

# Kings and Queens

On Friday, Year Six followed in the footsteps of their Reception buddies and visited Compton art gallery.



# of the Gallery



Convention on the Rights of the Child  
Article 31: Leisure, Arts and Culture





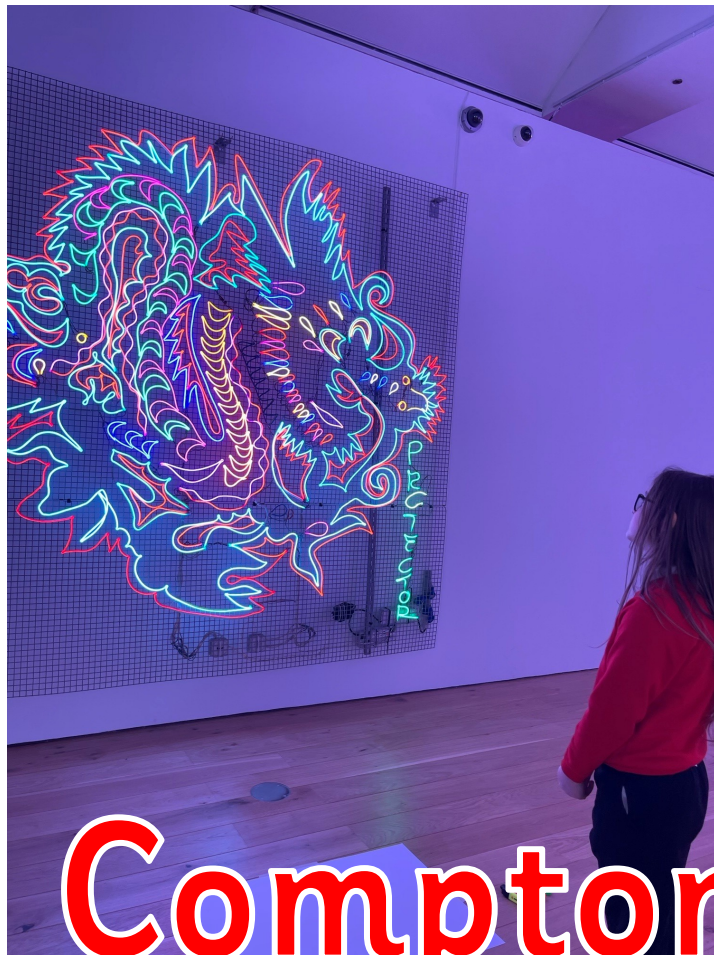
# Compton Verney



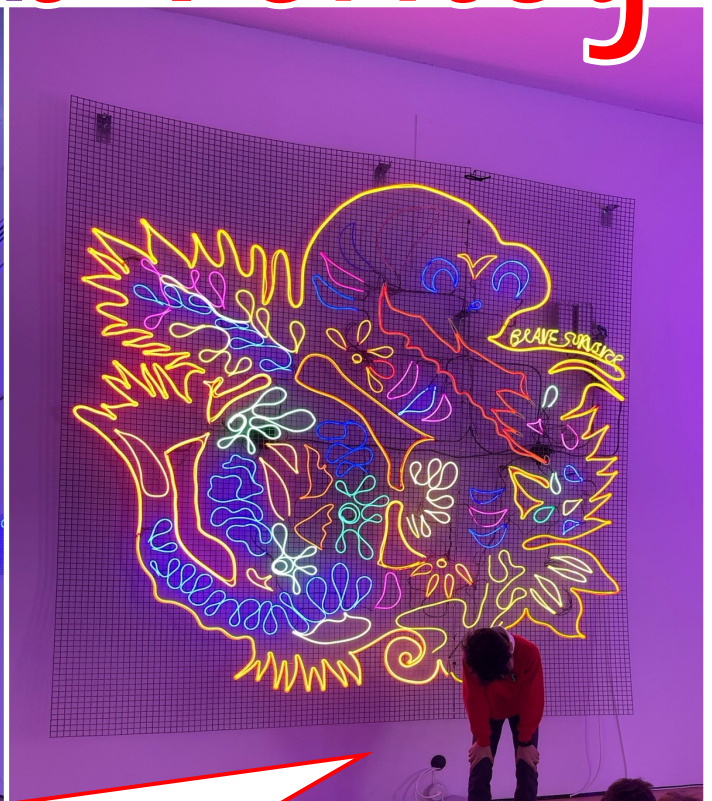
Pupils began their visit by touring the galleries at Compton Verney. They particularly enjoyed exploring the Tudor portraits on display using their learning from year five.







