

May 2023

NEWSLETTER

Life in all its fullness



Dear Parents & Carers

It's taken a while, but there is now some hope that some 'summer' weather is upon us. It's been a wonderful and busy half-term, with lots of learning opportunities and events taking place in school. I must say a big well done to our Year 6 pupils who completed their SATs assessments. The way they calmly took the assessments in their stride was impressive to see and they all did the best that they could – well done!

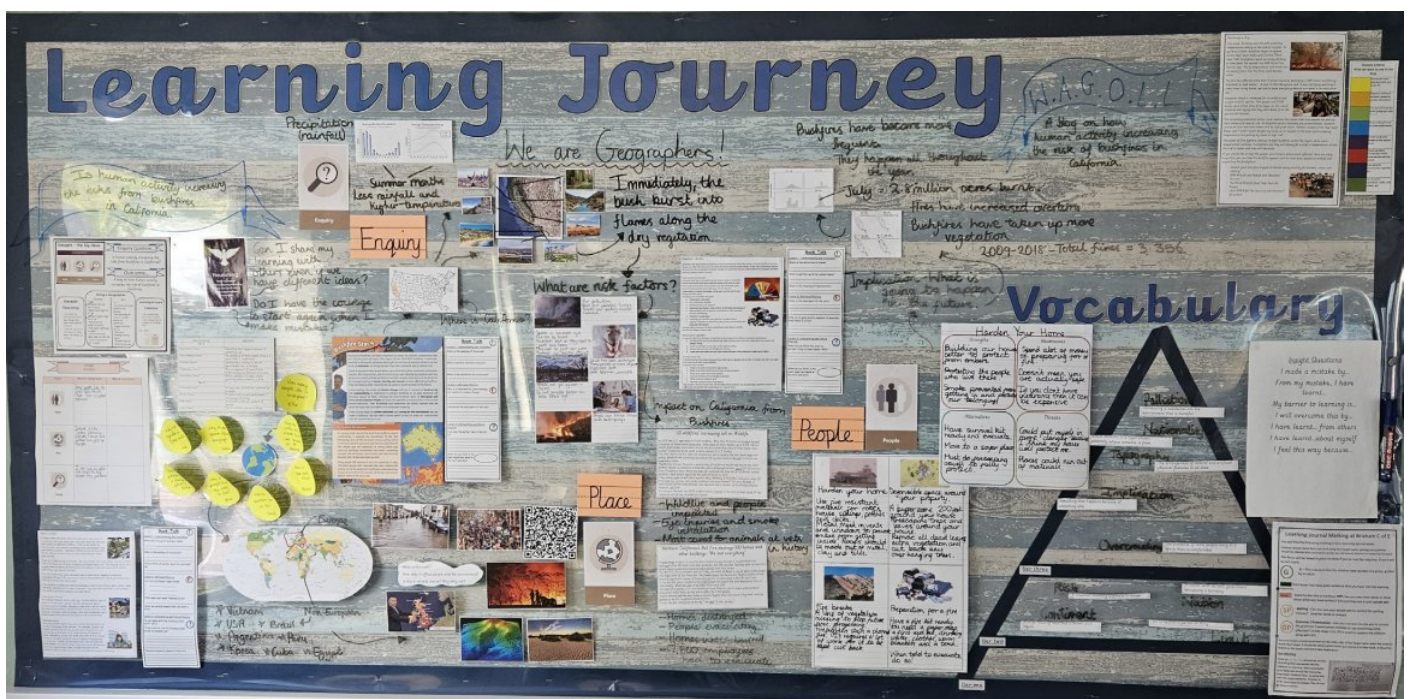
Geography and narrative writing have been the focus learning experiences this half-term across the school. As with all our subject designs, our geography curriculum is constructed to ensure that the knowledge each year learns is clear and progressive across year groups. Here is an example of Year 4's class learning journey display which shows how our pupils build upon learning through a sequence of lessons – exciting learning!

We also had a wonderful celebration in school to celebrate the Coronation of King Charles III. A massive thank you to Wayne, our kitchen manager, for making 300 scones and to our parents/carers for joining us!

I hope you have a restful May-half term break. A polite reminder that the children return to school on Thursday 8th June.

