small fish can't eat).
10. Big fish don't have small fish to eat so it affects our food sources.

Desert

1. Hotter weather in the desert.
2. Dries up water sources.
3. Animals and people are forced to migrate (move somewhere else).
4. Animals moving to other eco-systems where people live bring new diseases that people are not immune to.
5. Children and their families get sick.
6. Changes in the desert can lead to more people being displaced and ending up in cities, increasing urban populations.

Jungle

1. Temperatures increase from global heating.
2. Wildfires become more common.
3. Wildfires destroy habitats of animals and create smoke and air pollution.
4. Sources of food are destroyed and animals go hungry or are forced to move to other habitats where people live.
5. Animals living in new places bring new diseases.
6. Diseases impact children's health.

City

1. People migrate (move) to cities because of disasters or climate risks.
2. Cities become more crowded.
3. More people creates more pollution.
4. They create more rubbish, more and more cars get added to the streets, new buildings must be built to accommodate people.
5. Parks and green spaces are taken away.
6. Changes all create an environment with air that is not healthy for children to breathe.
7. Increased pollution also creates more global heating, which makes the problem continue (this could actually link to a circle).