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Friday 9<sup>th</sup> June

## Newsletter 33

**Welcome back to the start of  
Term 6**



### School Uniform - September 2017

Please take a moment to read the information attached to this newsletter about the alterations that are being made to school uniform from September. If you have any queries about this, please speak to Miss Lewis or Mr Procter asap

### Collective Worship Thought of the week:

"We think really hard and we can ask a learning buddy."



**Jake Frizzell Reception Class**

### Growth Mindset Quote of the week:



"There are good people who protect children at any cost and the Bible shows this off."  
**Luke Williams Year 6**

Attached to this newsletter is information for parents regarding the Protective Behaviours PSHE programme of study that the children will be taking part in this term. Thank you to those parents who were able to join us for the information meeting about this new scheme.

## Celebrations of the week:



### Diners of the week

Nursery - Bella Wren  
 KS1 - William Thatcher  
 KS2 - Oscar Bunney

**Champion Tables: KS1 - Mexico**  
**KS2 - Scotland**

### Star Book of the week

**Fern Cave**

**Luke Cave**



## Citizens of the Week

**Emilia Ruff, Jessica Ruff, Archie Gibbons, Oscar Gibbons,  
 Holly Lonsdale, Austyn Magness**  
 for representing the school brilliantly at Eastbourne Carnival.



## Learning Powers Certificate

We would like to invite **everyone** (parents, grandparents, carers, friends) to celebrate the learning from the week with us during our Friday celebration assemblies.

On **Friday 16<sup>th</sup> June** in our celebration assembly at **9.15am** the following children will be celebrating their achievements. Please come along if you are free.

**Reception Class - Orlaith O'Rourke Jones      Year 1/2 - Holly Zorn**  
**Year 3/4 - Jessica Rose Hibbard      Year 5/6 - Luke Williams**

### Dates for your diaries:

(Key events will also be put on our new notice board at the front of the school.)



12<sup>th</sup> June - *New Intake Meeting 2.15pm*  
14<sup>th</sup> June - Parent Forum 9am  
15<sup>th</sup> June - Year 5/6 swimming  
19<sup>th</sup> June - *Year 6 Activity Day*  
22<sup>nd</sup> June - Year 5/6 swimming  
23<sup>rd</sup> June - *Reception Dental Screening*  
27<sup>th</sup> June - *Year 6 Leaver's Service in Crowborough*  
28<sup>th</sup> June - *Teddy Bears Picnic for New Intake Pupils*  
29<sup>th</sup> June - Year 5/6 swimming  
30<sup>th</sup> June - *FPTA BBQ and Band*  
3<sup>rd</sup> July - *Sports Day Practice*  
4<sup>th</sup> July - Sports Day 9.30am & Picnic 12.00  
7<sup>th</sup> July - Reports out to parents  
10<sup>th</sup> July - Dress Rehearsal for Summer Production 2pm  
11<sup>th</sup> July - Summer Production 2pm & 6.30pm  
10<sup>th</sup> July - *Parent Consultation Evening 4pm-6pm to discuss reports only*  
20<sup>th</sup> July - Leavers Service 9.30am  
21<sup>st</sup> July - Inset Day

*Any changes to the above diary will be in italics.*

### Attendance

Our attendance percentage for this school year to date is:

**95.9%**

### Class Attendance Figures for last week:

Year R	-	<b>96.9%</b>
Year 1/2	-	<b>96.7%</b>
Year 3/4	-	<b>95.4%</b>
Year 5/6	-	<b>92.4%</b>

### Interesting Word of the Week

Each week there will be an interesting, useful but unusual word for the community to get to know. We will select a word and provide a definition for it. Pupils will be asked by Miss Lewis and Mr Procter in Friday's assembly what the word is and what it means. They will ask them to put the word into a sentence to show they have understood the meaning. This is to help build up pupils vocabulary through the year.

**This week's word is:**



irrevocable



### Definition:

**Not able to be changed, reversed or uncovered**

## Nursery News

Our letter sound this week: C, c      Our number this week is: 4

Welcome back, we hope you've all had a lovely half term!

This is going to be an exciting term our topic is 'Under the Sea'. If you have anything at home that links with this topic, please bring it in to share at circle time.

We are also getting our Rising Fives ready for school by doing lots of activities and visiting Reception classroom.

### Diary Dates

- Monday 12<sup>th</sup> June - New Intake meeting 2:15pm (Rising Fives)
- Wednesday 28<sup>th</sup> June - Teddy bears picnic (Rising Fives)
- Tuesday 4<sup>th</sup> July Sports Morning 9.00 am Nursery, 9.30am School
- Wednesday 19<sup>th</sup> July - Leavers Celebration - More details to follow.

If any parents are available to help with Forest School on a Friday morning please could you let Dawn know as if we have enough adults, we can visit the forest.

Thank you,

Nursery Staff

## Safeguarding newsletter for parents

This safeguarding website is available for parents to view:

<https://www.safety-net.org.uk/about/our-newsletter/>



This term, Year 1 and 2 will have their forest school sessions.

