



# Prior's Mill C.E. Primary School Newsletter October 6th

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*Welcome to the Prior's Mill Newsletter - this is shared weekly and will contain key dates and information, paper copies are available at the office 06.09.23*

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## In This Issue



This week we include:

- **Message from Mr Linsley**
- **SPA - WE NEED YOU**
- **BBC 500 Words**
- **Digital Leaders - Sharing Online Photographs**
- **Attendance**
- **Spirituality**
- **Worship Theme - Compassion**
- **Class News**
- **Key Dates**
- **NEW! Picture News (We thought you might like to read 'Picture News' this is shared with children in a class worship every week)**

## NEW WEBSITE LAUNCH



### **New Website Launch**

**<https://priorsmill.org.uk/>**

This week we launched the new school website please check it out for all the up to date school information and links to the school Facebook feed. It also contains updated information about Safeguarding and the new child protection policy that the school uses. If you would like a copy of the policy or any other documentation that can be found on the website then please ask at the school office.

### **Prior's Promise Pals - Final Reminder**

We are looking for 2 pupils in each year group to be a Prior's Pupil Pal and identify children in school who display the Prior's Promise school values on a regular basis.

\* **We are Honest**

\* **We are Kind**

\* **We give our Best**

\***We Forgive**

\***We are Respectful**

Application Forms are available in school and certificates are ready to be given out!

### **Billingham United Football Club**

Billingham United FC have asked us to advertise that they are looking specifically for Girls to join their Y4 Team if you are interested then please get in touch with the club directly. If you are not a girl in Y4 but are interested in joining one of the teams organised by the club then they would also like to hear from you.

SRC Bede Sports Centre, Marsh House Ave, Stockton-on-Tees, Billingham TS23 3EH

[committee@billinghamunited.co.uk](mailto:committee@billinghamunited.co.uk)

<https://billinghamunited.co.uk/contact/>

### **Harvest**

We would like to encourage everyone in the school community to drop off donations of tinned food and non-perishable items so that we can make hampers as part of our harvest festival celebrations. Pupils would like these hampers to go to deserving members of the local community. If you have any suggestions please can you let the office at KS1 and KS2 know.

### **Holidays in Term Time**

We have had a huge increase in holiday forms lately and although I can appreciate the challenges created by the cost of living crisis and the incredible cost of going away in the school holidays - going away during term time is not the answer. The results we obtained last year reflected how well children with good attendance did compared to those with a number of absences. I appreciate that there are some situations where it may be unavoidable and each case is looked at individually, however if you do require time off from school during term time please consider the following information:

- A holiday request form must be submitted 4 weeks prior to the event
- Leave of absence without completing a form will result in a fixed penalty notice for both parents

- We are currently issuing fixed penalty notices for absences longer than 5 days that do not meet the criteria

The school is working very hard to support parents and pupils to attend regularly and achieve highly - Mrs Hanson our Pupil Welfare Officer is available to talk to if you need support. The school has to follow very strict guidelines surrounding school absence please understand that we are here to support and only want the best for you and your children. Positive attendance provides many opportunities to develop knowledge, understanding and social skills.

### **Parking and Dogs**

Please can I ask all parents not to park across residential driveways near to school we have had a number of incidents reported this week where residents have returned home to find their driveways blocked. We have also been told that drivers have responded angrily and been abusive to residents when asked to move. I appreciate the parking challenges but would urge parents to respect the homes and driveways of people in the local community as any adverse behaviour and reaction reflects badly on the school. I've approached the local council to explore ways in which parking can be improved.

We had an incident yesterday where a pupil was attacked by an unattended dog tied to the school railings please can all dogs be kept on lead and not left unattended. It is against school policy to allow dogs on site.

**I have included some key reminders about next week below:**

**\*Mr Farrell Drop In sessions to discuss online safety and ask any questions out devices or software.**

**Tuesday 8:45 9:15am**

**Thursday 3:10 - 3:40pm**

**If you have any queries, worries or safeguarding concerns over the holidays/weekend then please use the email address:**

**[office@priorsmill.org.uk](mailto:office@priorsmill.org.uk)**

**The email account will be monitored throughout the holidays/weekends and we will endeavour to reply to any queries as soon as possible.**



1 - The school appointed Beatrice Hanratty as Head Girl and Fletcher Foreman as Head Boy. Bradley Baron was appointed as Deputy Head Boy and Isabelle Zapalski was appointed Deputy Head Girl.

Thanks to Mrs Ann Hope for sharing this lovely message:

Our lovely lollypop man Peter, is raising money for Cancer Research for his wife Claire who is now in remission from lung cancer.

Peter has had both his knees replaced but he is planning to walk as much as possible to raise money.