# Compton Verney



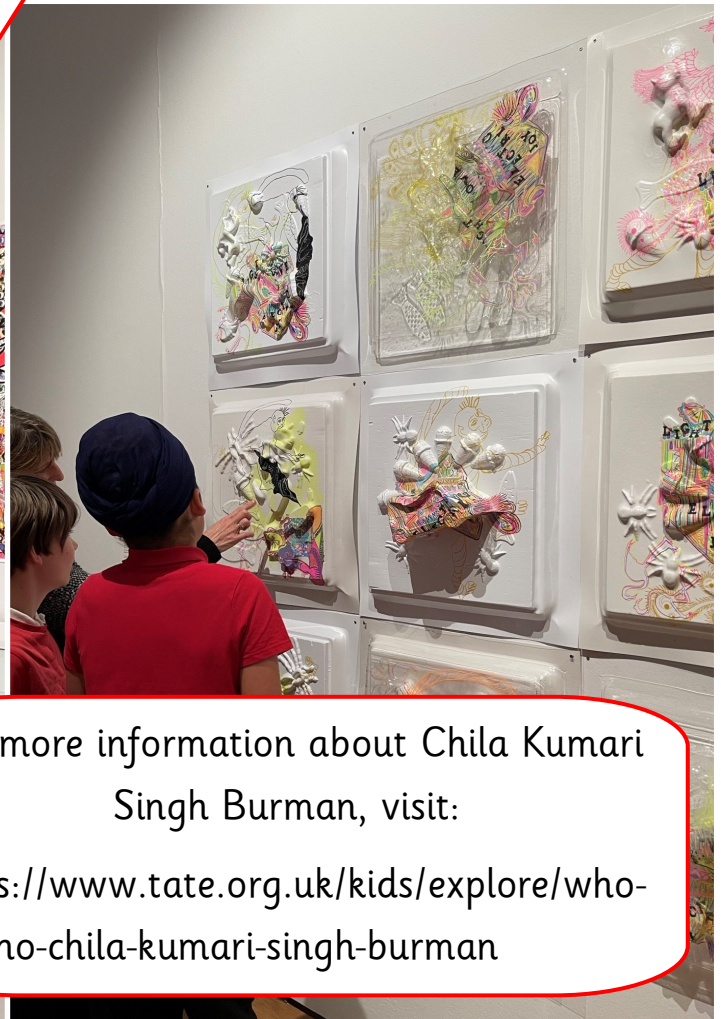
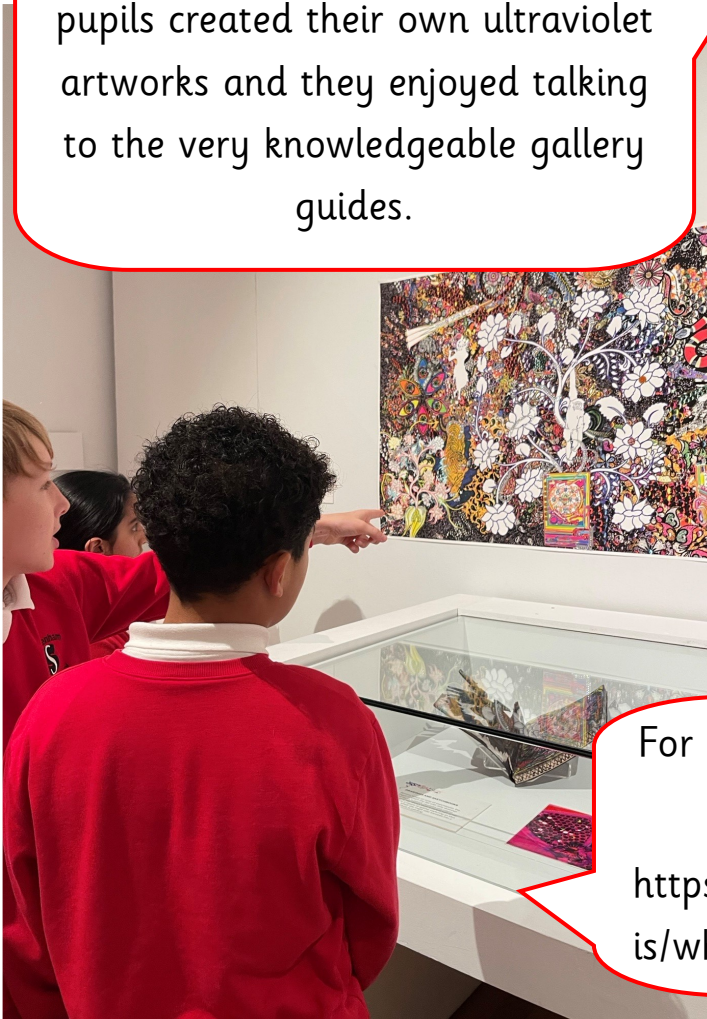
Afterwards, the children visited an exhibition by the "Liverpudlian Panjabi" artist, Chila Kumari Singh Burman. Chila combines her Indian roots with pop culture to create colourful, mixed-media works of art.



# Compton Verney



Inspired by the pieces on display, pupils created their own ultraviolet artworks and they enjoyed talking to the very knowledgeable gallery guides.

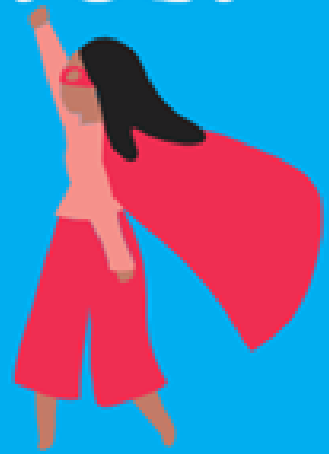


For more information about Chila Kumari Singh Burman, visit:

<https://www.tate.org.uk/kids/explore/who-is/who-chila-kumari-singh-burman>



# Warwick UNICEF



# Education Project

Aliyah, Aisha, Shaila, Fateha and Khiloni

## Rights Respecting School

Throughout the week, Key Stage Two classes have participated in Unicef sessions run by students from Warwick University. The workshops have covered topics such as the refugee crisis, the right to an education, climate change and nutrition.