If you are able to help out on a Thursday afternoon from 1.30-3.00, please could you let Miss Denney or Miss Purcell know.

## FPTA News

30<sup>th</sup> June - Summer Sizzler  
3.15pm-7.00pm.

Please visit the school website to view the latest FPTA minutes:

<http://easthoathly.pioneerfederation.co.uk/fpta/>

### Dinner Money

Please can all parents check their child's ParentPay account to make sure there are no outstanding balances owed to Chartwells for their child's school dinners. Also, if any parents owe any cash to the cook, please make sure this is all paid up before the school breaks up for the summer holidays.

### Term 5 House Points

This week's winner is:



Buckingham Palace

## Sainsbury Vouchers



If anyone has any Sainsbury vouchers at home, please can you bring them in by next week as we are sending them off to obtain equipment for the school. Many thanks.

### GROWTH MINDSET

Our Tough Woodlouse this week:

Sophie Booth

for



persevering with her creative writing.



## Growth Mindset

This academic year, we have been learning all about how our brains work and how learning occurs through the electrical connections in our brains. We have been finding out how the learning powers of resilience, curiosity and making connections in learning can help us to build and strengthen our knowledge and understanding of all different areas. We have been learning about how the language we use can help us to change from a 'fixed mindset' to a 'growth mindset'.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They also believe that talent alone creates success — without effort. Whereas, in a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment

Fixed Mindset	Growth Mindset
 Intelligence is static. I must look clever!	Intelligence is expandable.  I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
↓	↓
<b>Likely to plateau early and achieve less than full potential</b>	<b>Reaches ever higher levels of achievement</b>

### DEVELOPING A GROWTH MINDSET



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

## INDEPENDENT ME

As part of our Growth Mindset Initiative, we are also launching our **Independent Me** concept this term. This is aimed at developing the resilience and independence of pupils at Pioneer Schools, enabling them to apply their skills and understanding further.

There are 4 areas, all with their own icon. These will be displayed in classrooms and around the schools. Please see below.

# Independent Me

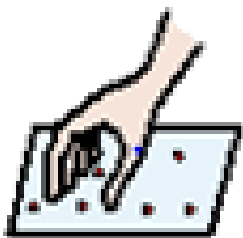
Have a growth mindset.



Ask a learning buddy before asking me.



Use your resources from the enable table.



Know your ways forward/targets.







**We are offering 30  
free funded hours from  
September!**

**Come and see our fantastic  
Nursery!**

**Call us on 01825 840247**



**\*Available to 3 and 4 year olds subject to availability**





# General Information sheet for parents and carers

## Keeping our Children Safe: Information for parents and carers on the Protective Behaviours 'Feeling Good, Feeling Safe' Programme for children

Protective Behaviours is a safety awareness and resilience building programme which our school is adopting this year. We believe that this programme is an essential part of our school curriculum as it helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help.

Protective Behaviours is based on two key messages:

**"We all have the right to feel safe, all the time."**

**"We can talk with someone about anything, even if it feels awful or small."**

Last year parents found it useful to know in advance the content of each lesson as well as when they would occur. This enabled them to support their learning at home if they wished. Some parents also found it useful to be prepared in case their child asked them questions about certain areas that are covered.

The programme builds on our PSHE programme of work. We want to ensure that parents feel as involved as possible so we have also developed 'optional' home learning activities for the end of each lesson. Parents and carers will be informed when lessons occur via our school newsletter and the scheme of work will also be displayed on our school website.

There are four key themes to the programme which develop throughout the year groups. All year group overviews can be found on our school website.

### Lesson 1 – Feelings and Feeling Safe

### Lesson 2 – Feeling Unsafe and Early Warning Signs

### Lesson 3 – Body Awareness and safe touch/Secrets

### Lesson 4 – Getting Help/Networks of Support and Telling

Throughout the programme children are encouraged to recognise their feelings of safety in different situations. When we feel unsafe, our bodies tell us through physical sensations that something is wrong. Within our work in school these sensations are called Early Warning Signs; however you may refer to them as natural instincts, gut feelings or intuition.

Children are encouraged to identify their Early Warning Signs; for example, butterflies in their stomach, sweaty hands, goose bumps, racing heart, and the situations in which they can occur.

There are generally three types of situations where we experience Early Warning Signs:

When we *feel scared*, but are having *fun* and are *in control* of the situation – i.e. it is our choice to be there. For example, watching a scary movie, diving off a high board or riding a roller coaster. We call this *Fun to Feel Scared*.

When we *feel scared*, it is *not fun*, but we are still *in control*. For example, going to the dentist or sitting an exam, or trying something new. We call this *Risking on Purpose*.

When we *feel unsafe*, it is *not fun* and we have *no control* over the situation. These situations are *personal emergencies* as the child is in danger of losing control over what happens to them. For example, being lost, being bullied, or being abused by a relative.