He is such a lovely man and a great lollypop man

[https://fundraise.cancerresearchuk.org/page/peters-giving-page-885?fbclid=IwAR3xfRJGBaXWIRCtfTbvCYY70cU1FDoeJKYDqOjmlU104LYoYQuq\\_Oc-91M](https://fundraise.cancerresearchuk.org/page/peters-giving-page-885?fbclid=IwAR3xfRJGBaXWIRCtfTbvCYY70cU1FDoeJKYDqOjmlU104LYoYQuq_Oc-91M)



2 - [Peter's Giving Page](#) Thanks for taking the time to visit my Giving Page. Cancer is happening right now, which is why I'm fundraising right now for Cancer Research UK. There's no time to lose! Donate to my page today and help bring forward the day when all cancers are cured. [fundraise.cancerresearchuk.org](https://fundraise.cancerresearchuk.org)

## SPA - WE NEED YOU!



In the current economic climate this money is essential in raising funds for things that we would like in school.

It is essential that we are able to create a group of staff and parents that are willing to carry this great work on. Currently the SPA is made up of mainly staff and it would be great to have a few more parents involved. I promise this will not take up a huge time commitment but can be fitted in around your own priorities. It could be 30 mins labelling tombola items or bagging up sweets for a disco.

Without increased parental support then a number of additional events such as discos will be cancelled as school does not have the capacity alone to organise and prepare them.

If you can spare any time at all to join SPA then it would be greatly appreciated by the staff team and ultimately by the pupils who will benefit from having a number of events to attend during and after school.

Please contact Mrs Twomey in the office [office@priorsmill.org.uk](mailto:office@priorsmill.org.uk) / 01642650426

## BBC 500 Words Competition



BBC's 500 Words is the UK's largest children's story writing competition for 5-11 year-olds. Opens Tuesday 26 September - Friday 10 November. Please click the link below for further information as the whole school will have the opportunity to take part!

<https://www.bbc.co.uk/teach/500-words/about-500-words/zctk7v4>

## Digital Leaders - Whatsapp







This week Beatrice and Luke (Digital Leaders) have chosen the online safety guide and it has a focus on sharing photographs online . If there are any apps or online sites that parents would like a fact sheet about then please get in touch and we'll try and provide one.

***Any safeguarding concerns can be relayed to:***

***Mr Linsley - Designated Safeguarding Lead***

***Miss Huddart - Deputy Designated Safeguarding Lead***

***The safeguarding policy is on our website and you can also request a paper copy from the office. We will also share with you our pupil version of the safeguarding policy.***

# What Parents & Carers Need to Know about SHARING PHOTOS ONLINE

## WHAT ARE THE RISKS?

School is often a time chock-full of milestones for your child, and you may well be eager to share their accomplishments with the world. In today's digital age, sharing images of such precious moments on social media is commonplace, and – while that's a lovely thing to do – it does come with some risks attached. Our guide can help parents and carers to consider the potential dangers and make informed choices about safely sharing photos of their children online.

## INVASIONS OF PRIVACY

Even with the right settings in place, absolutely nothing online is 100% private. Anyone who can view your photos could take screenshots and potentially share them elsewhere. Privacy settings are still important, though, so it's always wise to ensure your social media accounts have them set up; just bear in mind that you can't completely control what happens to anything once it's gone online.

## REVEALING PERSONAL DETAILS

Small details in photos can often reveal personal information. Backgrounds can give clues to where you live, for example, while school logos on uniforms, sports kits, or bags could help someone identify which school your child attends. With interactive maps and reverse image searches commonplace online, information like this could easily be misused by an individual with malicious intentions.

## MISUSE OF IMAGES

Once something's been shared online, it's almost impossible to get it deleted. Photos can show up in search engine results and be downloaded, manipulated, and shared without consent. There's the potential for someone's images to be used for advertising purposes (which in many cases, isn't illegal) or even more inappropriate reasons, such as cyber-bullying or serious forms of exploitation.

## ONLINE GROOMING

Pictures that convey details about your child's interests, activities, or daily routines could arm an online predator with the kind of information they can deploy to gain a child's trust. They might use this knowledge to pretend to be the same age as the child or to have a shared hobby. Essentially, the more a predator knows about a young person, the easier it is for them to invent some 'common ground'.

## PRESSURE TO PLEASE

When their parents or carers share notable moments and accomplishments in a child's life on social media, some children may begin to feel an expectation to always meet certain standards, to achieve things, or to behave in ways that are "worth sharing". Knowing that other people (even friends and family) can see these posts on social media might also add to the pressure they're feeling internally.

## IMPACT ON DIGITAL FOOTPRINT

Every photo of a child posted online contributes to their digital footprint. Young people's lives have never been so closely and publicly documented as they are now, and this permanent online presence could affect a child's future opportunities or the choices they make as they grow up – in addition to influencing how they see themselves and, consequently, their emotional wellbeing.