**Convention on the Rights of the Child**  
**Article 3: Best Interests of the Child**

The session in Year Five Kittiwakes was about the universal right to education. The first task was a quiz about what UNICEF is doing in different global locations and pupils had to match statements to iconic buildings around the world.

The children also discussed what they dreamed of being in the future, and talked about how every child has the right to education in order to make their dreams a reality.

## What is UNICEF?



- The United Nations children's Agency, started in 1946
- Helps protect kids' rights all around the world.
- They work on many important issues to ensure children are safe and happy.



# Motionhouse

Y3 are continuing their dance sessions with Harrison and Hannah from Motionhouse every week and it's wonderful to see the children's enjoyment and growing confidence as the lessons progress.

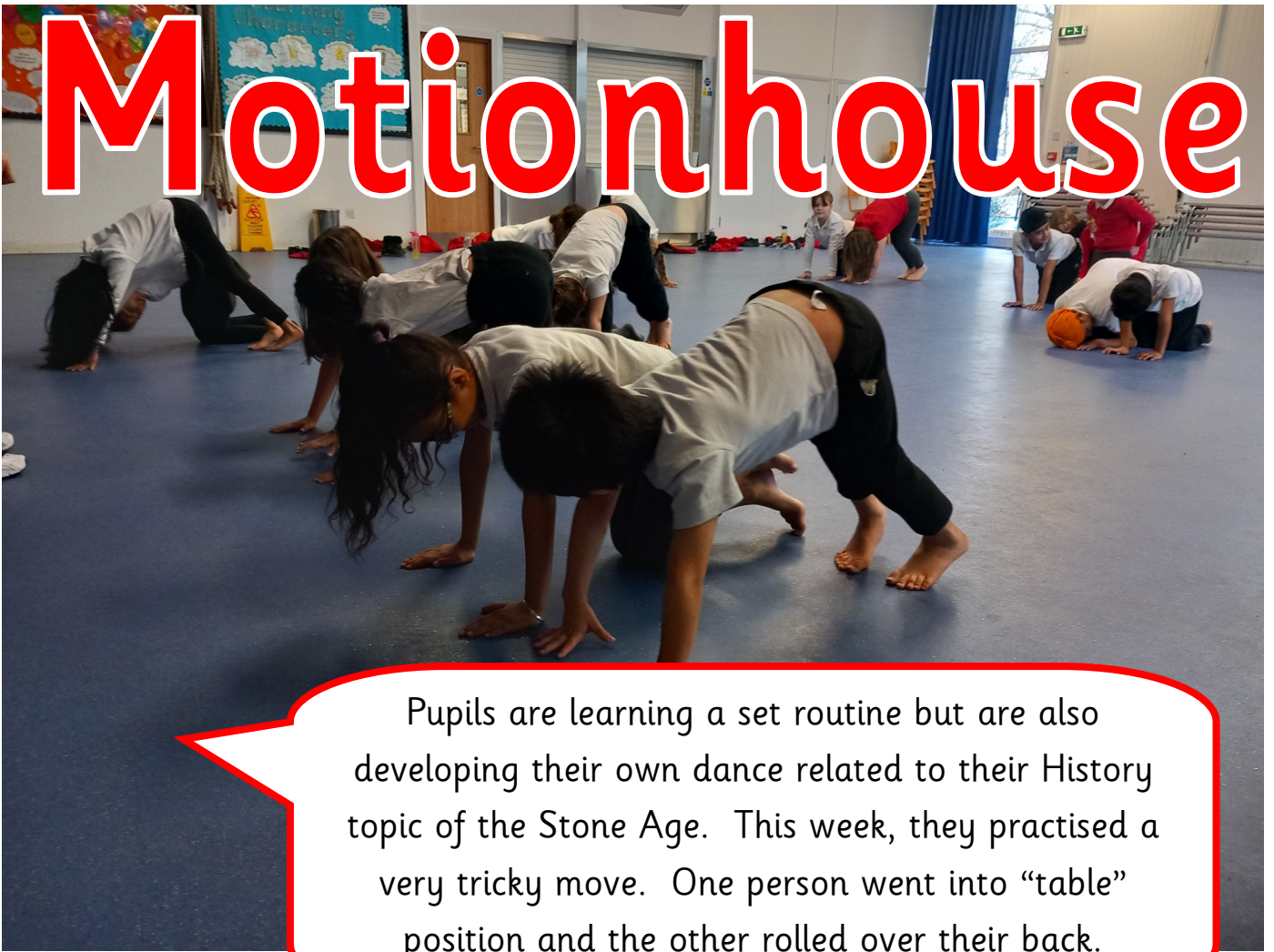


**Convention on the Rights of the Child**  
**Article 31: Leisure, Arts and Culture**

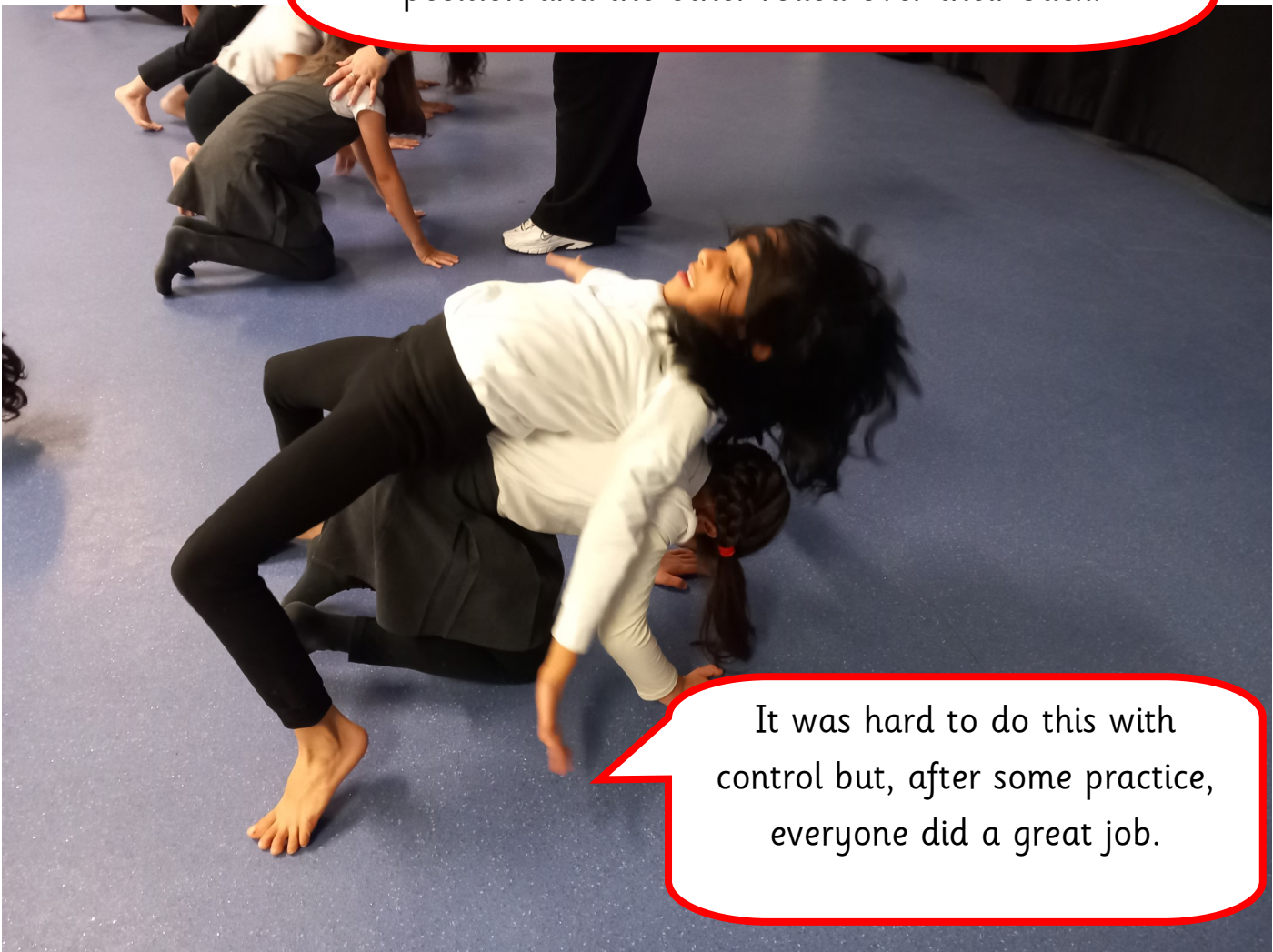
**Motionhouse**



# Motionhouse



Pupils are learning a set routine but are also developing their own dance related to their History topic of the Stone Age. This week, they practised a very tricky move. One person went into “table” position and the other rolled over their back.



It was hard to do this with control but, after some practice, everyone did a great job.