In a personal emergency, children are encouraged to:

- Use safety strategies to regain control of the situation and restore them to a state of physical and emotional safety
- Talk to someone on their *personal network*, or *Helping Hand* when they feel unsafe
- Dial 999 if in immediate danger or ring Childline

Children are encouraged to develop a 'Safety Network' of trusted adults who will listen to them, believe them and help them if they need it. Ideally, a child's network should consist of at least four trusted adults chosen by them who are available, supportive, trustworthy and willing to listen, as well as adults at home. These adults should be willing to take action, if needed, in order to help the child feel and be safe again.

Networks of trusted people should be people children can talk to about *all* things – good things as well as things that concern them.

Within this programme we teach children the 'proper' names for their private parts, any names that parents have also chosen to use are ok too. Naming of body parts is a subject that some people do feel uncomfortable about, but avoiding such conversations can lead to children becoming confused – especially if they are trying to let someone know that they are in discomfort or if something else has happened to them. Cases have been documented in which a child was trying to tell an adult something important, but they did not have the appropriate words to use – and so important information was overlooked and missed. Using the 'official' names for body parts helps us all to have the appropriate dialogue in school, and the words are used with care and respect. We make it clear that the children may well also have their own words for private parts of their bodies; the important thing is that they know the real words too.

The feedback from parents, carers children and staff in schools that have been trialling this programme has been extremely positive. If however you have any questions or concerns about any of the above lessons, please do not hesitate to talk to your child's teacher.

## Learning outcomes by year group with home learning activity

### Reception Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
I can talk about and show how I feel	Draw a picture of somewhere or something that helps you feel safe
I know when I feel safe and happy	Help your children to understand their feelings
<b>Lesson 2 – Feeling Unsafe and Early Warning Signs</b>	
I know when I don't feel safe	Compare and discuss the signs they have in their bodies when they don't feel safe
I can show where Early Warning Signs are in the body	Parent sheet explaining what Early Warning Signs are for discussion with child at home
I know that it is important to tell an adult when I don't feel safe	
<b>Lesson 3 – Body Awareness and safe touch</b>	
I can name all the parts of my body	<p><b>*Please note children will be taught the correct names for their body parts including private areas. You may wish to discuss this with your child before the lesson</b></p> <p>Body map to go home to parent – to let them know the terms that will be used in school and the importance of their child knowing these anatomically correct names for genitals</p>
I know what touches I like and don't like	
I know I can tell someone if I don't like the way someone touches me	
<b>Lesson 4 – Getting Help</b>	
I can say when I need help and know who to ask	Template of a Helping Hand to be sent home so children can identify their own helping/safe adults at home
I understand that if I am worried about something I can talk to a trusted adult	

### Year 1 Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
I know when I feel safe and I can say what it feels like	Activity sheet to take home showing animals feeling safe
I know what happens on the inside and the outside of my body when I am feeling safe and comfortable	
I understand that different people can have different feelings about the same situation	
<b>Lesson 2 – Feeling Unsafe and Early Warning Signs</b>	
I know what happens on the inside and the outside of my body when I feel unsafe.	Activity sheet to fill in showing animals feeling unsafe
I know what my own Early Warning Signs are and when I might get them	If you have a pet at home try to notice when they are feeling safe and unsafe, what is happening then?
<b>Lesson 3 – Body Awareness and safe touch</b>	
I know my body belongs to me and the parts of my body that are private and should not be touched without my permission	You may wish to talk to your child about the Underwear rule which is available on the NSPCC Website
I know that I need to keep myself and others' safe	<p><b>*Please note children will be taught the correct names for their body parts including private areas. You may wish to discuss this with your child before the lesson.</b></p> <p>Boss of my body poster to colour in and mark with safe and unsafe touches</p>
<b>Lesson 4 – Secrets and Telling</b>	
I know that everyone has worries sometimes and I can talk about what my worries might be	Blank Helping Hand with instructions for how to complete with your child. You could also talk to your child about what a Network Person's job is.
I know that if I have a worry it is important to talk to someone about it who is on my Helping Hand	
I know how to make myself heard when I want help	

## Year 2 Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
<p>I understand that all children have rights and I know that I have the right to feel safe</p> <p>I can talk about the people and places that help me feel safe and comfortable</p> <p>I can find a safe place to go to in my mind when I feel worried or stressed</p>	<p>Your child will be asked to draw their safe place – it can be from their imagination or a real place where they can feel safe and happy.</p> <p>Write down some of the things that you do at home to relax together – try doing some relaxation exercises like closing your eyes and imagining that you are relaxing every part of your body, starting with your toes</p>
<b>Lesson 2 – Feeling Unsafe and Early Warning Signs</b>	
<p>I know why it is important to listen to my Early Warning Signs</p> <p>I understand what Fun to Feel Scared means and why it is different to when I am unsafe</p> <p>I can tell you what I like being scared by (what is Fun to Feel Scared for me)</p>	<p>On an individual activity sheet your child will be asked to draw a self-portrait of themselves with their Early Warning Signs</p> <p>Take some time to talk about their Early Warning Signs with them</p>
<b>Lesson 3 – Body Awareness, and Secrets</b>	
<p>I know the proper names for the parts of my body that are private (the ones covered by my underwear)</p> <p>I can use the Underwear Rule to help me stay safe</p>	<p>You may wish to talk to your child about the Underwear rule which is available on the NSPCC Website <a href="http://www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html">www.nspcc.org.uk/help-and-advice/for-parents/keeping-your-child-safe/the-underwear-rule/the-underwear-rule_wda97016.html</a></p> <p><b>*Please note children will be taught the correct names for their body parts including private areas. You may wish to discuss this with your child before the lesson.</b></p>
<b>Lesson 4 – Networks of Support, Telling and Persistence</b>	
<p>I know the difference between secrets and surprises</p> <p>I can recognise safe and unsafe secrets and who I feel safe to tell</p> <p>I know the people who look after me and who to go to if I am worried</p>	<p>Network invitation – sheet for parents at home explaining what a Helping Hand is and what a trusted adult on a Helping Hand would be like.</p> <p>Children could create a Helping Hand for at home</p>

