



Friday Flyer

10th February 2023

Head of School Update

Children's mental health is always high on our agenda and forms an important part of our PSHE curriculum and also our culture in school. Our behaviour policy, which helps children to identify their underlying emotions and the things that trigger them, is grounded in an understanding of how to support children's mental health. We have also trained our staff in a range of interventions such as Friends Resilience, Drawing and Talking and bereavement



counselling to ensure that we are well prepared to support children's mental health. This week there has been a national focus on this as it has been Children's Mental Health Week. The theme for the week was 'Let's connect' which recognises how individuals thrive in communities and supports young people in developing meaningful connections with others. This week we have helped the children to develop strategies to look after their own mental health from trying out yoga in Reception to rainbow breathing in Key Stage 1 and connecting through art in Key Stage 2. Place2Be has a wealth of information for families to support children's mental health which can be found [here](#).



In today's world, it is vital that we recognise the impact of the internet on children's lives and their mental health. Tuesday marked Safer Internet Day with a focus of 'Want to talk about it? Making space for conversations about life online'. The purpose of the day was to encourage schools and families to talk to children about their internet usage and to consider how we can keep safe when engaging

with technology. We used it as an opportunity to get the children to think about their own online lives and how it interacts with their real lives from considering how gaming late at night can affect sleep to looking at how interactions online can impact friendships, both positively and negatively. Our overriding message was that if the children encounter something online which doesn't seem right to them, they can talk to an adult. This is likely a matter which is on all parents and carers' minds and may be something you wish to develop further at home. There are resources which can help with this [here](#).

Best wishes, Claire Johnson



Safeguarding Update

At National Online Safety we believe in empowering parents, carers and educators with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. Please visit nationalonlinesafety.com for further guides, hints and tips for adults.

part of our Online Mental Health & Wellbeing series



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What are they?

'Age Ratings'

A game's age rating can be used by adults to make an informed choice as to whether or not a game is suitable for their child. The PEGI (Pan European Game Information) system rates games and, instead of indicating the level of ability required to physically play a game, it indicates the suitability of content for that age group. 3, 7, 12, 16 and 18 are the labels that can be awarded to games and a variety of content descriptors such as violence, bad language and fear are used to further clarify why the label was assigned.

What you need to know about...

AGE RATINGS



Know the Risks

18+ Inappropriate content

The biggest and most obvious risk of not following the age rating system is that children may view or hear age-inappropriate content. Many games now include scenes of violence or graphic nature which could be upsetting or considered too intense for younger players.

Peer pressure

Peer pressure has a large role to play in age ratings being overlooked. Children don't want to be the ones left behind and can put their parents under pressure to allow them to play a game beyond the recommended suitability, especially when all of their friends are playing it already.

Level of 'Kudos'

Playing a game with a label that is higher than their age can be viewed by some children as a challenge and to gain a good reputation amongst friends. 'Kudos' is attributed to the child playing the age inappropriate game resulting in other children wanting to follow suit.

Free Platforms

In order for a game to be released on popular platforms such as Playstation and Xbox, game developers must pay for a list of ratings. However, smaller development teams are sometimes reluctant to pay these fees and games are often released on other platforms, such as Steam, without any age restrictions.

Spot the Signs

Being vague

Be aware of children being vague around the content of what they want to play. If they are unwilling to supply you with information about what the game is about, this can be an indicator that you wouldn't allow them to purchase it if you knew.

Unofficial sites

There are plenty of indie games that can be bought using online stores that don't necessarily have age restrictions. If you notice your child using sites such as GOG or itch.io rather than official channels such as the Google Play Store, they might be accessing games that aren't officially rated but still aren't age appropriate.

Unfamiliar terminology

Your child might start using phrases or terminology that is new to them or mimicking actions that they have learnt from a game without realising their inappropriateness.

Wanting to be secluded

Be aware if suddenly your child wants to move the device that they play their games on into a more secluded area of the house away from adults. It is a good idea for your child to play online games in shared area where you can see the screen.

Be aware of spending

Setting up accounts with online stores require bank account details. Keeping an eye on your bank balance means that you will be able to tell if there has been a new purchase and can provide you with an opportunity to ask about what new game they've purchased.

16 & UP ONLY



12-15

Safety Tips

Do your research

If you've noticed a new game that your child has downloaded then use quality resources to make sure that your knowledge is up to date. Online websites, such as National Online Safety, can provide you with the information you need.

Review parental controls

Review your parental controls on the stores where you buy games from. Most sites allow parents to set passwords to block games with certain age restrictions from being downloaded.

