



SUMMER

## Welcome...

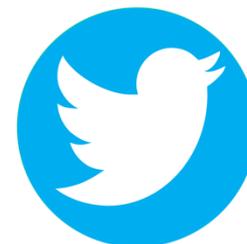


Our school wants to share all the brilliant happenings that are underway at Stone with Woodford C of E Primary School with our community, and we hope this monthly newsletter will show you what we've been getting up to!

This first edition only covers the first couple of weeks of the summer term, but also includes some future dates, as the school embraces its 'inventors and inventing' topic. As our swimming sessions starts next week and clubs are getting going, it looks like a positive term is well underway.

Our aim is to send each newsletter on the first Thursday of the month for the rest of the academic year.

To keep in touch with what we are doing, please do follow us or take a look at our new twitter feed where you will also see Freddie the dog who has heard children read this week: <https://twitter.com/SwWprimary>



## Looking ahead... (key dates for the Summer Term)

W/C 9 May	Y6 SATs Week
Saturday 14 May	'Park Run' PTA Stall at Berkeley Power Station (Please come and run and support!)
Thursday 26 May	Queen's Jubilee Afternoon (Possible community event - more details TBC)
Friday 27 May	Staff INSET (School closed to all pupils)
Friday 24 June (reserve date if adverse weather means a postponement: Thursday 7 July)	Sports' Day (Venue and timings TBC)
W/C 11 July	Annual School Reports Sent Home
Tuesday 19 July	Parent Meeting for New Starters at 6pm
Thursday 21 July 2022	End of Summer Term



## Celebration of Learning...



### Beech

This term, we have been exploring different inventing ideas. We have been expanding our imaginations in the role play area - there have been rockets and boats created to explore the rainforest and a dinosaur town too.

### Chestnut

The children have been reading "Where Ocean Meets Sky" by the Fan Brothers. For their first day of learning, the class had a special package arrive containing items from Grandpa's office. They made lots of predictions about the character and what he liked doing.



### Oak

Oak class have been enjoying 'The Highland Falcon Thief' and looking at the impact the railway has had on Great Britain. They have been studying forces and the inventors that have overcome challenges of the British landscape.

### Willow

In Willow class, year 6 have been busily preparing for their SATs. But we have packed in plenty of creative experiences: a jazz concert, gymnastics, garage band workshops and daily visits to Jamaica in our class book, 'When Life Gives You Mangoes'.



## Orienteering, Music Festival and Sport...



Although we are only at the end of our first week of term and as life returns to a 'new normal'; these experiences that we offer hugely enrich school life. Year 5 had the opportunity to test their mapping skills during the inter-schools orienteering competition; two of our very own (Benjamin and Esme) took home first place! Willow class

experienced jazz through the ages at Cheltenham Jazz festival before a great time at Checkers gymnastic Centre trying out a range of equipment and skills. Our thanks go to all the staff that are making these events possible again.



## Playground Train...

Please can we ask families to watch their children very carefully if they are using this equipment at the end of the school day as they await collection for their own children. This is for our school's children during the school day. There have been a couple of near-accidents in the first couple of weeks this term, that we would like to avoid going forward.



## **Family Engagement...**

Many thanks for your responses to the parental survey. The school will look at all the comments raised and will try to address each one going forward to show how we can develop. The first few are here...

Family Comment	Response
<i>Being made to stand outside the school gates is not safe.</i>	<i>We are monitoring all safeguarding within school and we will have a staff member at the gate when it is open to ensure this situation doesn't reoccur. If you notice any safeguarding concerns; please speak to the school office or head teacher immediately.</i>
<i>On the whole we are extremely pleased with the school and all that it offers. We do feel that some children who misbehave are not dealt with in any way that seems to deter them and would welcome a stricter behaviour policy which makes it fair for all children.</i>	<i>Kindness is one of the key values that is being promoted within the school. Please be reassured all children's behaviours are carefully and considerately dealt with; we would not talk about another child's situation with any other family other than their own. Behaviours are a complex system; please be reassured that we deal with each incident individually and we strive for consistency and fairness in all that we do.</i>
<i>Sometimes we can be waiting to be let in (to breakfast club) as we can't be easily seen from the cottage, a doorbell would be great!</i>	<i>A doorbell for the cottage has been purchased and will hopefully provide more efficiency in the mornings.</i>

## **Supportive families at home – Working together**

Each month we will provide you with details on how you can support your child's learning at home. This is a crucial link for us as we try to work collaboratively to build the best outcomes for children.