## Year 3 Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
<p>I know that a feeling is just a feeling, it's not good or bad, but I have choices about what I do with my feelings, (my behaviour)</p> <p>I understand that I can feel different feelings at the same time</p> <p>I understand that with my right to be safe comes a responsibility to keep others safe</p>	<p>Find something at home or in their community that helps them to feel safe – an object or place or activity. Write about or draw it and bring it back into school.</p>
<b>Lesson 2 – Early Warning Signs, Fun to Feel Scared and Feeling Unsafe</b>	
<p>I know what my Early Warning Signs are and how to manage them</p> <p>I can identify when I get my EWS but it is a Fun to Feel Scared or Risking on Purpose situation</p> <p>I can give an example of when I have responded positively to my Early Warning Signs</p>	<p>Fun to Feel Scared sheet to complete for children</p> <p>At home parents and carers could remind children that if they are feeling unsafe or in an emergency the important things to do are:-</p> <ul style="list-style-type: none"> <li>- Get yourself out of the situation if you can</li> <li>- Talk to a trusted adult, go to a safe place</li> <li>- If there is no-one you can talk to, phone Child line 08001111</li> <li>- make sure your child knows their name address and phone number</li> </ul>
<b>Lesson 3 – Body Awareness and safe touch</b>	
<p>I understand the difference between safe and unsafe touching</p> <p>I know that no one has the right to touch us in a way that feels unsafe not even someone in our family</p> <p>I can use Stop- Think-Go to help me know what my options are if I start to feel unsafe</p>	<p>Resource sheet for children to complete – Touches that I like/don't like</p> <p>You could talk to children about their examples It's important not to insist that your child hugs or kisses anyone if they don't want to, even a relative or friend.</p> <p>You could look on the NSPCC web-site at the Underwear Rule for parents to talk with their children about</p>
<b>Lesson 4 – Secrets and telling</b>	
<p>I know what characteristics someone who can help me has</p> <p>I can tell you a time when I have asked for help in school and know where to get help outside of school</p>	<p>Make a Helping Hand for outside of home, remember not everyone can think of 4 people but there are other people who can also help us like Child line who we could put up the sleeve.</p>

## Year 4 Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
<p>I know about the UN Convention on the Rights of the Child and how these help children to be safe</p> <p>I understand that the behaviour of some people can affect the rights of others</p> <p>I know that with all rights comes responsibilities</p>	<p><i>Take home: A copy of the UN Convention on the rights of the child to share with their parents/ carers</i></p> <p>Children could create a bookmark of rights and responsibilities. On one side write 'I have the right to feel safe' on the other 'I have the responsibility to help others feel safe'</p>
<b>Lesson 2 – Feeling Unsafe and Early Warning Signs</b>	
<p>I understand the difference between a risk on purpose and when something is unsafe</p> <p>I can recognise that dares are not always safe</p> <p>I know some ways to say no to dares that feel unsafe and that help me resist peer pressure</p>	<p>Stop-Think-Go sheet to take home to practice a situation on</p>
<b>Lesson 3 – Secrets and Telling</b>	
<p>I can understand the difference between safe and unsafe secrets and when to tell</p> <p>I understand the difference between Treats, Bribes and Threats and how to keep myself safe</p>	<p>Safe and unsafe secrets worksheet for children to complete. You could discuss this with your child.</p> <p>Safe secrets = we may get Fun to Feel Scared Early Warning Signs, usually kept for a short time e.g. a surprise party, getting a new kitten.</p> <p>Unsafe secrets = Early Warning Signs, usually asked to keep it for a long time or never tell anyone e.g. someone threatens to hurt your friend, someone touched you and says you must never tell</p>
<b>Lesson 4 – Networks of Support</b>	
<p>I understand that telling someone on my Helping Hand about my worries can help me feel safer</p> <p>I can recognise that different people can help me with different things</p> <p>I know that it is important to review the people who are on my Helping Hand and to know who else I can talk to in an emergency</p>	<p>Activity sheet, when might talking to a stranger be helpful?</p> <p>Talk to your child about who else could help them in an emergency situation</p>