Encourage open dialogue

Encourage open dialogue with your child. You don't want to be in position where they won't talk to you if something has made them feel uncomfortable in a game because they are worried they will get in trouble for playing the game in the first place.

Discuss ratings

Talk to your child about why the game has been awarded a certain label. Debate the positives and negatives of playing a game and decide on some ground rules together.

Our Expert

Heather Cardwell



Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding online and educating children around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.

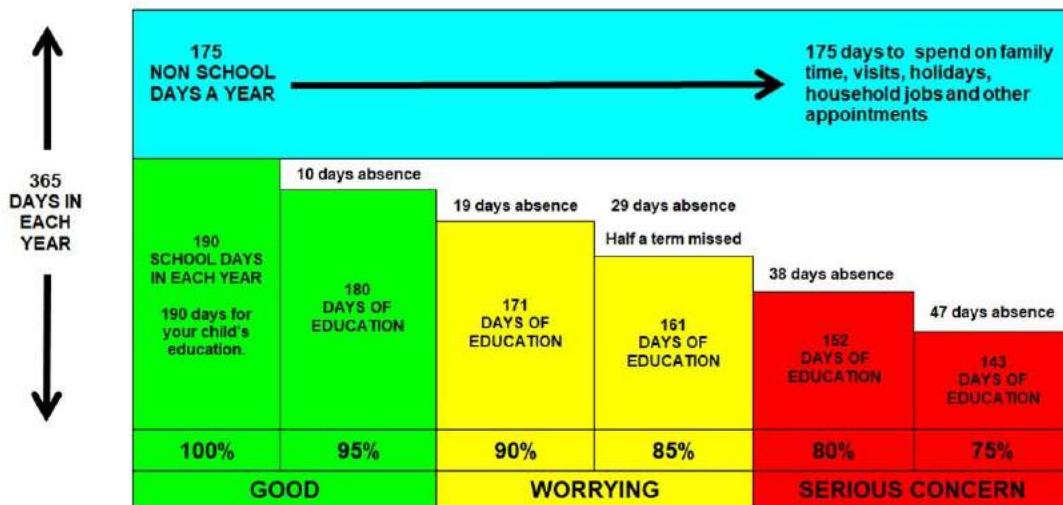


Class by class Attendance

Class	Attendance
Reception	93.13
Y1/2	95.17
Y3/4	95.69
Y5/6	94.45

Please refer to the graphic below which shows the significant impact of absence over time.

Days off School add up to lost learning!





Upcoming events:	
17th February	Reception class only - 'Come dressed as a polar bear day'
17th February	Last day of the half term
27th February	Teacher training day (school closed to pupils)
28th February	Return to school - proposed NEU strike day
March TBC	Parent / carer consultations
Week beginning 27 March	Made In The North East Week Each class will study an aspect of local history/geography including a visit.
Friday 31 March	End of term
Monday 17 April	Summer term begins
Monday 1 May	Bank Holiday
Monday 8 May	Bank Holiday (King's Coronation)
Tuesday 9 May - Friday 12 May	Y6 Sats
Friday 26 May	End of summer 1
Monday 5 June	Summer 2 begins
Week beginning 12 June	Year 1 phonics screening
All dates may be subject to change.	

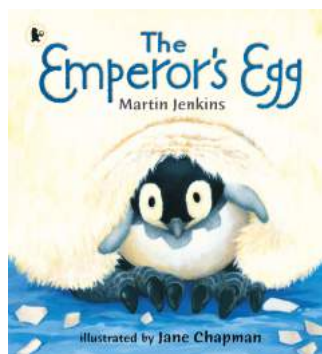


The week in Reception

This week we have been thinking about penguins and learning different facts about them. The main facts we have remembered are:

- The emperor penguin is the largest penguin in the world.
- The male penguin has to look after the egg for 2 whole months.
- Penguins have their own way of speaking to each other.
- A baby penguin is 15cm long when it is born.

All of this information has come from the story: The Emperor's penguin.



Next week we will discuss the facts we learned this week and see how many of them we have remembered over the weekend.

To continue with the theme of penguins we used pastels to draw our own penguins!



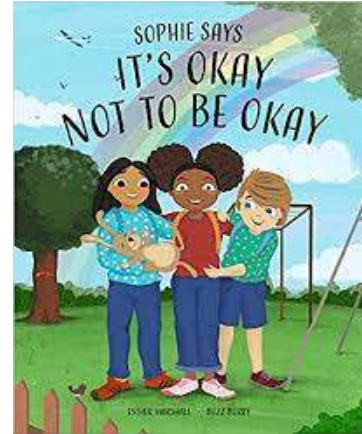
Next week we are looking forward to our polar bear day. Please see Tapestry for more information.