Ben Nelson-Smith

Headteacher



PRE-SCHOOL

In Pre-School over the past two weeks, we have been reading the story, Miss Rabbit's Day Off and have been about different occupations. The children have explored many different occupations through their role play including firefighters, train drivers, bakers, shop keepers, builders and police officers. Lots of Mummies and Daddies sent us photos of themselves at work and we were lucky enough to have some visitors into Pre-School too. The children thought carefully about questions they could ask them to find out more about their jobs and showed super listening skills. We have also enjoyed asking the children what they would like to do for a job when they grow up. Our favourite career choice was, "A monster!"



We have been very busy in our Reception class this Summer Term!

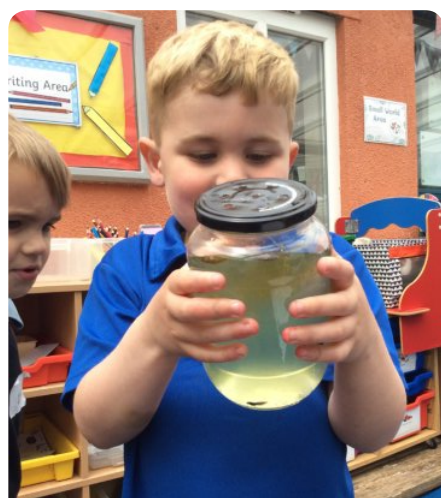
We have enjoyed learning more about maps and how we can use them to help us to find out more about the world. We listened to the story called 'Martha Maps it Out' by Leigh Hodgkinson which inspired us to create our

own maps – we created maps of our classroom and bedrooms at home.

We have also entered into some minibeast mayhem! We have been busy finding out more about different creepy-crawlies and bugs that live in our outdoor environment and how some of these bugs actually help us in the garden.



Year R



Year 1

In Year 1 we have been learning to be Geographers and we have been learning about comparing a locality that is near to where we live. We have compared the similarities and differences between the two localities. The children have worked collaboratively gathering ideas and sharing theirs along the way. We have used maps to help us compare the two localities using 'Google Earth', street maps and other maps. Throughout this Learning Journey we have continued to think about being 'RESPONSIBLE' and that we may need to have 'COURAGE' when doing things that require us to show responsibility.



Year 2

Year 2 have been keen geographers this term. Through our Forest School, we have learnt the 4 points of a compass by collaboratively following directions. We have enjoyed learning about the geographical features in the capital cities and the major rivers within the United Kingdom. In maths, we have learnt how to calculate mass, volume, capacity and temperature. We used a variety of scales and weights to complete challenges set by our friends. Running through our curriculum this term, is our gateway of flourishing. As a class, we have worked hard on developing this. We know that we can have the courage to try something new even though we may find it difficult or get something wrong. For example, some children have tried a new club, participated more in class discussions and read out loud to congregations. Well done Year 2!



This term, Year 3 have enjoyed being geographers. We have learnt about London and have found out key facts about the city. Such as, London is the capital city of England, and the River Thames is the largest river in England. Previously we have learnt about Dartmoor, a local national park. We used this previous knowledge to compare both places and we thought of differences and similarities between the both of them. At the end of our learning journey we wrote letters to people who live in London, we are currently waiting for their replies! We have also been working collaboratively across all subjects, especially in maths where we have been learning to count, add and subtract money. We also enjoyed celebrating the King's coronation together, with our families and friends.

Year 3



Year 4



This term year 4 have been working on their geography skills. We began looking at why locations outside of Europe are at risk and then began looking at California's bushfires. Year 4 became researchers as they had to find information and compare graphs and maps. As a class we had great discussions about why bushfires start and the devastating impact that they cause. We then looked into how people can prepare themselves for bushfires and prepare their homes. At the end of our learning journey we became bloggers where we wrote about the last big bushfire in California and the impact that it had on wildlife, land and communities. We have also had some great celebrations this term as we dressed up for the pirate festival and had scones and squash for the King's Coronation.