## Year 5 Overview

Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
<p>I understand that words can hurt other people's feelings</p> <p>I understand how my behaviour and language can have an impact on others</p> <p>I know how to step in/make a safety stop to keep myself safe</p>	<p>Talk to your child about what behaviours or language they feel safe or unsafe about</p> <p>Ask them what they would do if they felt unsafe at home or at school.</p> <p>Safe language tree:- On the safe language tree ask children to write on the leaves words or behaviour that helps them to feel safe in school. Ask them to bring back to class and display</p>
<b>Lesson 2 – Feeling Unsafe and Early Warning Signs</b>	
<p>I know how the difference between a Fun to Feel Scared and a Risking on Purpose activity</p> <p>I understand the importance of choice, control and time limit in making safer choices</p>	<p>Your child will be asked to write a story, real or imagined about how they took a risk on purpose and how they managed to get through it.</p> <p>Give your child some different scenarios about risky situations – discuss what they might do if they are in these situations.</p>
<b>Lesson 3 – Secrets and Telling</b>	
<p>I know that no-one has the right to hurt children, not even someone they know</p> <p>I understand that there's nothing so awful we can't talk about it to someone</p> <p>I know that sometimes secrets can be unsafe and must not be kept</p>	<p>Take time to speak with your child about this lesson reinforcing with them that they can talk to you or someone they trust if there is anything worrying them</p> <p>Handout for parents on how to keep your child safe</p>
<b>Lesson 4 – Networks of Support, Telling and Persistence</b>	
<p>I can say what the characteristics of a good friendship or network person are</p> <p>I know how to get help if I feel unsafe with people</p> <p>I can ask for help more than once if I need it</p>	<p>Make a Helping Hand for outside of home, to identify people that your child could talk or go to if they felt worried or unsafe and you weren't available.</p> <p>Not everyone can think of 5 people but there are other people who can also help us like Childline who we could put up the sleeve</p>

Year 6 Overview	
Learning outcomes for each lesson	Optional Home Follow Up
<b>Lesson 1 – Feelings and Feeling Safe</b>	
I understand that people don't show their feelings for a range of different reasons  I have the ability to recognise how stereotyping can stop us showing our feelings and keeping ourselves safe	You're a star worksheet to complete  Your child will be asked to find out about a famous person living or dead who challenged gender stereotypes. What was inspiring about what they did? How did it challenge gender stereotypes? What is it that they admire about them?
<b>Lesson 2 – The Safety Scale – Feeling Unsafe and Early Warning Signs</b>	
I understand the difference between safe and unsafe risks and how to handle them  I know that Early Warning Signs are caused by the Flight, Fright or Freeze response in our bodies  I understand why it is important to 'risk on purpose'	Discuss situations with your child that are risks that they take on purpose. Talk about what it means when they are no longer in control of the risk that they are taking  Ask your child to think of something that they would like to do to risk on purpose safely e.g. learn a new skill
<b>Lesson 3 – Body Awareness, Secrets and Telling</b>	
I know I need to ask and receive permission for some types of touch  know when physical contact is unwanted and I know ways of resisting it	Encourage children to try out <i>message</i> statements eg <ul style="list-style-type: none"> <li>• <i>I don't like it when...</i></li> <li>• <i>I feel...</i></li> <li>• <i>At first it was ok now I....</i></li> </ul>
<b>Lesson 4 – Networks of Support</b>	
I can recognise safe and unsafe people and places in the community  I understand that some people are more appropriate to talk to than others depending on the situation and what the issue is	Leaflet for parents: how to help your child feel safe at secondary school

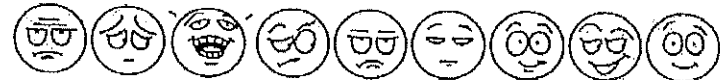
Lesson 1



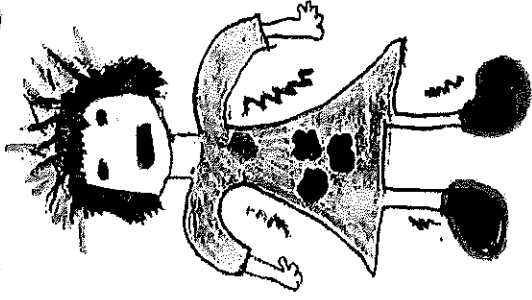
## HELPING CHILDREN UNDERSTAND THEIR FEELINGS

- Children need to learn words for what they are feeling.
- Tell your child how you feel to help put a name to the child's emotion.
- Don't tell a child how they are feeling, but encourage them to tell you by making observations such as "You look as if you are feeling cross."
- Use drawings or photos to discuss expressions and emotions.
- Read to your child and discuss how the characters might be feeling:  
Do you think he/she is scared/cross/happy/upset?
- Help your child to understand you can be angry with someone but still love them, it's possible to have more than one feeling at the same time.
- Tell your child that it is ok to feel what ever it is they feel... but it isn't always ok to act on that feeling.
- Make time to talk and listen everyday.