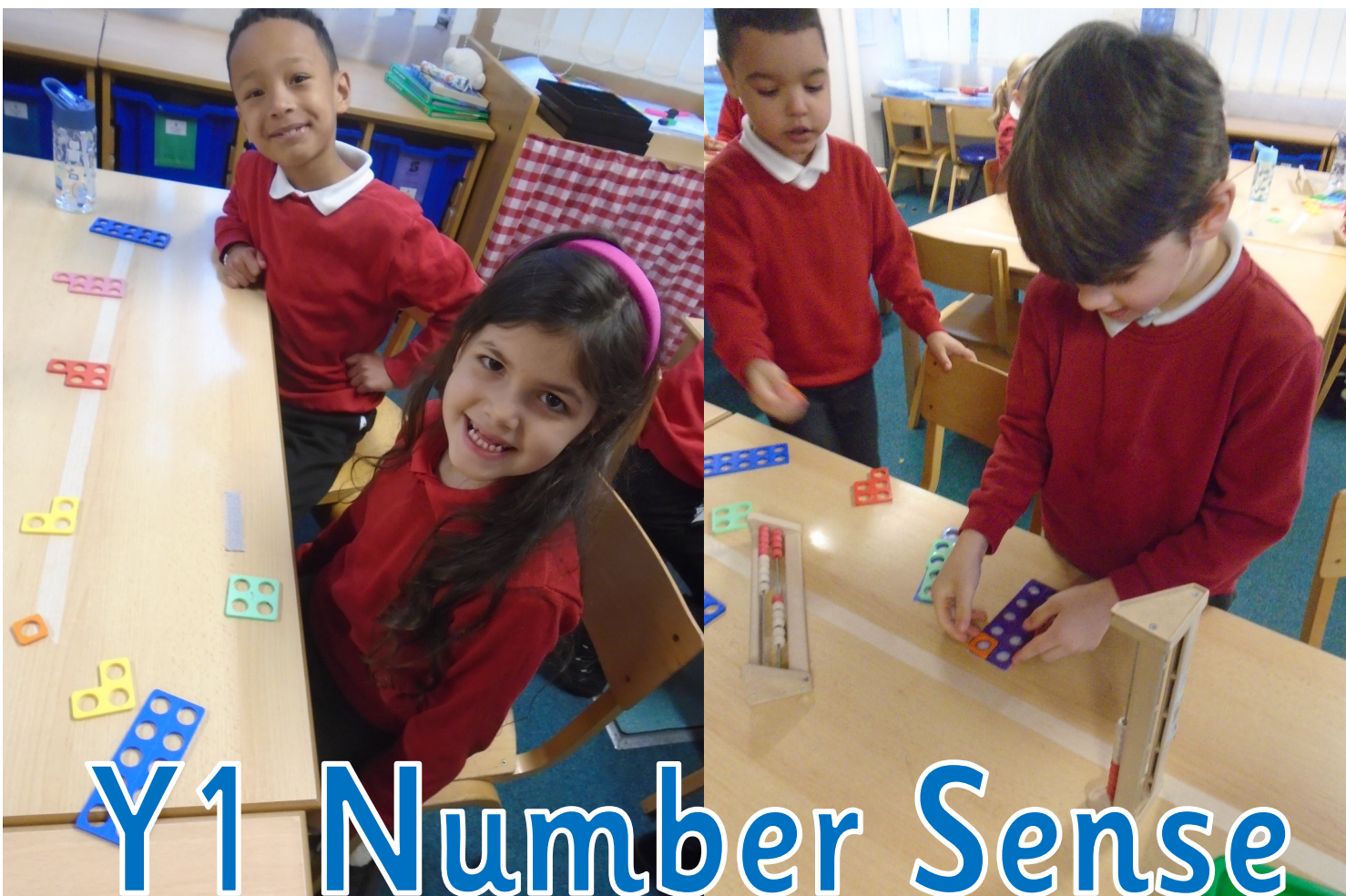




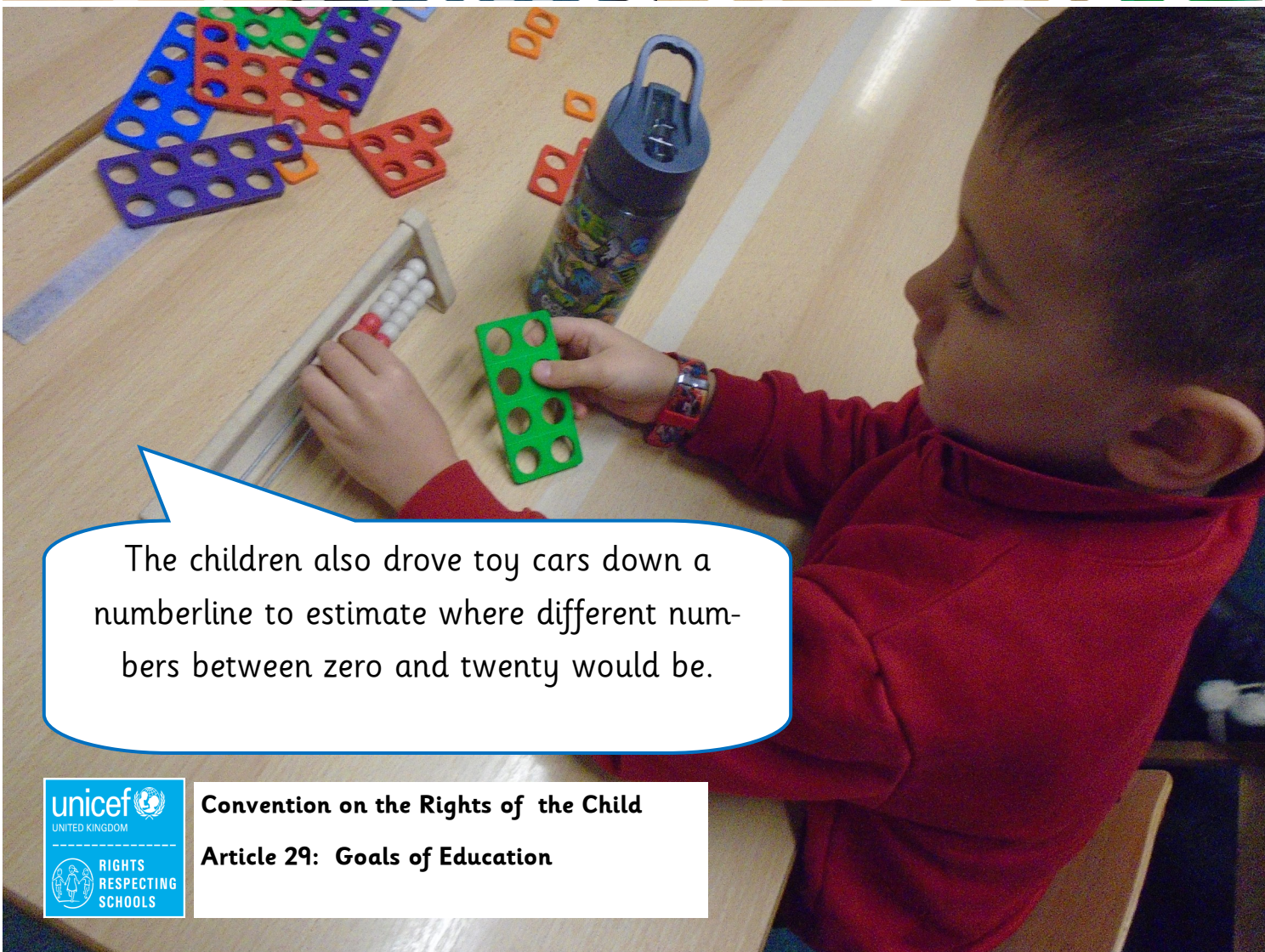
# Y1 Number Sense

Year One pupils have been developing their understanding of number using concrete resources such as Numicon and Rekenreks.





# Y1 Number Sense



The children also drove toy cars down a numberline to estimate where different numbers between zero and twenty would be.



# Y2 Geography



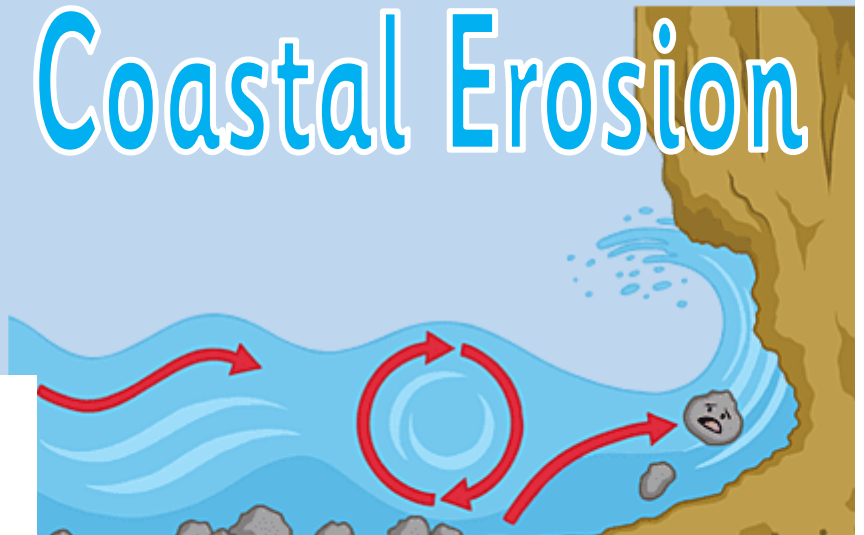
In Geography, Year Two have been learning about coastal erosion. Pupils built a huge sandcastle outside their classroom and then watched what happened as water (waves) swept over it. This demonstration modelled the way that coastal rocks are eroded by the tide over time.

## Coastal Erosion



Convention on the Rights of the Child

Article 29: Goals of Education





# Messages from the Family Information Service



## Free Course For Parents of Children with Additional Needs

Free 'Understanding your child with additional needs' course is for parents and carers of children who may be neurodiverse, or have a physical or learning disability.