## Advice for Parents & Carers

### REVIEW SETTINGS REGULARLY

Make sure your social media's secure in terms of who can view your content or see your location (only family and trusted friends, for example). Privacy settings aren't totally foolproof, but they do make it tougher for strangers to access your pics. Reviewing your settings regularly is also a good starting point for conversations with your child about managing their own social accounts when they're older.

### CHECK YOUR PHOTOS

Photos of your child shouldn't provide any clues to where they live or go to school: even a house number, street name, or car number plate could be a giveaway. Cover up or blur out school logos, too. If you *really* want to share a particular pic, you could post a watermarked or low-res version, which can help to discourage misuse as those images are less appealing to download or reproduce.

### CONSIDER OTHER CHILDREN

When taking a group photo, make sure you get parents' or carers' permission to share it on social media. There may be an important safeguarding reason for them not wanting their child's photo posted publicly online, or it might simply not tally with their personal beliefs or cultural background. A quick conversation in advance, just to make sure, is usually hugely appreciated.

### THINK AHEAD

Try to consider the longer-term implications of what you post. Would you be happy with that photo being online in 10 years' time? Would your child still be OK with the image when they're older? Once your child is mature enough, you could ask for their consent before posting: it respects their privacy, fosters trust and understanding, and helps them to start thinking about their own online life.

## Meet Our Expert

Gabriella Russo is a safeguarding consultant with more than 30 years' experience working with children, families, and adults in education, local authority, and mental health settings, both in the UK and internationally. She has developed online safety training for local authorities and foster care agencies across Britain and is the online safety expert for FosterWiki.



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[@national\\_online\\_safety](https://www.tiktok.com/@national_online_safety)

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## Attendance Matters



### IMPORTANT REMINDER

In accordance with School and Trust Policy any unauthorised absences (that are not subject to exceptional circumstances) will be subject to a fixed penalty notice.

**Current School Attendance is 95.7% (+0.1% from last week) this is just below the DFE target of 96%. We need to try and make sure we can maintain whole school attendance this year and aim for 96 - 98%!**

We strongly advise that any holiday in term time should be avoided due to the impact of lost learning time on children. Please be aware that leave of absence (holiday) during term time will not be authorised except in exceptional circumstances. It is school policy to refer any unauthorised absence due to holiday to the local authority who may issue a fixed penalty notice. This is a penalty of up to £120 per child, per parent and so can add up to a significant amount. The school does not receive any revenue from fines; the money is paid to the Local Authority. In addition, we now have a new system in school for pupils who are late. Pupils must be escorted to the office in the main building and a form completed by parents/carers to sign the pupils in and indicate the reason for the lateness. This is for our records and also to avoid pupils becoming distressed.

All gates are opened at 8.20am, KS1 & 2 staff will be in attendance and children remain in the yard until school doors are opened just before 8.30am. For Nursery and Reception children gates are opened for access and to ease congestion on Clifton Avenue and staff are not in attendance until school doors are then opened just before 8.30am. Children should remain supervised until then. Pre-School will open at 8:25am.

**LATE MARKS ALSO IMPACT NEGATIVELY ON ATTENDANCE PLEASE TRY TO BE ON TIME!**

## Spirituality at Prior's Mill CE Primary School

### What Is Spirituality?

It is very difficult to put into words what 'spirituality' actually is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

As a school, we have defined spirituality as:

**"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."**

### Teaching Opportunities and Strategies

At Prior's Mill we follow the Liz Mills approach to provide opportunities for spiritual development:

**WINDOWS:** giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning about life in all its fullness.



**MIRRORS:** giving children opportunities to *reflect* on their experiences; to **think** about life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.



**DOORS:** giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.



We provide **WINDOWS** throughout our curriculum. Children reflect (**MIRRORS**) on their learning, experiences and global issues at our school and often identify **DOORS** for themselves. They may hear of a local issue or an international event and request to take action, through fund raising and raising awareness. We also work with the local community through local fundraising and other activities. We also take part in Comic Relief, Children in Need, as well as identifying other charities to support during the year.

We also use this format of Windows, Mirrors and Doors within our Collective Worship.

**School staff can develop spirituality in school through:**

Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families;

Taking part in, and supporting, collective acts of worship;

Being good role models in their conduct towards other members of the community;

Promoting an attitude of respect for other people and for others' views;

Nurturing consideration for and generosity towards others.

