



# Eton Porny C of E First School

## Newsletter 17– Spring Term 1

27th January 2023

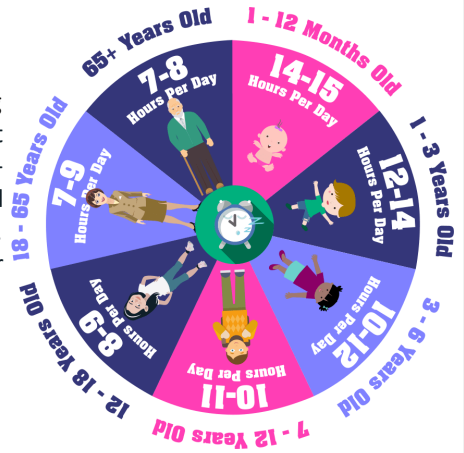
*We are all created unique and special.  
He made us all perfect having our own uniqueness.*

*1 Peter 4:10-11 "God has given each of you a gift from his great variety of spiritual gifts. Use them well to serve one another."*

Dear Parents/Carers,

As the term moves along the mornings are starting to get lighter but we know that it is still hard to get up some mornings! The children have a really busy day at school and being well rested is so important to ensure that they can meet their full potential each day. It can be helpful to have an awareness of roughly how much sleep a child needs - a guideline is provided in this image - but bear in mind that all children are individuals. A good bedtime routine is really helpful in order to plan the evening and fit in quality family time. For more information on sleep try the following links: [trouble sleeping](#) [sleep advice](#) or speak to Mrs Smith our Home School Link Worker (HSLW) for more support.

Emma Stanford-Smith (Headteacher)

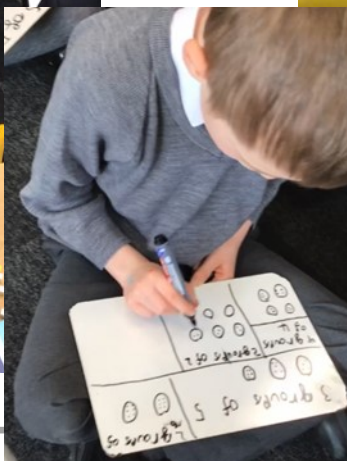
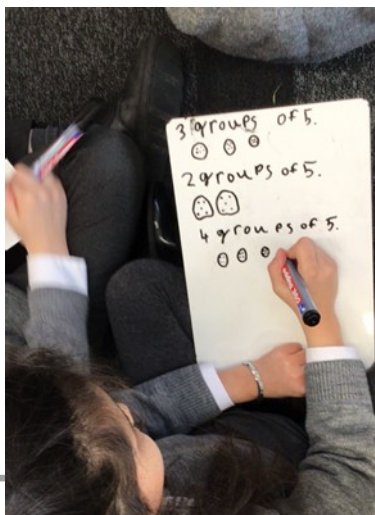


### LEARNING SNAPSHOTS

**Year 1** have had another busy week. In Maths they have been comparing and ordering numbers to twenty and have enjoyed challenging their partners. They have finished reading 'Claude in the City' and have enjoyed writing their own adventure stories following a similar structure. In Science the children have been learning about how deciduous and evergreen trees change during the seasons. **Ask me: What happens to apple trees in different seasons?**

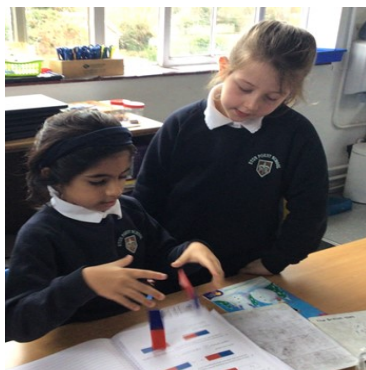
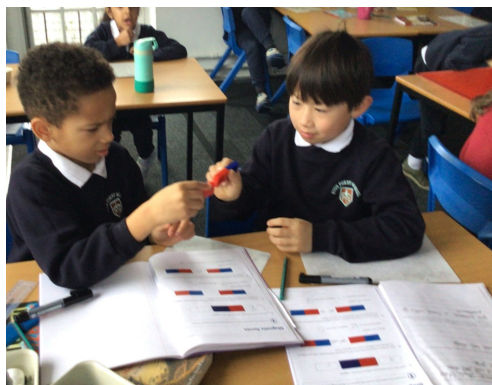


**Year 2** have enjoyed a variety of different lessons this week. We introduced our new block of maths learning all about multiplication and division. This week we started to use the vocabulary 'groups', 'equal' and 'unequal' and we have been getting used to using objects and drawings to help us. We have also starting exploring our new book in English, The Secret of Black Rock. We have not yet read the story but we have enjoyed looking at some of the pictures from the texts and discussing what the story might be about. We wrote some lovely descriptions of Black Rock. **Ask me: What do you think the secret of Black Rock might be?**





**Year 3** In year three the children have been very engaged with our 'Forces and Magnets' topic in science. Yesterday they learnt all about non-contact forces using magnets and discovered they had two poles; a north and a south! **Ask me: why is one side of magnet is called the north and the other is south?**



**In Year 4**, the children completed their letters in English. The letters are linked to the story, 'King of the Cloud Forests' by Micheal Morpurgo. Year 4 are working on their report writing skills, ready to become both dragon and yeti experts. In PSHE Year 4 enjoyed a group work activity, creating a potato character. They had lots of fun designing a character and presenting their character to the class.