Whatever their developmental age, these ideas and techniques may help you better understand your child and how to help process or manage their emotions.

Use the code **BEAR** to get free access.

View course information and start today: [warwickshire.gov.uk/parentguides](https://warwickshire.gov.uk/parentguides)

## 2Help childcare funding

If you have recently received a postcard about 2Help childcare funding for 2-year-olds, you may be able to access a funded early education place for your child, subject to eligibility.

View eligibility and apply online: <https://www.warwickshire.gov.uk/children-families/help-childcare-costs/2>



**Convention on the Rights of the Child**

**Article 3: Best Interests of the Child**



# **SAFELINE'S PARENT WORKSHOP**

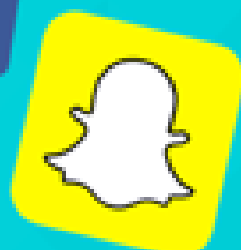
## **HOW TO KEEP YOUR CHILD SAFE ONLINE!**

**Online Safety Workshop**  
**Monday 10th of February 2025**  
**5-6pm**

**This workshop provides key knowledge  
around how social media/apps can be  
used safely and the risks/dangers of the  
online world.**

**If you would like to attend please confirm  
by emailing [ramandeepd@safeline.org.uk](mailto:ramandeepd@safeline.org.uk)  
please include your child's school name**