Drawing on the experiences of pupils and their families during religious education lessons and beyond;

Recognising and being constantly aware of the needs and backgrounds of each individual pupil;

Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;

Having a positive attitude to the value of spiritual education;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

### Pupils can do this through:

Taking an active part in acts of collective worship;

Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious belief and practice;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

### Parents can help through:

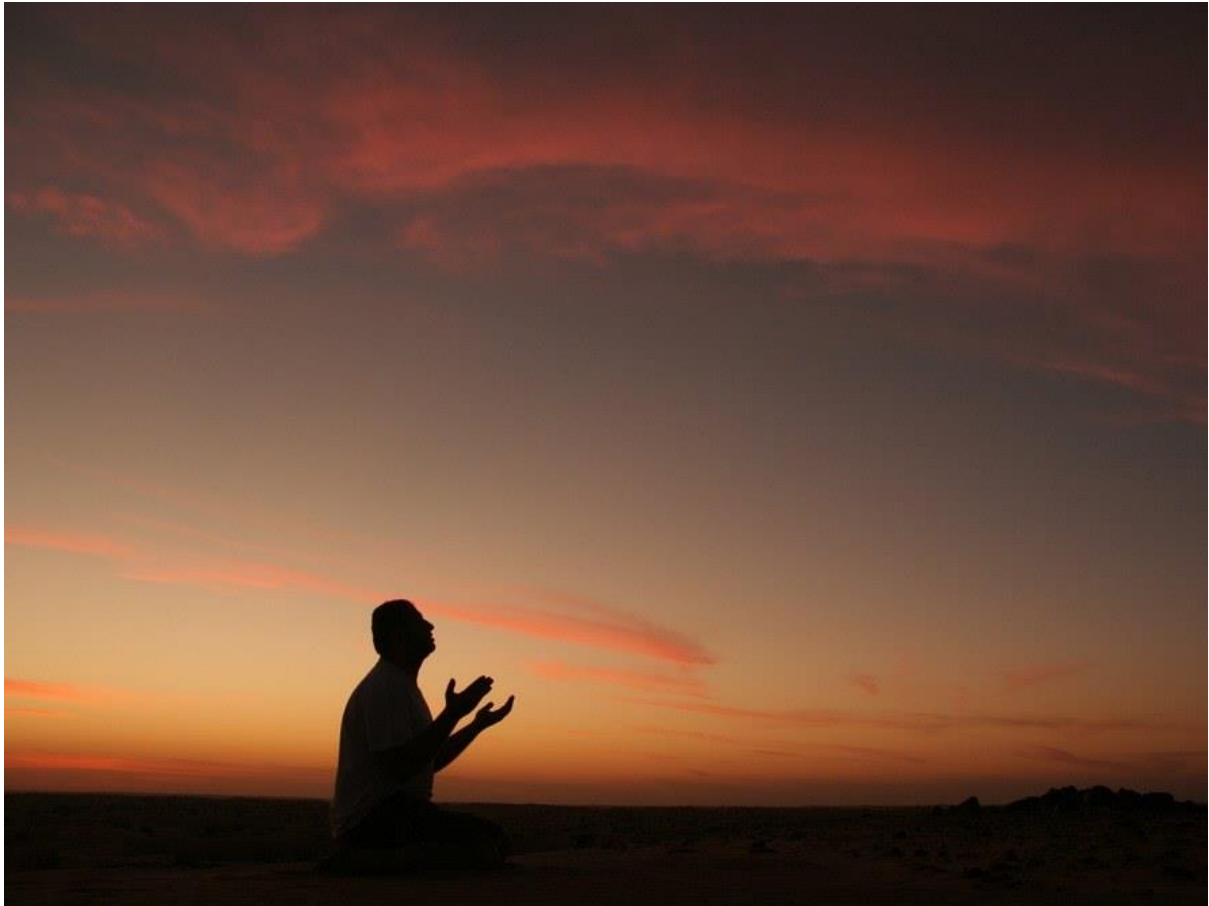
Adopting a positive attitude to the value of spiritual education;

Supporting the school's Christian ethos and acts of community worship such as assemblies and church services;

Respecting the views and beliefs of others;

Conducting themselves towards others considerately and respecting the views and beliefs of others in line with the Prior's Promise.

## Worship Theme - COMPASSION



### COMPASSION FOR THE HUNGRY THEN

#### John 6:5-13 (Matthew 14:14)

Compassion shouldn't be patronising, it not about making ourselves feel good by helping other people. We must be start by recognising that we are all fail and make mistakes we are all in need and that we all need compassion.

I wonder what you think of when you hear the word compassion. I wonder who you think of when see others in trouble and distress? Do you feel sorry for them? Does it sometimes make you angry that others are suffering? I wonder if you can think of a time in your life when you helped others? Or you stood up for others who were suffering?

Feeding the 5000

<https://www.youtube.com/watch?v=UyXP-kQfooU> this is a filmed reconstruction of the story.

I wonder - what have we got and what can we offer in compassionate response to people's needs?