(Stephen Briers, 2008 from Superpowers for Parents)



# KEEP SAFE!



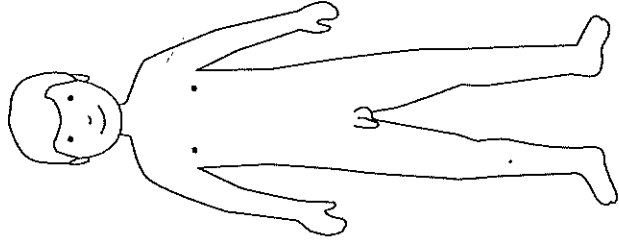
Today I have been learning about my Early Warning Signs or Uh-Oh Feelings:

- Butterflies in my stomach
- Heart beats really fast
- You get a headache
- Wobbly knees
- Feel sick
- Can't move
- Hair stands on end

Our bodies are clever; they tell us when we are unsafe. Help children know their own Early Warning Signs and who they could tell

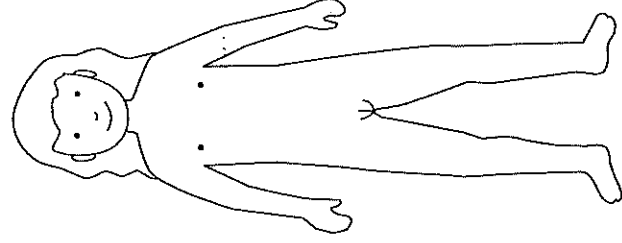
## Lesson 3

### What are the differences?



Today I have been learning the names for my Private Parts:

- Vagina
- Penis
- Anus
- Breasts
- Bottom
- Nipples





Talking to children about their bodies can feel very difficult and embarrassing for parents and carers. This table shows you what normal, healthy sexual development you can expect and ways that you can encourage a safe and healthy attitude to growing up. There are lots of useful books around that can help with this.

## Healthy Childhood Sexual Development

Stage of development	Common Behaviours	Encouraging healthy development
Infancy ages 0 -2	<ul style="list-style-type: none"> <li>• Curiosity about their body, including genitals</li> <li>• Touching their genitals, in public and in private</li> <li>• No inhibitions around nudity</li> </ul>	<ul style="list-style-type: none"> <li>• Teach correct names of body parts, such as penis and vagina</li> <li>• Explain basic information about the differences between male and female anatomy</li> <li>• Help children begin to understand how to interact respectfully with peers of the same age</li> <li>• Provide very simple answers to questions about the body and bodily functions</li> </ul>
Early Childhood (Ages 2-5)	<ul style="list-style-type: none"> <li>• Occasional masturbation. This usually occurs as a soothing behaviour rather than for sexual pleasure. It may occur publicly or privately</li> <li>• Consensual and playful exploration with children of the same age. This could include "playing house" or "playing doctor."</li> <li>• May ask questions about sexuality or reproduction, such as, "Where do babies come from?"</li> <li>• May show curiosity about adult bodies (e.g., wanting to go into the bathroom with parents, touching women's breasts, etc.)</li> <li>• Continued lack of inhibition around nudity. May take off their nappy or clothes</li> <li>• Uses slang terms for body parts and bodily functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide basic information about reproduction (e.g., babies grow in the womb of a woman)</li> <li>• Encourage a basic understanding of privacy and when things are appropriate and inappropriate</li> <li>• Explain the difference between wanted and unwanted touch. For example, a hug that is welcome and positive versus one that is unwelcome and uncomfortable</li> <li>• Teach children about boundaries and private space</li> <li>• Let children know that their body belongs to them and that they can say no to unwanted touch, including from a relative even if it is a hug or a kiss that they don't want</li> </ul>

Middle Childhood (Ages 5-8)	<ul style="list-style-type: none"> <li>• Continued use of slang words, "potty humour" or jokes to describe body parts and functions</li> <li>• Deeper understanding of gender roles. May act in a more "gendered" manner as expected behaviours and norms associated with gender are learned (e.g., girls may want to wear dresses).</li> <li>• Sex play or activities that explore sexuality and bodies may occur with same and opposite-sex friends</li> <li>• Masturbation. Some children may touch their genitals for the purpose of pleasure. This happens more often privately</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a solid understanding of gender and how children experience their gender identity. Children who identify as transgender or gender non-conforming will experience this also, but can face confusion and may need increased support from adults</li> <li>• Explain the basics of human reproduction. There are lots of age appropriate books that can help with this</li> <li>• Talk about the physical changes that will occur during puberty</li> <li>• Explain that there are different sexual orientations such as heterosexual, homosexual, and bisexual</li> <li>• Teach that masturbation is something that occurs in private</li> <li>• Educate on personal rights (e.g., "your body belongs to you") and responsibilities (e.g., treat boys and girls equally) related to sexuality</li> </ul>
Late Childhood (Ages 9-12)	<ul style="list-style-type: none"> <li>• As puberty begins an increased need for privacy and independence is often expressed</li> <li>• Interest in relationships. May want to have a girlfriend or boyfriend</li> <li>• May express curiosity about adult bodies. This could involve the child trying to see people naked or undressing or involve looking for media (such as TV, movies, websites, and magazines) with sexual content</li> <li>• As social norms around masturbation become clearer, masturbation will likely occur in private</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing information about the physical aspects of puberty and changes in their body</li> <li>• Educate children on the social and emotional aspects of puberty</li> <li>• Help to normalize the new emotions and needs that they may be experiencing</li> <li>• Provide age-appropriate sexuality information and basic information about sexual behaviours</li> <li>• Encourage critical thinking and build the skills to differentiate fact from fiction in media images and representation of sexuality</li> <li>• Support them in understanding they have both rights and responsibilities in their friendships and relationships</li> <li>• Encourage characteristics of healthy friendships and relationships</li> </ul>