**Please join by going into Zoom and  
putting in Meeting ID: 765 294 7590**





# News & Information

## **Warwickshire Winter HAF Scheme**

Warwickshire County Council is delighted to confirm that HAF has been extended for a further year, meaning Warwickshire will be running HAF activities during Spring 2025, Summer 2025 and Winter 2025. As a reminder, HAF does not currently run during half-term holidays, meaning the next HAF delivery period will be over the Easter holidays

Warwickshire County Council have also completed their internal HAF report for winter delivery and you can view this here: <https://api.warwickshire.gov.uk/documents/WCCC-829341009-478>

They will be updating their webpages to reflect the extension to funding, over the next few days: <https://searchout.warwickshire.gov.uk/holidays-activities-food-haf>

If you have any questions at all, please make contact:

[hafprogramme@warwickshire.gov.uk](mailto:hafprogramme@warwickshire.gov.uk)

## **Parent's Evenings**

Please remember to sign up for your Parent's Evening appointment. Slots are available on Wednesday 12th February from 3.30—7.00pm and Thursday 13th February from 3.30—5.00pm.

## **Use of WhatsApp**

WhatsApp has a minimum age requirement of 16 in the UK. Please consider the following with regard to the app:

### **Privacy and Security Concerns**

WhatsApp is primarily a messaging service, and while it offers end-to-end encryption, meaning that messages are secure and can't easily be intercepted, there are still potential security risks for younger users.



- **Inappropriate Content:** Children may unknowingly be added to group chats with older users who share inappropriate or harmful content. WhatsApp's lack of content moderation makes it hard to ensure the conversations stay safe and appropriate.
- **Personal Information:** On WhatsApp, children are required to share their phone numbers, which can expose them to unsolicited contact or even online predators. While there are privacy settings that allow users to limit who can see their profile and status, younger children may not fully understand how to manage these settings properly.
- **Group Chats:** WhatsApp group chats can be difficult to monitor, especially when children are added to multiple groups. It can be hard for parents to keep track of who their child is talking to, what's being shared, and what might be happening in these chats when they're not around.

### Potential for Cyberbullying

Unfortunately, WhatsApp is often used as a platform for cyberbullying. Because it's easy to create group chats and send messages without being physically present, some children use WhatsApp to bully others in secret.

- **Group Exclusion and Name-Calling:** Children may experience exclusion from groups or be the target of hurtful name-calling and rumours. The anonymity that messaging apps like WhatsApp can offer makes it easier for some children to say things they wouldn't normally say in person.
- **Hurtful Media:** The ability to share photos, videos, and voice messages means that children may be subject to harmful media being sent to them or about them. This can have a lasting emotional impact, especially if the content is shared with others outside of the intended group.

As a parent, you may find it challenging to monitor private conversations and the content that is being shared. WhatsApp's lack of oversight means that bullying can go unnoticed until it escalates.

### Inappropriate Access to Messaging

WhatsApp is an instant messaging app, meaning that it allows real-time communication. This can create a lot of pressure for children to respond immediately, whether to friends, classmates, or strangers. The expectation to be constantly available can be overwhelming, leading to anxiety or feelings of being 'always on.'



- **Pressure to Respond:** Children may feel pressured to reply to messages instantly, and some may struggle with the social expectations that come with being on WhatsApp. This could lead to unnecessary stress or an inability to disconnect from social interactions, even during family time or sleep.
- **Access to Strangers:** Although WhatsApp allows users to control who can message them, younger users might not fully understand the potential dangers of interacting with strangers online. Children could end up chatting with people they don't know, leading to situations where they may share personal information unintentionally.

### Lack of Age-Appropriate Features

WhatsApp is designed for older users and doesn't have features tailored to children. Apps specifically designed for children, such as messaging platforms with stronger safety features, allow parents to set appropriate restrictions, monitor conversations, and ensure that only approved contacts can communicate with their child.

Unlike these child-friendly apps, WhatsApp does not allow for easy parental controls, making it difficult for parents to monitor their child's conversations and interactions. For younger children, this lack of oversight can be risky.

### WhatsApp's Age Restrictions and Compliance

WhatsApp's minimum age requirement is 16 in the UK which means children under that age are technically breaking the platform's terms of service by using the app. By allowing your child to use WhatsApp before they're of age, you may be inadvertently encouraging them to bypass rules meant to protect their safety.

It's important to remember that even though children may seem mature enough to handle the app, WhatsApp is designed for older users and isn't meant for younger children. As a parent, it's your responsibility to ensure that your child's digital interactions align with age-appropriate platforms that prioritise their safety.





## Mental Health in Schools Team Tips For Wellness



### Respect

Respect is important in our lives because it helps us develop a sense of self-worth and improves our general wellbeing. This in turn will enable us to develop healthy relationships with others and an environment where everyone feels valued and heard. As we grow, respect is a crucial life skill we need to manage our emotions and resolve conflicts peacefully.