Compassion is not religious business,  
it is human business, it is not luxury,  
it is essential for our own peace  
and mental stability,  
it is essential for human survival.

— Dalai Lama XIV

## Class News



I've attached some pictures from the Class worship delivered by Mrs McHale's Class this week. The children spoke about compassion and shared some of their lovely art work and how they are becoming courageous advocates.











## KEY DATES



### *Key Dates*

Mr Farrell Drop In Tuesday Morning / Thursday Afternoon at Drop Off and Collection

Parent Consultation Wednesday 18th

Parent Consultation Wednesday 25th

**\*Items for the Harvest Hampers which pupils donate to the foodbank can be sent in at any time - any donations gratefully received.**



3 - And Finally...enjoy the weekend! Fingers crossed for an SAFC win.....

## Primary Picture News Resource England Collective Worship - 2nd October - Record breakers

**What's happening in the news this week?**



**Picture News**

Let's have a look at this week's poster!

2nd - 8th October 2023



**Picture News**

**Can anyone break a world record?**

Edinburgh World Records 2024

## Let's look at this week's story



The 2024 edition of the Guinness World Records has been released. This year, over 30,000 applicants submitted their achievements, but only 2,638 records were selected for the edition, which features more than 80% new and updated records. The annual collection of records has run since 1955, when it was first inspired by the question 'What's the fastest game bird in Europe?'. Its latest edition is themed around the Blue Planet, with a number of records celebrated, including those set by impressive marine creatures, adventurous sailors and record-breaking lakes, rivers and icescapes.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).



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## How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

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## This week's story looks at events related to ...



ASSEMBLY RESOURCE



Read through the information below about some of this year's world record breakers.

**What is a Guinness World Record?**

The Guinness World Records is a reference book, published annually, listing world records both of human achievements and the extremes of the natural world.

All Guinness World Records' titles must fulfil key criteria including:

- Measurable: Is it the fastest/longest/heaviest/most?
- Breakable: Can the record be broken or repeated by someone else? All record titles must be open to being challenged.

**What are some of the new records for 2024?**



**Pictured above** is Nicholas Cherrywood from the USA, who has the largest collection of Care Bears in the world!  
He has 1,234 Care Bears and it is thought they are worth over £100,000!



**Pictured above** is owner, Fred Balaewender, with Tommy, who is the world's tallest steer (a type of male cattle), measuring 6ft 1in (1.87m)!



**Pictured right** is Grace Good, who holds the record for the most fire hoops spun simultaneously – 8!

Source: The Guinness World Records.

Is attempting to break a world record something that appeals to you?  
What type of record would you try for? Why?

© Pictua News 2023

Resource ONE



Look at the resource below, which shares some information about the history of the Guinness World Records.



Do you think a book of world records was a good idea?  
Would it stop people from arguing? Why?

© Pictua News 2023

Resource TWO



Look at the resource below, which shares the process Guinness World Records has for people who want to set or break a record.



What do you think about the process? Is there anything else you want to find out?  
Can you make any suggestions to improve it?

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## Reflection



Guinness World Records says that a world record is not simply a fact but a way to measure ourselves. Knowing 'the biggest, the smallest, the fastest, the most and the least,' it says, helps us understand our position in the world and how we fit in.



© Picture News 2023



## Mutual Respect and Tolerance

The Guinness World Records provides a fantastic opportunity to see the gifts, talents and interests other people living all over the world have. I understand and respect that not everyone is the same as me.

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## Protected Characteristics



A belief is something that affects our life choices and the way we live. Our gifts, talents and interests can influence our beliefs. We should never be treated unfairly because of our beliefs.



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# UN Rights of a Child



If we choose to attempt a world record, our parents or carers will guide and help us and make sure it is safe. Adults should do what is best for children.



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## Useful vocabulary



### Applicants

People who make a formal request for something. This year, over 30,000 applicants submitted their achievements.

### Edition

A particular version of a book, magazine, or newspaper that is printed at one time. The 2024 edition of the Guinness World Records has been released.

### Fulfil

Do what is required, necessary or expected to complete something. All Guinness World Records titles must fulfil key criteria.

### Published

To prepare and issue something such as a book for public sale or distribution. The Guinness Book of World Records is a reference book published annually.

### Submitted

Giving or offering something for a decision to be made by others. This year, over 30,000 applicants submitted their achievements.

### Themed

Designed to relate to a particular subject, place or time. Its latest edition is themed around the Blue Planet.

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## Can you use them in your writing this week?

## Collective worship



Bible Link: Acts 28:31  
Christian Value: Service  
Theme: Breaking Records!