Miss Houghton



The week in Key Stage 1

To mark Children's Mental Health Week, we read Esther Marshall's *Sophie Says It's Okay Not to be Okay* and made a class rainbow of what makes us happy. We discussed how things that make us feel good can help us when we don't feel okay and how we can help each other through bad days. We revisited our school values and talked about the importance of listening to each other, being kind and trying our best.



In Computing we studied internet safety and talked about how and why we keep personal information private. We thought carefully about using the internet responsibly and considered what online information can be trusted.

We have been working hard in DT to make our own London Eye using a wheel and axle. We learnt how a wheel moves and how to make stable structures. So far the wheels are looking great and operating well!



Miss Dixon



The week in Year 3 and 4

This week we have embraced Children's Mental Health week by exploring and discussing how important it is to talk to people about our feelings and how this may support us. We started off by listening to the story *Hanni and the Magic Window* and then thought about who our supportive person may be and why. Later in the week we started sharing what makes us happy and challenged ourselves to show a random act of kindness this week which has been amazing to see.

In aid of internet safety day we had lots of discussions around what we watch and play and why there might be age restrictions on certain games and films. This allowed us to identify how important it is we take responsibility for ensuring we are safe and also those around us and how we can have chats with our supportive person if we have any worries or we think something may not be appropriate for us. This was a very mature conversation we had as a whole class and I was very impressed with how the children shared experiences but also could identify the dangers and come up with solutions.

Throughout the rest of the week we have been writing amazing setting descriptions about the Jungle and also getting creative with our Jungle Art and Geography.

Well done Year 3 and 4 for another super week.



Miss Cruse



The week in Year 5 and 6

Year 5 and 6 have taken part in a variety of different experiences this week. In our Forest School session we split into three groups and we were tasked with making a temporary shelter using tarpaulin, rope and trees. We practised our knots, teamwork and tested out how efficient they were at protecting us from the elements.



It has been Children's Mental Health Week and we have produced some amazing postcards as part of this. The project we took part in was called 'Exchanging Postcards'. Children were given a postcard-sized sheet of paper and had to fold it in half. On one half they filled it with happy messages, imagery and colour. They were then randomly given another child's postcard for them to fill in the other half. The purpose and theme was 'Let's Connect' and allowed children to share their ideas and make connections with each other using the medium of art. This activity encouraged us to explore what 'connection' means to us and how it also empowers us.



In our English lessons we have been learning all about using a variety of **sentence starters** to enhance our writing. We have used **-ed** ending words, **-ing** ending words, **similes** and **-ly** ending words. We have produced some fantastic sentences and will continue to add this into our writing over the next few months.

For Internet Safety we looked at gaming and our internet usage. We explored how long we spend online, the websites we visit most often, the favourite things we like to do online and what we would like to change about the online world. As you can see from the quotes below, we really do have very sensible children who are able to take responsibility for their online usage.

Q1. What have you learnt about being safe online?

- "I've learnt that I shouldn't play video games late at night."
- "I have learnt that I shouldn't accept friend requests from strangers."
- "That my mum and dad can put restrictions on my online access."
- "That if something is strange I should inform a parent."

Q2. What do you need to change about your online usage?

- "Don't search for inappropriate things."
- "I need more exercise and less online time."
- "Less hours online to avoid becoming addicted."

Q3. Why shouldn't we go on games that are not age appropriate?

- "These games are full of swearing and violence."
- "Because they might have very bad things in them."
- "They might be full of blood and inappropriate things."
- "We need to stay safe as you might see something that scares you."

Mr Harvey and Miss Thomas



KIRKHARLE

Courtyard



JOIN US FOR
**Half Term
SUPPER & STARS**

MINIMUM AGE 6

with Si Rowland Astronomy

WEDNESDAY 22ND FEBRUARY

TWO COURSE SUPPER | 4.30 - 5.30PM

STARS | 6-8 PM





NYCGB
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SING!



25 & 26 February
10am-4pm
Newcastle/Gateshead
(venue tbc)

“It was fun to work with other people who all love singing as much as I do.”

(Sing! 2022 participant)

Take part in a weekend of singing with young people from across the North East! Learn new songs with friendly staff from National Youth Choir, make new friends and develop your musical skills.

Follow up days in summer and autumn 2023.

For anyone who loves singing in Y6 to Y9. It's free to take part and support is available for travel costs. Whatever your musical interest, this is open to all.

Sign up here:

www.surveymonkey.co.uk/r/Sing23

<https://www.surveymonkey.co.uk/r/Sing23>



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23RD FEB - 24TH FEB
10AM - 3PM

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