Year 5

This term, Class 5 have been truly flourishing in their learning. The children have learnt to sew and used this skill to recycle an old t-shirt into a bag. They can now choose from 3 different stitches and decide which is the better stitch for each part of the task. Each child had the opportunity to represent something of themselves in abstract or semi-abstract form which resulted in a wealth of images that reflects the diversity of interests within the class. We've also had a go at performing some poetry this term. Invictus by William Ernest Henley was summarised by the class in one sentence – whatever happens to us, we can always control how we respond – and they did a brilliant job of performing it to each other. In French, the children are learning how to shop in French while in PE they have been learning skills required to play cricket and rounders. In amongst all of this, we've had the luxury of two 3-day weekends and the opportunity to celebrate pirate weekend and the King's coronation too.



Year 6

This half-term, Year 6 have been Geographers. We have focussed on World Economics and Trade and learnt about trade routes around the world, focussing on finding out about how goods and services are traded around the world. We have explored the UK's trade links today and through a more detailed look at one of the UK's trade partners, we learnt about the benefits of trading internationally, as well as the risks to this area. We also learnt about fair trade and why it is important in a global market, writing a balanced argument about the benefits of fair trade across our global communities. We had great fun collaboratively working as small countries, manufacturing and trading shapes for money and seeing which country could create the most profit through the trade of goods and services.

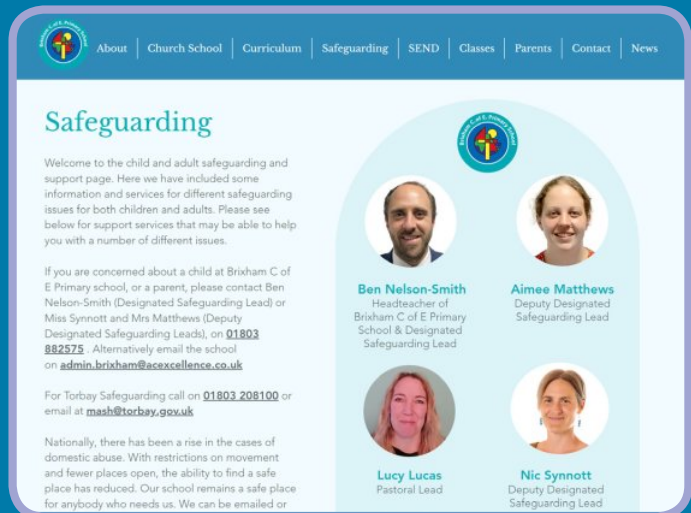


Safeguarding

Safeguarding for Parents – website information

Safeguarding children is everyone's responsibility – this includes our families. If you have a concern about a child, it is important that you tell someone in a position who can help – it could be nothing, but it could be something. Our school website has a wealth of information for families wanting to know more about safeguarding - this could be about finding out who to talk to. There are also lots of links and signposts for parents/carers who may be struggling with something themselves.

As always, we are here to speak to and support families who may need help.



The screenshot shows the 'Safeguarding' page of the school website. At the top, there is a navigation menu with links for 'About', 'Church School', 'Curriculum', 'Safeguarding', 'SEND', 'Classes', 'Parents', 'Contact', and 'News'. The main heading is 'Safeguarding'. Below this, there is a welcome message and contact information for Ben Nelson-Smith (Designated Safeguarding Lead) and Miss Synnott and Mrs Matthews (Deputy Designated Safeguarding Leads). There are also four circular portraits of staff members: Ben Nelson-Smith, Aimee Matthews, Lucy Lucas, and Nic Synnott, each with their name and role listed below. A note at the bottom mentions national statistics on domestic abuse and provides contact details for Torbay Safeguarding.

Attendance Matters

Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.

What if my child needs to miss school?

Parents and carers have a legal duty to ensure your child gets a full time-education. Usually, that means going into school from the age of 5 to 16.

There are only a small number of circumstances where missing a school day is permitted. Your child must attend every day that the school is open, unless:

- Your child is too ill to attend.
- You have asked in advance and been given permission by the school for your child to be absent on a specific day due to exceptional circumstances.
- Your child cannot go to school on a specific day because they are observing a religious event.
- Your local authority is responsible for arranging your child's transport to school and it's not available or has not been provided yet.
- Your child does not have a permanent address and you are required to travel for work. This exception only applies if your child attends their usual school or another school where you are staying as often as possible. This must be 200 half days or more a year if they are aged 6 or older.

These are the only circumstances where schools can permit your child to be absent.