### Pupil involvement

You will need a stopwatch and some PE equipment such as a ball and hat. Today's assembly is all about setting and breaking some school records. Have some challenges with the children, such as how many star jumps you can do in 30 seconds, how long you can balance on one leg with your eyes closed, and how many times you can bounce a ball on the racket in 20 seconds. Ask for a volunteer to attempt a challenge. Make a record of the score, then see if anyone can break the record. Discuss how it might feel to have a record and hold the title for something. Think about the different records we might be able to break e.g. being the tallest or fastest, or completing the most. It might be we can hold a school, community, county, country or world record!

### Think

The 2024 edition of the Guinness World Records has been released. This year, over 30,000 applicants submitted their achievements, but only 2,838 records were selected for the edition, which features more than 80% new and updated records. The annual collection of records has its roots in 1955 when it was first inspired by the question 'What's the fastest game bird in Europe?' in later editions it themed around the Blue Planet, with a number of records celebrated, including those set by impressive marine creatures, adventurous sailors and record-breaking lakes, rivers and icecaps. Breaking a world record can be an amazing achievement but being the tallest, strongest, fastest, or heaviest isn't the most important thing to God. God wants us to follow the teachings and example of Jesus, who set free in the way he intended and use our gifts to help others.

### Pupil talk

- Have you ever tried to break a record?
- What do you think it would take to hold a world record? Does it depend on what the record is?
- How important is breaking a world record? How important is being kind, compassionate, loving, forgiving?

### Invitation prayer

The Lord's Prayer

### Key stage 1 class discussion

- What are you good at?
- Have you ever achieved something or won something that made you happy?
- Is there anything you would like to get better at doing? How will you do that?

### Key stage 2 class discussion

- What does it mean to achieve your potential? Have you set any personal goals? Do you plan to beat them?
- What does it take to set a personal goal? Practice, skill, determination, ambition, support from others?
- Do you think being a world record holder is more or less of an achievement than breaking a personal record? Why?

### Worship song

We are climbing



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## Picture News

### Can anyone break a world record?

The 2024 edition of the Guinness World Records has been released. This year, over 30,000 applicants submitted their achievements, but only 2,838 records were selected for the edition, which features more than 80% new and updated records. The annual collection of records has its roots in 1955 when it was first inspired by the question 'What's the fastest game bird in Europe?' in later editions it themed around the Blue Planet, with a number of records celebrated, including those set by impressive marine creatures, adventurous sailors and record-breaking lakes, rivers and icecaps.

Look at this week's poster image and talk about what you can see. What do you believe the news story could be about? Show 15-year-old Simon Graham, who has broken three world records this year, managing to achieve the most juggling catches in one minute with five, six and seven objects. Read through the information found on the assembly resource about some of this year's world record breakers. Is attempting to break a world record something that appeals to you? What type of record would you try to break? Why do you think people apply to break world records? Do you feel there are certain personality traits that mean people would be more likely to make attempts? Do you think some records would be easier to set than others? Talk through some of the different types of records there are e.g. sporting achievements, challenges with animals or collecting items. Despite their differences, what do they all have in common? E.g., that they will have taken a lot of time or effort to complete.

### Reflection

Guinness World Records says that a world record is not simply a fact but a way to measure ourselves. Knowing 'the biggest, the smallest, the fastest, the most extreme' helps us understand our position in the world and how we fit in.

## Picture News

### KS1 focus

#### What is the history of the Guinness World Records?

Listen Think Share

- Talk about anything you already know about the Guinness World Records. Have you ever seen the book? Have you read any of it? Can you remember any records that are found in it?
- Look at resource 1, which shares some information about the history of the Guinness World Records. Do you think it is important to have a book of world records? Do you think it is important to have a record book? Do you think it is important to have a record book?
- In 1955, the Guinness Book of World Records changed its name to the Guinness World Records. Why do you think the name might have changed? Have you read the Guinness World Records book, or did you find out about the records elsewhere?
- Every year, since 1955, the Guinness Book of World Records has been published. Why do you think the book is important? Do you find the records interesting and fun?
- The Guinness World Records discover incredible, amazing and interesting achievements. Do you have a gift or talent that could become a world record? What do you think it would take to break a world record?
- Is being a world record holder something you would like? Does everyone feel the same? Why?
- Think about your own personal records. Do you have a personal goal for setting, or completing one more time, faster, better? Can you beat your own record?

### Reflection

The Guinness Book of World Records was first published in 1955. Every year since then, we have been able to read the incredible, the amazing, fun and interesting records that have been achieved.

