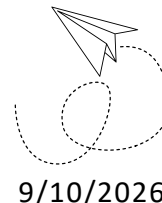




Fishergate Primary School

Newsletter



Head teacher's note

Every October, we celebrate Black History Month as it is an opportunity to recognise the achievements and contributions of Black people, explore the stories that shape our shared history and reinforce our commitment to making Fishergate a place where everyone feels valued and belongs. Please see the City of Sanctuary leaflet at the bottom of this newsletter to see some of the things that the children may be learning about.

Next week is school council election week. Our school councillors do a great job for us - last year they helped to interview our new teaching assistants, organised the Bodhi day, arranged an art competition and organised some fund raising. I am looking forward to seeing what our new school council get up to.

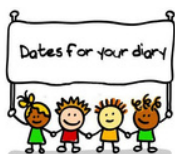
It is always lovely to see the children helping to shape life at Fishergate. Wishing you all a restful weekend and our budding school councillors the best of luck next week!

Dates

Mon 12th - School council election week

Weds 14th - Over and above treat

Fri 16th - Halloween disco - KS1 6pm - 7pm and
KS2 7:15pm - 8:15pm



Friends of Fishergate

Last week's KS2 cake stall was incredibly chaotic but wonderfully profitable, raising a delicious £121.50. Thank you so much for your baking efforts- you absolutely knocked it out the park.

We still need volunteers for the Halloween Disco next Friday 16th. As parents will need to stay anyway, why not help on one of the stalls? We're short by quite a lot, so please do text Tamsin on 07979810826.

Christmas Shop volunteers: now we need buyers and staff because we've had loads of volunteers for the wrapping, including pupils from Fulford School. Remember, we can't run the shop without buyers and staff, so please email us at friendsoffishergateschool@gmail.com

Yours friendfully,
The Friends Team

Friends of Fishergate Primary School (PTA), York
Email: friendsoffishergateschool@gmail.com



Phase group updates

EYU - we have been learning all about colours, exploring colour mixing in Drawing Club and getting creative in our art area. In maths, we have been exploring the number 3 and discovering the different ways we can make 3. . We had a very wet but wonderfully fun time in Forest School, where we spotted lots of signs that autumn is arriving. We also enjoyed our second visit to the library, which we are already loving and look forward to each week!

Year 1/2 - This week, Year 2 have been innovating their own versions of the Gruffalo by changing the nouns and adjectives, whilst in Maths they've begun looking at addition by adding 3 one digit number. Meanwhile, Year 1 have been continuing their 'Drawing club' work by looking at the book 'Room on the Broom'.

Year 3/4 - Yr 3/4 have finished the Iron Man by Ted Hughes and we really enjoyed the exciting ending. We have also been learning about why humans have skeletons. We have all enjoyed catching up with you this week in parent meetings. Thank you for making the effort to come along.

Year 5/6 - This week we painted in the style of Alma Woodsey Thomas, the African-American artist, as part of Black History Month. We listened to jazz music by Miles Davis while we worked as this is what she would do in her studio to inspire her. Look out for the paintings on the 5/6 staircase in the next few weeks. In English, we have planned for our Anglo-Saxon non-chronological reports while in Maths, Year 5 pupils have revised Roman numerals and Year 6 have been tackling reasoning problems in addition and subtraction.



Bodhi Corner

Woof! Woof! This week I have been enjoying my lunchtime walks by the river. I had great fun walking with Bobby and Billy—we made quite a team: Bobby, Billy and Bodhi, the three Bs! I loved listening to them chat as we explored together, and I'm looking forward to enjoying my walks with even more children in the weeks to come. 🐾



OPAL

Well done to Robin, Jonah, Nori, Proud, Audrey and Mila - they made a fabulous music group - inventive and entertaining!!

From next Monday the children will only be allowed on the field and in the forest if they are wearing welly boots.



Music opportunities with York Music Education

York Music Education offers individual instrumental and vocal lessons at York Music Centre, alongside a wide range of groups and ensembles. These include activities for complete beginners through to York Youth Orchestra, giving children and young people opportunities to begin learning, make music with others and progress as musicians.

We also operate York's well established citywide instrument hire scheme, supported by City of York Council.

Instrument hire is available to schools and individuals and is not limited to those who attend York Music Centre or receive lessons through York Music Education.

Families can find out more and register their interest at www.yorkmusiced.org.uk.



Why justice matters for sanctuary

City of Sanctuary is about creating welcome, offering support, and standing in solidarity with people seeking sanctuary.