School Uniform Reminder

Wearing the correct school uniform is important for pupils; it provides a sense of belonging, supports the school ethos and promotes a sense of pride. Please use this as a reminder of the uniform expectations for the remainder of the year and for preparing for September.

Key Stage 1

Dark grey trousers/shorts/skirts/
pinafore

Grey socks/tights

Sky light blue polo top

School jumper/cardigan/fleece

Sensible smart, black shoes

Light blue gingham dress with
white socks (summer)

PE Uniform

Royal blue Embroidered School Polo
Shirt

Black or dark blue shorts, track pants
or leggings

Trainers

Key Stage 2

Dark grey trousers/shorts/skirts/
pinafore

Grey socks/tights

Light blue shirt

School tie

Navy jumper/cardigan/fleece

Sensible, smart black shoes (no
trainers)

Light blue gingham dress with
white socks (summer)

PE Uniform

Royal blue Embroidered School Polo
Shirt

Black or dark blue shorts, track
pants or leggings

Trainers

Long Hair

Long hair should be tied back and of natural colour. Plain hair ties and head bands can be worn, no costume jewellery.

Labelling

All clothing should be clearly labelled with your child's name. The school cannot accept responsibility for any lost items.

**UNIFORM CAN BE PURCHASED
ONLINE BY CLICKING HERE**

or from

Logos & Monograms of Brixham,
Union Lane, Brixham, TQ5 8DY
01803 854822

**Ties can be purchased
from the school office**

The Big Shoe Debate

Buying shoes that support your child's feet and follows the school policy is important. The descriptions and picture below provide clarity of the style of acceptable shoes:



These shoes are pure black and flat heeled, made from a leather-style fabric. There are a range of shoe shops and supermarkets that provide these style of shoes at reasonable prices. See pictures for examples of the appropriate style of shoe.



These styles of shoes are not permitted in school. These shoes are often trainers and made from a canvas-style fabric. Boots are not permitted to be worn in school. See pictures of examples that are not acceptable in school. White markings should not be on shoes.



Clubs at Brixham

We believe that access to extra-curricular clubs are really important for pupils to develop a love for passions outside of normal school hours. For this reason, we have increased the number of clubs on offer for our pupils in school and have a range of new clubs booked in for September.

ICE Club

We are lucky enough to have Nick, From Torbay ICE and Mrs Matthews, run a lunch time club on a weekly basis. They explore Christian values through craft activities and discussions. Last week, pupils made worry clouds, where they wrote prayers for others.



Gardening Club

Mrs Lucas and her KS2 gardeners have made a great start to the growing season. They have been planting new seeds and keeping the allotment in order in order to maximise growth.



OCEAN



ACADEMY

9-11 yrs



SUMMER HOLIDAY ACTIVITY CAMP

DAY 1 Learn to DJ + produce your own mix
Make your own beats + record a track



DAY 2 Create your own music video

DAY 3 Write and record your own podcast



MAKE FRIENDS AND HAVE FUN!

9-11 yrs
15-17 Aug
3-DAY course £96
In Paignton

BOOK NOW:
LIMITED
SPACES



For more information:
admin@soundcommunities.co.uk
or call 01803 431220

SOUND COMMUNITIES

Helping children and young people with MANAGING DEVICE STRESS AND ANXIETY

The internet and advances in the capability of digital devices have afforded us arguably the fastest period of technological and social evolution in living memory: creating opportunities for us to interact with people anywhere in the world, 24 hours a day. It's also, however, blurred safety boundaries and added new stresses for young people, who are often less aware of the hidden hazards. With almost half of 10-15-year-olds experiencing bullying online and algorithms pushing content in front of our children every day, it's important to know how to address some of these challenges.

WHAT ARE THE RISKS?

LIVING ONLINE

The internet is awash with sophisticated algorithms that learn from our online behaviour and try to predict our wants and needs. That's very helpful in some respects, but it can make the online world difficult for children and young people to negotiate. Content can be brought to them at any time – it may not always be appropriate, and children may not have the ability or the support to deal with it.

PUSHY NOTIFICATIONS

Content is also directed at us through notifications from our apps: letting us know we have a new message or social post to read, for example. While that's useful in some circumstances, it conditions us to keep going back online (and is designed to do so) and can be a near-constant demand on your child's attention. As such alerts become more common, are we experiencing an 'attack of the pings'?