## Picture News

### KS2 focus

#### What is the process of trying to set or break a Guinness World Record?

Listen Think Share

- Setting or breaking a Guinness World Record can be an incredible achievement. Have you ever thought about being a world record holder? What record do you think you might set or attempt to break? Why?
- The Guinness World Records has a process for people who want to set or break a record. Look at resource 2, which shares more information about this. What do you think about the process to have anything else you want to find out? Can you make any suggestions to improve it? If you want to speed up your application process, you need to pay a fee. How do you feel about this? Can you think of any other examples when there is a cost to speed up a process?
- Do you know of anyone who has ever broken or attempted to break a world record? Were you aware there was a process that needed to be followed? Do you think that might put some people off?
- The Guinness World Records website contains a large amount of information about making sure you have a successful application and ensuring you provide the correct evidence. However, each year there are still a huge number of applications. Why do you think this might be? Discuss other times when you may need to fill in an application form e.g. for a job, buying a car, joining a club.

### Reflection

To set or break a record, there is a process that must be followed correctly. There will be many times throughout our lives when we will have to follow a process so that we can achieve what we set out to.

## Picture News

### KS2 follow-up ideas

#### Option 1

Guinness World Records are a collection of incredible, amazing or interesting achievements. They document our gifts, strengths, talents or interests. Think about:

- What are you good at?
- Can you tell someone else something you think they are good at?
- What could you describe as your gifts?
- What interests do you have? Is there a world record that interests you?
- How could you use your gifts to achieve your goals?
- How could you use your gifts to achieve your goals, talents, strengths and interests. Add how you could use them to achieve your goals and hopes for the future.

#### Option 2

All Guinness World Records must be measurable. Make a list of measures e.g. time, weight, distance, speed, length, capacity.

- Can you suggest a unit of measure for each?
- What might you use to record the measurements e.g. stopwatch, ruler, scales?

Explore the Guinness World Records website to find some records that interest you.

- What has been measured?
- What units have been used?
- Can you record the measurement using different units?

## Picture News

### KS1 follow-up ideas

#### Option 1

If someone breaks or sets a Guinness World Record, they are issued a certificate to show that they have achieved it.

- Have you ever been awarded a certificate?
- What was it for?
- How did receiving it make you feel?
- Do you have your certificate displayed somewhere?

Design and make a certificate that you could award to someone. Think about:

- What will your certificate be awarded for?
- What will it say on it?
- What image or pictures will you include?
- What size will the certificate be?
- Will you include the date and a signature?

#### Option 2

Use this opportunity to set some class PE records. Use the following to help:

- Longest time balancing on one leg
- Highest number of bean bags thrown into a hoop without missing one
- Fastest sprint time
- Highest number of air jumps in 30 seconds
- Furthest distance of a thrown tennis ball

Before you begin your challenges, think about how you will record them, the equipment you will need and how you will make sure everyone takes part fairly. Once you have completed them, celebrate your class record holders. Perhaps you could practise and try to beat one of the records another time!

## Picture News

### This week's useful websites

**This week's news story**  
<https://news.sky.com/story/guinness-world-records-astrophysics-jugglers-and-cuddly-tops-who-have-made-it-into-the-book-for-2024-12962510>

**This week's useful video**  
 Guinness World Records launch 2024 edition  
[www.youtube.com/watch?v=8BPP90N17E](https://www.youtube.com/watch?v=8BPP90N17E)

**This week's Virtual Picture News**  
[www.picture-news.co.uk/discuss](https://www.picture-news.co.uk/discuss)

### This week's vocabulary

**Applicants**  
 People who make a formal request for something.

**Edible**  
 A particular version of a book, magazine, or newspaper that is printed at one time.

**Full**  
 Do what is required, necessary or expected to complete something.

**Published**  
 All Guinness World Records titles must fulfil key criteria.

**Submit**  
 To propose and issue something such as a book for public sale or distribution.

**Submitted**  
 The Guinness Book of World Records is a reference book published annually.

**Submit**  
 Giving or offering something for a decision to be made by others.

**Submit**  
 This year, over 30,000 applicants submitted their achievements.

**Theme**  
 Designed to relate to a particular subject, place or time.

**Theme**  
 Its latest edition is themed around the Blue Planet.



## Baby Beaver



Picture: Science, Science Centre

A baby beaver has been spotted in the Bay Area of San Francisco, USA, for the first time in 160 years! Biologists saw a small animal on the trail camera installed throughout the area. Initially, they were confused as to what the camera had captured. Finally, it hit me in the head, commented Bill Leikam, from the Urban Wildlife Research Project. 'Could that be a baby beaver?' The young mammal, which was too small to be an adult beaver, was detected at Maladero Creek near Palo Alto, south of San Francisco. It is believed by scientists that its parents have broken off from a group of beavers that were reintroduced nearby and have now started

a family. Scientists are excited that this means the small group of beavers will now grow in numbers, spread and build dams further afield. 'The beaver ponds in the uplands will also create habitat for all manner of birds, amphibians, bats, and will serve as an insect cafeteria for trout and salmon. That's why we refer to the beaver as a keystone species,' said Dr Rick Lutzman, President of the Institute for Historical Ecology. A baby beaver is called a kit, they are born with their eyes open, already have fur and can swim after one day. North America's largest rodent grows quickly and can build dams and lodges with their parents at around one year old.