When you respect yourself, this enables you to be open to new opportunities that will help you reach your personal goals. If you feel confident in your own worth, you are more able to recognise when others are not treating you well. *Scan the QR code below to watch a video about Maslow's hierarchy of needs!*

#### Our tips for respect:

1. Listen to each other's point of view and recognise that it is OK if you do not agree with someone else's opinion.
2. Try to keep discussions about the topic and not about the people who are sharing their views.
3. As a class, create an agreement and list the ways you would like to be respected by each other in school. You could all sign your name and pin this on the classroom door to remind you about how to be respectful!
4. Create a poster about how you can show respect outside of the classroom too. Think about what you could do at home and in the community.
5. Respect role-play! Practice respect by imagining how someone else might feel in different situations. Think about how actions and words might affect others.
6. Talk to your friends about what makes you unique. Focus on listening to each other and embracing each other's differences.
7. Listen to the 'respect rap' by following the QR code and watching the video!



*Maslow's  
hierarchy of  
needs*



*Respect  
rap!*

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.





Mental Health in Schools Team

## Tips For Wellness



### Online Safety

With lots of our young people accessing different online platforms, it is important we are making sure this online activity is accessed in a safe and positive way. Online activity is a big part of day-to-day life and for young people is the norm. This may involve watching YouTube videos, online gaming, having social media accounts (e.g. Instagram, TikTok) or using the internet to support completing homework tasks. As a parent/ caregiver, this can at times be difficult to navigate and stay on top of these ever-evolving platforms.

It is good to remember that online activity can be positive: there are lots of opportunities to learn new things, spread joy and positivity, connect with others and show creativity.

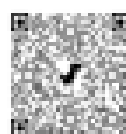
#### Our Top Tips For Online Safety:

1. **Have regular conversations about online safety-** Making communication about online activity a normal part of the conversation will create an open and more relaxed dialogue around what your young person is accessing online. This can also make it easier for your young person to come and speak to you if they do have any worries.
2. **Encourage time away from devices-** Spending too much time online and looking at a device can begin to blur the lines between the online world and what is happening right in front of us. Encourage regular screen time breaks. This could be by completing an activity which the whole family can get involved in e.g. playing a board game or going for a walk. There are also wellbeing setting on apps, including Instagram and Tik Tok to support setting these boundaries.
3. **Keeping it real-** It can be useful to remind our young people that not everything they see online is real. Some of this content may have a negative impact on how they feel about themselves and what they are doing. It can be useful to remind young people that an online post is only one snapshot of time. Encourage your young person to take control of what they are looking at and help them to feel empowered to choose to access online content that encourages positivity and makes them feel good.

Online safety is an ongoing conversation. By setting boundaries, providing guidance and being open, this encourages young people to navigate the online world safely and responsibly.



NSPCC- Talking to your  
child about online safety



Barnardo's- Keeping  
children safe online

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# FEBRUARY HALF TERM

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**01926 886883**



# OX5 RUN

Supporting the Oxford Children's Hospital

Oxford  
Children's  
Hospital  
Charity

**SUNDAY 23RD MARCH : BELNHEIM PALACE**



Hi, My name is Chloe and I have cystic Fibrosis and because of this I have to go to Oxford Childrens Hospital every 8 weeks. That's why I am running 5 miles in aid of Oxford Childrens Hospital.



As a thank you I am aiming to raise money for them to ensure they can continue supporting children and make hospital fun (Especially during admissions).

These funds help to keep the hospital school going so we don't fall behind on school work, provide beds for parents so we don't have to be on our own overnight and also buys toys and electronics for the wards so we're not bored.

IF YOU WOULD LIKE TO SPONSOR ME PLEASE VISIT  
[OXFORDHOSPITALSCHARITY.ENTUSE.COM/  
PF/YOLO/POST/11055200](https://oxfordhospitalscharity.entuse.com/PF/YOLO/POST/11055200)





# EXPERIENCE EASTER

**GET IN TOUCH TO BOOK  
NOW!**

**31st March - 10th April 2025**

**Morning and Afternoon Sessions Available!**



# Diary Dates

Wednesday 29th January	Y4 Wagtails class assembly, 9.15am.
Friday 31st January	Loudmouth Theatre performance, Y4
Tuesday 4th February	Archery sessions for Y4, Y5, Y6 and Y2 Swallows, led by Campion School Sports Partnership.
Wednesday 12th February	Y4 Starlings class assembly, 9.15am.
Wednesday 12th February	Parent's Evening, 3.30—7.00pm
Thursday 13th February	Parent's Evening, 3.30—5.00pm.
Friday 14th February	Reception, Special Person tea party, PM.
Wednesday 26th February	Y2 Swallows class assembly, 9.15am.
<p><b>School closed for Half-Term holiday</b></p> <p><b>Monday 17th February—Friday 21st February</b></p> <p><b>Pupils return to school on Monday 24th February</b></p>	
Wednesday 5th March	Y6 visit to The Cambridge Theatre in London to watch the stage show, "Matilda."
Wednesday 5th March	Y3 Herons class assembly, 9.15am.
Monday 10th March	Science Week.
Wednesday 19th March	Y3 Doves class assembly, 9.15am.
Wednesday 2nd April	Y2 Wrens class assembly 9.15am.
Monday 7th April	Rock Steady concert, 2.15pm.
<p><b>School closed for Easter holiday</b></p> <p><b>Monday 14th April—Friday 25th April</b></p> <p><b>Pupils return to school on Monday 28th April</b></p>	





# Sydenham Superstars



YR and Key Stage One



Key Stage Two