BLURRED BOUNDARIES

There are now so many ways we can communicate online in real time (like instant messaging apps) or with a delay (such as on social media) that it's possible to be constantly in conversation. Young people often prefer quickfire exchanges of text – but using fewer words can cause distressing miscommunications through the lack of non-verbal cues like facial expressions or tone of voice.

DIGITAL DEPENDENCY

As devices allow access to immediate external help in challenging situations, it's a concern that children may not be developing the inner confidence to work things out for themselves. Likewise, group membership is hugely important to young people – both in digital and 'real' life – and being excluded from online conversations can cause damaging feelings of loneliness and isolation.

DISGUISED DISTRESS

Children often haven't yet developed the emotional resources to deal with many of the setbacks of everyday life, so identifying when it's specifically something online that's worried them can be tricky. A certain level of stress is a normal response to a problem: it spurs us into action to keep ourselves safe. If the stress is excessive, though, it can feel overwhelming and potentially lead to anxiety or depression.

ANTI-SOCIAL SOCIALS

Social media can bring people together in hugely positive ways. Sadly, it does also have a darker side, including 'flame war' arguments which can escalate quickly and have hurtful consequences. With so many people looking on, 'group shaming' situations are also common – while there are continual opportunities for young people to compare themselves negatively with other social media users.

Advice for Parents & Carers

LEARN THE BASICS

It's impossible to keep up with every online change or every new app. The best option is to make yourself aware of the fundamentals of how the internet operates, so you can help your child to grasp how – and why – content reaches them. Devices and the digital world can be confusing, so learning to understand them better will give you the confidence to talk to your child about them.

TALK IT OUT

If a child mentions a comment that's been directed at them in a text chat or on social media, it may sound minor but can actually have a much bigger effect than we realise. In our evolved brains, any perceived threat can get internalised while our body reacts as if we were in physical danger – raising stress levels. It's always worth encouraging your child to get any concerns out in the open.

PUSH DISTRACTIONS AWAY

Notifications to our phones and tablets can be helpful, but they sometimes make one wonder who's really in charge: the person or the device? Checking our phone as soon as it goes off is an easy habit to fall into – especially for young people. Try switching off non-essential alerts on your devices and encourage your child to do the same; you should both feel less triggered and more in control.

LOOK FOR THE SIGNS

This is tricky – and may depend on the child's age – but any sudden change in behaviour is worth looking out for. If your child seems to be checking their phone or tablet more, doesn't want to be parted from them, or appears unusually secretive, anxious or withdrawn, it could be a sign that something is amiss in relation to their device – and, possibly, that they're in need of extra support.

KEEP CHECKING IN

Healthy emotional regulation balances three systems: threat, drive and grounding. Down the various rabbit holes of the internet, however, that balance can easily slip away – so it's important to help your child manage their emotions when they're online. Check in with them regularly when they're on their device, and remember that 'distraction' and 'relaxation' aren't always the same thing.

BE KIND: UNWIND

Be kind to yourselves as parents and carers. Remember that we're all in the same boat, trying to safely guide our children through this complex, fast-moving digital environment. Getting into the habit of having natural, relaxed conversations with your child about their online life (and yours) can level the playing field and make it far easier for them to open up to you about any concerns.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who specialises in promoting safe and ethical online communications. She consults with and offers bespoke training to businesses and organisations, supporting positive and effective online communications – often by considering some of the more hidden aspects of the various mediums.



NOS
National
Online
Safety®
#WakeUpWednesday

Source: <https://www.childrenscommissioner.gov.uk/report/the-big-ask-big-answers/>
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/childrensonlinebehaviourinenglandandwales/yearendingmarch2020>

Brixham Primary School Diary Dates 2023

Thursday 8th June

Back to school

Tuesday 20th June

Sports Day

Friday 16th June

Year 4 Class Worship

Friday 23rd June

Year 3 Class Worship

Wednesday 28th – Friday 30th June

Year 6 residential

Friday 30th June

Year 2 class worship

Friday 7th July

Year 1 class worship

Friday 14th July

Reception class worship

Wednesday 19th July

Pre-school graduation