But for that to be meaningful and lasting, we need to understand the bigger picture. The asylum system doesn't exist in isolation - it is shaped by history, power, and inequality.

To support people effectively, our work has to be rooted in justice. That means recognising how racism is built into the system, and understanding why - and how - we must actively challenge it.

Colonialism: where it started

Colonialism was when powerful European countries took control of other parts of the world. They took land, resources and labour to make themselves richer. To do this, they needed two things:

1. Force - armies, laws and control of trade.
2. A story to justify it - the idea that the people being ruled were dangerous unless controlled, "less civilised" or "less capable." Colonialism determined which countries became wealthy, which languages and cultures came to be seen as powerful, and whose lives were valued - and whose were not.

Racism: the story that made it acceptable

Before colonialism, people noticed differences in culture or religion, but the modern idea of "race" didn't really exist.

Racism was created to make colonialism and slavery feel acceptable. If you can label a group as naturally inferior, then taking their land or forcing them to work can be made to seem acceptable instead of abhorrent.

Over time these ideas got built into everyday life:

- into laws about who could vote or own property
- into schools and science
- into who was seen as trustworthy or dangerous

This is why racism isn't only about individual prejudice. It's a system that advantages some groups and disadvantages others - even when people don't intend harm.

Borders: how the system continues today

Borders have been shaped by colonial power.

- European empires moved around the world quite freely.
- The people they ruled were restricted from moving in the same way.

- After empires ended, new immigration systems kept that unequal pattern.

That's why a passport from a wealthy, mostly white country often allows relatively easy travel. Whereas a passport from a formerly colonised country is more likely to mean visas, repeated checks, and refusal - or being pushed into dangerous journeys, detention, and deportation.

Borders decide who is allowed safety and opportunity. Because they grew out of colonial and racial thinking, they still treat people very differently depending on where they come from and how they are seen.

How these three connect

1. Colonialism created global inequality - some countries became powerful, others were exploited.
2. Racism was the story used to excuse that inequality.
3. Borders became the modern tool that protects those old advantages.

So when people today struggle to reach safety or are treated as "less deserving," it isn't random bad luck. It is the long shadow of that history.

What this means for sanctuary work

If we're working for migrant justice, we must also work for racial justice. They can't be separated. Being "not racist" - simply avoiding personal prejudice - isn't enough when the system itself creates inequality.

We need to be actively anti-racist.

This means recognising how racism operates through institutions and policies, not just individual actions. It means challenging the structures that keep certain communities disenfranchised. It means understanding that helping individuals, while important, isn't the same as changing unfair systems.

Moving from traditional charity to justice

Charity often means:

- one group giving, another receiving
- decisions made by helpers, not by those affected
- focusing on immediate needs rather than unfair rules.

Charity can expect people to show gratitude for survival, rather than expecting to have rights.

Justice means:

1. Sharing power and centring lived experience: Seeing people seeking sanctuary as partners and equals, not as passive recipients of help. Centring the voices, leadership and expertise of those with lived experience in decisions that affect them.

2. Challenging unfair systems: Actively questioning and changing the policies, practices and structures that create inequality in the asylum system and beyond. Not just easing the impact of injustice, but working to dismantle it.

3. Understanding the bigger picture: Recognising how history, racism and power shape today's systems. Developing awareness of how inequality is created and maintained - not just at an individual level, but through institutions and policies.

What people usually want instead:

Most people who have been forced to move want the same things anyone would:

- control over their own lives
- to be seen as neighbours, not projects
- to have a voice in decisions about them.

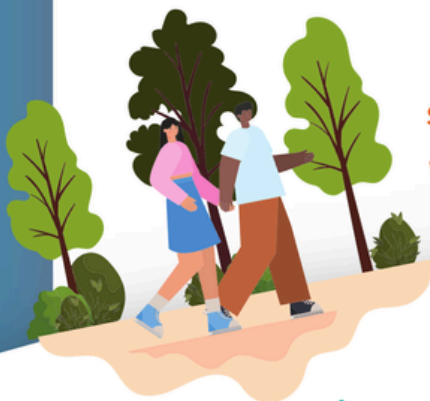
York CVS Social Prescribing Stroll

Monday 26th October 2026

**12noon meet at the front of Fulford
Social Hall, YO10 4LS**

Join us for a social stroll to meet our York CVS Social Prescribing Team. Have a nice stroll around the Fulford area looking out for helpful services whilst also socialising and learning more about social prescribing!