From the National Sexual Violence Resource Centre

# Keeping your child safe

Here are a few things you could talk about with your child:



- Talk to your child regularly about how they feel and what is going on for them
- Make sure that they know they have the right to feel and be safe - reassure them that they won't be punished if they say they feel unsafe or threatened in any way by any person (including family members)
- Let them know that you will listen to them and believe them - encourage your child to tell you if anything is making them feel uncomfortable, confused or scared (children rarely lie about abuse)
- Stress that their body belongs to them - talk to your child about the parts of their body covered by a swimsuit (their private areas) and make sure that they know the correct terms for them. Let them know that it's not ok for anyone to touch these private areas without their permission and encourage them to tell you if anyone tries to go beyond these boundaries
- Back up your child if they feel uncomfortable and say 'no' - children often think they have to do whatever an adult tells them to, particularly if they have been made to hug or kiss adults when they don't want to
- Abusers and bullies often say 'it's our secret' or even threaten the safety of other family members, tell your child that secrets like that should never be kept
- Reassure your child that no harm will come to them or their loved ones if they tell the truth about abuse
- Make sure that they know never to go off with anyone, without asking you first and making sure that someone at home knows; Where they are, Who they are with, and when they will be back
- Tell your child it is okay to break the rules if they are in danger - for example they may need to yell, kick, scream, lie or run away if they feel they are in danger
- Have a code word or sign that only your child and you (and another parent/carer) know - if your child needs to be collected, they can give that person the code

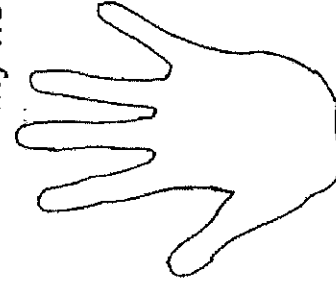


## Lesson 4

Feeling Good Feeling Safe

Please be on my helping hand

Name.....  
Please be on my network



To .....  


Someone on my Helping Hand will:-

- Listen to me
- Believe me
- Help me to feel safe again

When I have told enough, I will know because my Early Warning Signs will go away



## EXAMPLE E-SAFETY CHARTER

### E-Safety Charter

I deserve to...

- use the internet and stay safe
- be able to use computer equipment safely
- be free from bullying, anywhere
- be able to use the internet for facts, finding out and fun
- be able to keep my stuff private
- be able to talk to whoever I want safely
- share only the information I want to share with other people
- be able to choose who takes my photo or makes a video of me
- know what happens to my pictures and videos



I must...

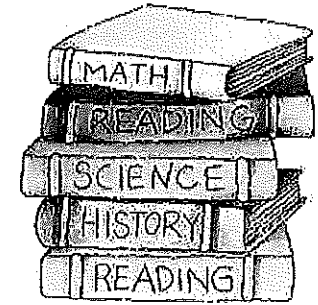
- use the internet safely and not break the law
- stick to the rules. If something doesn't feel right, tell an adult I trust
- remember that if I wouldn't like it done to me, don't do it to someone else!
- check if not everything on the world wide web is true!
- keep my stuff, and other people's stuff, private!
- only talk to people who I know in real life, not everyone is who they claim to be
- know who it is that I am giving my information to
- remember that "if you wouldn't show your mum don't have it done!"
- remember that "if you wouldn't show your mum, don't show anyone else!"



www.thinkuknow.com

## Moving up to secondary school

Going up to secondary school can be an anxious time for parents and children. Here are some tried and tested ideas to help you and your children feel safer about the move:



**BUILD** your child's confidence by telling them often how great they are – research shows if children feel good about themselves they are more likely to cope with change make new friends and are less likely to be bullied.

**TALK** openly about their worries and listen to the answers – this will allow you to identify the issues that are important to your child.

**LEARN** to problem solve. Practice 'what if?' scenarios around specific worries to help identify what options there are, e.g. What if they got lost on their way to a lesson? Or, What if they missed the school bus?

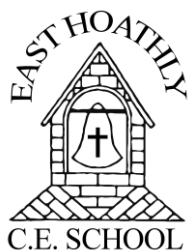
**PLAN** the journey to school over the summer holidays and find out who else your child could walk or get the bus with. Ensure that your child is practicing their road safety skills.

**ORGANISE** your routine – with your child. Create a checklist of things that need remembering and stick it up on a wall so you don't have to nag!

**REMINDE** them that change can be scary but is exciting too – talking to new people can mean new friends and new opportunities. Remind them that we all need help sometimes and it's OK to ask questions.

**DO** check out your new school's web-site and approach the school for support if you feel worried about anything in particular.