### E-safety

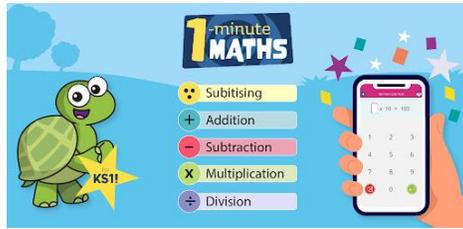


Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

In the guide at the end of the newsletter, you'll find several tips such as encouraging your child to ask questions, setting limits and to emphasise hope.



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## Maths

Maths is a great subject in which every single person can achieve very high levels. Some work from Jo Boaler at Stanford University reminds us how important struggle is ([watch here](#)). We will look to increase parental engagement within this subject as we move forward to develop your children's learning.

White Rose Maths have created an app for developing children's recall skills, which if used and practiced regularly to develop mastery, can help free up brain space for other more complex calculations

<https://whiterosemaths.com/1-minute-maths>

## Reading recommendations

As you know we love our reading at Stone with Woodford Primary School – if you are looking for the latest recommendations then please check out [the 'Books For Topics' link](#) on some new wonderful reads from April 2022.



## Lost property FREE school

After half term (from June) we are going to try and be a lost-property free school. For this to be a success, we require every item belonging to a child to be named. Any items that are unnamed will be named by staff using a Sharpie pen. Any item that has 'got lost' will then be able to be relocated to the child immediately and save us significant space in school for other resources. Please help us by ensuring we hardly need to use our sharpies!

Thank you for reading and we welcome your support as we move forward each day (if you have time, please find below some supportive documents we hope that you find interesting).

**[The Stone with Woodford School Team](#)**



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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

## A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

### 1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.



### 2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



### 3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.



### 4 EMPHASISE HOPE

Upsetting content can make us feel angry, scared. Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



### 5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



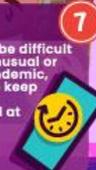
### 6 CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process; adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



### 7 SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.



### 8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once. Instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



### 9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



### 10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



### 11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



### 12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



### Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Sources: <https://www.bbc.com/news/health-59473308> <https://www.khanacademy.org/supporting-your-child-with-upsetting-content/> <https://www.nosaf.org/learning-how-to-keep-your-children-about-conflict-and-war>



# Meaningful May 2022

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY						
1	Do something kind for someone you really care about	2	Focus on what you can do rather than what you can't do	3	Take a step towards an important goal, however small	4	Send your friend a photo from a time you enjoyed together	5	Let someone know how much they mean to you and why	6	Look for people doing good and reasons to be cheerful	7	Make a list of what matters most to you and why
8	Set yourself a kindness mission to help others today	9	What values are important to you? Find ways to use them today	10	Be grateful for the little things, even in difficult times	11	Look around for things that bring you a sense of awe and wonder	12	Listen to a favourite piece of music and remember what it means to you	13	Find out about the values or traditions of another culture	14	Get outside and notice the beauty in nature
15	Do something to contribute to your local community	16	Show your gratitude to people who are helping to make things better	17	Find a way to make what you do today meaningful	18	Send a hand-written note to someone you care about	19	Reflect on what makes you feel valued and purposeful	20	Share photos of 3 things you find meaningful or memorable	21	Look up at the sky. Remember we are all part of something bigger
22	Find a way to help a project or charity you care about	23	Recall three things you've done that you are proud of	24	Make choices that have a positive impact for others today	25	Ask someone else what matters most to them and why	26	Remember an event in your life that was really meaningful	27	Focus on how your actions make a difference for others	28	Do something special and revisit it in your memory tonight
29	Today do something to care for the natural world	30	Share a quote you find inspiring to give others a boost	31	Find three reasons to be hopeful about the future								

ACTION FOR HAPPINESS

Happier · Kinder · Together