We will be meeting at 12noon for a 12.10pm set off. The Social Hall does run a community cafe from 11am if anyone would like a cuppa first!



This will be a slow and steady stroll, no booking needed! Please wear appropriate footwear and a coat if it is rainy!

yorkcvs



**Social
Prescribing
in York**

RICHARD SHEPHARD

MUSIC

FOUNDATION

Join our Celebration Choir!

In 2026 we're celebrating 5 years of the Richard Shephard Music Foundation! To celebrate this milestone, we're looking for children aged 7-11 to come together and sing at events.

Rehearsals will take place in York, outside of school hours, and it's totally FREE to take part.

For more information,
and to sign up, please
scan the QR code below
or visit
www.rsmf.org.uk/choir



10 Top Tips for Parents and Educators

CREATING FAMILY RULES FOR USING DEVICES

A set of family rules agreed on with children can promote the safe, responsible use of devices like tablets, smartphones, gaming consoles and computers. By developing rules around technology, it opens the conversation regarding boundaries and expectations, ensuring a healthy balance of screentime. This guide will help you to develop an age-appropriate family agreement to suit your household.

1 WORK TOGETHER

Collaborating with children when setting rules around the use of technology is a valuable task that can encourage them to take more ownership. It's important to make rules which reflect your family and are age appropriate. Think about what you all enjoy doing online and what apps, games or devices children use most frequently.

2 AGREE TIME LIMITS AND SUITABLE TIMES

Be realistic when setting screen time limits. These can vary depending on the child's age, whether it's a weekday or weekend, and what they're actually doing online. If they're conducting research for homework, that might require more time than if they were playing games. Consider when screen time begins: does it come after chores and homework? Agree times when technology and phones must be put away.

3 ENCOURAGE HONESTY

Family rules ensure that everyone can have fun with their devices and be safe while doing so. Nonetheless, children may make mistakes as they learn to navigate the online world. Emphasise that if they ever feel worried, unsafe or upset about something they've done, sent, said or received, they should tell you immediately so you can help them resolve the problem.

4 CHARGING AND OVERNIGHT STORAGE

To ensure children get the downtime they need overnight, it's important that devices – especially smartphones – are kept in a common space, where possible. This reduces the chance of pointless late-night scrolling or sleep being disturbed by calls, messages or notifications. There are charging boxes you can purchase, or all gadgets could be charged in the kitchen overnight to avoid distractions.

5 REVIEW RULES REGULARLY

Anything you agree on isn't set in stone. These rules will likely alter as children get older and the way they use technology changes. Take time to review these as a family; discuss what's working, and what isn't. Communication is key – so by doing this, you involve the child in their own online safety while promoting an open dialogue.

6 PROTECT PERSONAL INFO

Discuss and demonstrate the importance of protecting your personal information. Talk about what details you share online and who with. Use parental controls to block children from connecting with strangers, so that any information they do share is among their real friends. Ask a child's permission before posting any photos of them on social media, as this demonstrates positive online behaviour that they should learn and remember.

7 BE RESPECTFUL

Highlight the importance of showing respect to others when using technology. Encourage children to speak kindly to others online – such as on social media, when playing multiplayer games or in group chats (which can often lead themselves to teasing behaviour). Explain that if they aren't treating others considerately, they might be made to stay away from their devices for a while.

8 "NO TECH" ZONES

Designating spaces in the house where technology isn't allowed (for example: bedrooms, bathrooms and at the dinner table) lets you keep an eye on what children are viewing and who they're communicating with. It gives you some quality, screen-free time with them, too. It also helps reduce any impulses to potentially engage with inappropriate content, as they're unlikely to do so in a common space within the home.

9 AGREE ON CONSEQUENCES

As a family, discuss why the rules are important: to balance their screentime, to ensure everyone enjoys gaming or interacting online, and that they are safe when doing so. Therefore, if these rules are broken, there has to be a consequence. Discuss what would be fair for certain breaches of the rules, as this can prevent a disproportionate response in the future.

10 KNOW ALL PASSWORDS

To protect children from inappropriate content, parents should have access to all passwords. Parents should also make it clear that they will check children's devices, should they have any concerns about their use. Emphasise that this isn't due to a lack of trust but is an extra way of keeping them safe.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College®

Source: See full reference list on guide page at: nationalcollege.com/guides/tips-for-creating-family-rules-for-using-devices



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