## Picture News Pupil Journalist Competition!

At Picture News, we're passionate about sharing the news to help you learn more about the world, and unleash new ideas and interests. However, this time, we want to hear your stories!

Practise your journalism skills and tell us about something happening at your school, in your local community, or a cause or topic you care about. Maybe a school fair or fun run is happening, or you want to tell us about a local charity or community project. Whatever it is, we want to know!

Plus, the winning article will be published in this Paper!

Do you want to share your story with children across the country? Email your articles to [help@picture-news.co.uk](mailto:help@picture-news.co.uk) by Friday 20th October. Remember to add your name, age, and school. Any articles sent to us may be published, so you will need permission for the photos you include.

**Happy writing!**



Picture: Writing, Science Centre

## Replacement for palm oil?

Scientists from Queen Margaret University (QMU) in Edinburgh have announced they have produced a new ingredient that could potentially be used to replace palm oil. The food experts say that PALM-ALT, which has been tested as an alternative to palm oil in baked goods at the university, is healthier, containing 85% less saturated fat and 20% fewer calories, as well as being better for the environment. The researchers in Scotland say the 100% plant-based ingredient made from a product from the lined industry, natural fibre, and rapeseed oil, is 70% better for the environment. Figures suggest that nearly 5% of all food and cosmetic products contain palm oil. This is because the oil, made from the fruits of trees called African oil palms, has no odour, taste or colour

therefore doesn't alter the flavour of the produce it is added to. However, it creates a smooth texture, whilst working as a natural preservative. Experts say the large demand for the ingredient has caused increased rainforest deforestation. Cathiona Lodge, from the QMU team, said of palm oil, 'It's the holy grail to replace it and still have exactly the same end result in product - to taste the same and have the texture the same, and we've done that. We've put it through some special sensory testing to see if a panel can tell the difference between our product and traditional palm shortening, and they can't.' **Do you think it's a good idea for scientists to look for more environmentally friendly alternatives for ingredients that we use a lot?**



Picture: Cathiona Lodge and Dr. Adam Linnemann, who led the research team at Queen Margaret University in Edinburgh. Source: Queen Margaret University 2 June

Share your thoughts and read the opinions of others

## Last week's topic: Is a school more than just a building?



Yes, a school is the people, the classrooms, the learning and much more.  
**Reward**

I believe that a school is the name for all the parts of it combined. A building on its own is just a building.  
**Philip**

I think that the building is the school, without it you don't have where people meet together.  
**Rosie**

## Let us know what you think about this week's news?

www.picture-news.co.uk/discuss  
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## TAKEHOME



Can anyone break a world record?

## In the news this week

The 2024 edition of the Guinness World Records has been released. This year, over 30,000 applicants submitted their achievements, but only 2,538 records were selected for the edition, which features more than 80% new and updated records. The annual collection of records has run since 1955, when it was first inspired by the question 'What's the fastest game bird in Europe?'. Its latest edition is themed around the Blue Planet, with a number of records celebrated, including those set by impressive marine creatures, adventurous sailors and record-breaking lakes, rivers and icecaps.

### Things to talk about at home...

- Do you know any world records?
- If you were to attempt a world record, what do you think you would try to do and why?
- What do you think the benefits would be of setting or breaking a world record?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



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## Contact Us



***If you would like to contact us about anything in the newsletter or need an additional conversation then please don't hesitate to catch me outside on the yard or through making an appointment at the office.***

### **Safeguarding**

**The school safeguarding policy is on the website and a paper version can also be requested from the office. Safeguarding is at the heart of all we do at Prior's Mill CE Primary School.**

### **Prior's Mill C.E. Primary School**

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Tel: 01642 650 426

Email: [office@priorsmill.org.uk](mailto:office@priorsmill.org.uk)

Visit us on the web at <https://priorsmill.org.uk/>

### **School Vision**

As an inclusive Church of England primary school, we welcome children and families of all faiths and none to be part of our school family which has a distinctly Christian character and ethos. At Prior's Mill, we encourage everyone to discover, flourish and grow in their talents, nurturing their God given gifts and potential. We work with passion to foster a love of learning, a love of community and personal resilience. Following in the footsteps of Jesus, we are a school where kindness, forgiveness, respect and honesty underpin our words and actions.

### **Biblical Narrative - The Parable of The Mustard Seed – Mark 4:30-32 (NIV)**

“What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

### **School Values**

We give our best - We are kind - We are honest - We are respectful - We forgive