**Ask me: What happened to Ashley in 'King of the Cloud Forests'?**



On Monday, **Reception** enjoyed an exciting visit to Windsor Castle as part of their new mini project, 'Stories & Rhymes'. As well as exploring the castle grounds, the children got to listen to a wonderful story about a knight and a dragon. They've also enjoyed taking part in various activities this week linked to our favourite nursery rhymes. **Ask me: Can you sing me a nursery rhyme?**



## FORTHCOMING DATES

<b>7th Feb</b>	PTA valentines activity event—more info to follow 5-6:30
<b>9th Feb</b>	Children's mental health week mufti— 'Dress to express' donation to Place2Be
<b>9th Feb</b>	Express event—all year groups Last day of Term—finishing at 3:15pm
<b>20th Feb</b>	All children return to school starting at 8:40am
<b>27th Feb</b>	Phonics (Y1) and SATS (Y2) meeting at 3:30. Info to be sent home for those who can't attend
<b>2nd Mar</b>	World Book Day - more information to follow

### Children's Mental Health Week

We will be taking part in Children's Mental Health Week from 6th - 9th February.

There will be a range of activities daily for the children to engage in. There is a mufti day with the theme of 'Dress to Express' on Thursday 9th and our express events will have a mental health/ wellbeing theme to them.



## Spiritual Spotlight

### Value of the month: Thankfulness

This week in collective worship Mrs Dewar spoke to the children about being thankful for clean, safe water. They discussed the importance of not wasting it e.g. turning the tap off when brushing their teeth!

How many ways can you think of to save water at home this week?

We praise and thank You, Lord,  
for the gift of water.  
Guide us  
to use it wisely.

Amen

### Mrs Smith Home/School Link Worker

I am holding a drop-in session for parents/ carers, from **9:00am-10:30am on Wednesday 8th February**, where you can just pop in to see me to talk about any worries you may have or help that you may need, e.g. not knowing who to contact regarding housing issues or anti-social problems, any help with completing forms or bereavement concerns.

## CELEBRATION

The results of this week's celebration awards

### ACHIEVEMENT AWARDS

Reception: Jasleen & Raye  
Year 1: Lucas & Roisin  
Year 2: Stanley & Freya  
Year 3: Khalam & Julian  
Year 4: Amari & Betsy

### PUPIL OF THE WEEK

Reception: Tammi  
Year 1: Yavi  
Year 2: Rex  
Year 3: Avneet  
Year 4: Carlyle



**A huge well done to all of these children.  
We are really proud of you.**



# Key School Dates 2022-23

amendments/ new dates in red

<p><b>January</b></p>	<p><b>February</b>  <b>7<sup>th</sup> PTA valentines activity evening (5-6:30)</b>  <b>9<sup>th</sup> Mufti Day – Dress to express</b>            9<sup>th</sup> Express Event: all year groups (2:45pm)            10<sup>th</sup> INSET day – School Closed  <b>22<sup>nd</sup> - Bikeability Y3 and Y4</b>  <b>27<sup>th</sup> Phonics (Y1) and SATS (Y2) parent meeting 3:30</b></p>	<p><b>March</b>            2<sup>nd</sup> World Book Day – Optional Dressing up            7<sup>th</sup> and 9<sup>th</sup> Parent consultations  <b>10<sup>th</sup> PTA Mufti Day</b>            wk beg 13<sup>th</sup> PTA Event ‘Great British Bake Off’            30<sup>th</sup> Express Event: all year groups (2:45pm)</p>	<p><b>April</b>            wk beg 17<sup>th</sup> PTA sponsored event            26<sup>th</sup> – 28<sup>th</sup> residential Y3 and Y4</p>
<p><b>May</b>            Yr2 SATs (date TBC)            PTA Film Night 25th            24<sup>th</sup> Express Event: all year groups (9am)</p>	<p><b>June</b>            Yr1 Phonics Screening (date TBC)            28<sup>th</sup> Sports day and PTA Summer Fair</p>	<p><b>July</b>            Wk beg 3<sup>rd</sup> Summer Disco            Meet the teacher/transition day(for children – date TBC)            14<sup>th</sup> Express Event: R-Y3 (2:45pm)            17<sup>th</sup> Reports to Parents            17<sup>th</sup> Yr4 fair (for children)            17<sup>th</sup> Yr4 leavers dinner (for children)            19<sup>th</sup> Yr4 leavers assembly and picnic</p>	<p><b>Please note that this is not an exhaustive list. It may be added to as the year goes on. Dates and times could change and we will endeavour to give as much notice as possible.</b></p>



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.co.uk/news/technology-53248905>  
<https://iprousocial.com/insights/social-media-algorithms/>

**NOS** National Online Safety®  
 #WakeUpWednesday



# Inclusion Summit



We are extremely pleased to announce our fourth RBWM Inclusion Summit. This event has been co-produced between Achieving for Children (RBWM), the Independent Advice and Support Service, Children and Young People's Integrated Therapy Service and schools, and supported by RBWM SEND voices.

It will be a great opportunity for all parents and carers, as well as other key stakeholders, to come together to share information and celebrate developments in SEND across the borough. There will be a SEND marketplace to explore.

## Event details

This face-to-face event will be held on:

**Wednesday 8 February 2023**

**9.15am** Soft start and refreshments

**10am to 1pm** Presentations

**Norden Farm in Maidenhead**

To register your interest click on this [link](#).

If you are interested in having a stall, please email:

[millie.rust-clarke@rbwm.gov.uk](mailto:millie.rust-clarke@rbwm.gov.uk)



[www.rbwm.gov.uk](http://www.rbwm.gov.uk)