East Hoathly CE Primary  
School and Nursery  
Church Marks Lane  
East Hoathly  
Lewes  
East Sussex  
BN8 6EQ

Executive Headteacher: Mr James Procter  
Email: [head@easthoathly.e-sussex.sch.uk](mailto:head@easthoathly.e-sussex.sch.uk)

Telephone: 01825 840247  
Email: [office@easthoathly.e-sussex.sch.uk](mailto:office@easthoathly.e-sussex.sch.uk)

Friday 9<sup>th</sup> June 2017

Dear Parents,

### School Uniform - September 2017

Following a period of trialling ties as part of the school uniform, the governors and staff are now making some minor amendments to the uniform policy which will come into effect from September 2017. The aim of these changes is to ensure a consistent uniform across the school.

The new policy states:

**All red sweatshirts or cardigans must have the school logo on them.**

*Parents are also able to purchase school badges from the school office which can be sewn onto red jumpers or cardigans bought from other outlets*

**Winter uniform** is to be worn from the beginning of Term 2 (after October half term) to the end of Term 4 (the Easter break).

**Summer uniform** is to be worn from Term 5 (after the Easter Break) through to the end of Term 1 (October Half term).

#### **Winter**

School sweatshirt/cardigan/jumper with the school logo, white shirt, school tie (elasticated ties are permitted), grey trousers, shorts or grey skirt/grey pinafore dress (must be knee length), grey, black, white or red socks or tights and black school shoes (not boots).

#### **Summer**

School sweatshirt/cardigan with the school logo, white polo shirt with school logo, grey trousers, shorts or red and white striped (or checked) dress, white, grey or black socks, and black school shoes that cover the child's toes.

**PE Kit-** Red or black shorts or jogging trousers, white PE t-shirt with school logo (or plain white t-shirt)



**Forest School Kit** - all children must have a Forest School kit with waterproofs, wellies and clothes that can get muddy.

**Purchasing Uniform:**

Uniform can be ordered through the school office.

**Second Hand Uniform:**

Second hand uniform is available through the FPTA. If you have uniform your child has grown out of and you would like to donate it as second hand, please speak to the school office.

We will be running a uniform draw 3 times a year where children who are wearing the correct school uniform have their names put into a hat. One child will then be picked from each class and that child will win a £2 WH Smith voucher. The children won't know when the draw will take place, so need to be consistent in wearing their uniform.

Thank you for your support.

Miss V Lewis

Mr J Procter



Policy: School Uniform Policy

Wearing school uniform is important in maintaining high standards and a sense of pride and belonging to the school. There is a formal school uniform, to which children are expected to adhere, and the co-operation of parents in maintaining the standard of dress is expected. Items not available in school can be purchased at any chain/department store, providing they meet the school's requirements. We reserve the right to forbid items of clothing, accessories and footwear that are not on the School Uniform list, or are unacceptably dangerous in School or against the interests of the children at large. **Only wrist watches and gold/silver studs are permitted and hair longer than shoulder length should be tied back. 'Extreme haircuts', nail varnish and washable transfers or tattoos are also not permitted.**

Details of the uniform are as follows, please make sure all items of clothing are clearly marked with your child's name - including shoes.

**All blue sweatshirts or cardigans must have the school logo on them.**

*Parents are also able to purchase school badges from the school office which can be sewn onto red jumpers or cardigans bought from other outlets*

**Winter uniform** is to be worn from the beginning of Term 2 (after October half term) to the end of Term 4 (the Easter break).

**Summer uniform** is to be worn from Term 5 (after the Easter Break) through to the end of Term 1 (October Half term).

## **Winter**

School sweatshirt/cardigan/jumper with the school logo, white shirt, school tie (elasticated ties are permitted), grey trousers, shorts or grey skirt/grey pinafore dress (must be knee length), grey, black, white or red socks or tights and black school shoes.

## **Summer**

School sweatshirt/cardigan with the school logo, white polo shirt with school logo, grey trousers, shorts or red and white striped (or checked) dress, white, grey or black socks, and black school shoes that cover the child's toes.

Hairbands - should be plain. Scrunchies or ribbons should be black, white or red (non-decorative).

## **PE/Sport Kit:**

Red or black shorts or jogging trousers, white PE t-shirt with school logo (or plain white t-shirt)

## **Compulsory uniform items available from school:**

Red sweatshirt or cardigan (with school logo), school tie, Polo shirt with logo.



## EAST HOATHLY CHURCH OF ENGLAND PRIMARY SCHOOL

Policy: School Uniform Policy

### **Non-compulsory items available from school:**

Red fleece lined jacket, white PE T-shirt, red PE shorts, red fleece, book bag, PE bag, summer hats.

**Forest School Kit** – all children must have a Forest School kit with waterproofs, wellies and clothes that can get muddy.

### **Purchasing Uniform:**

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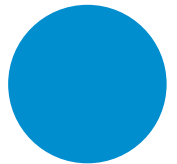
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**SOCCER  
SCHOOLS**

# BRIGHTON & HOVE ALBION AFTER SCHOOL CLUB



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Email: [soccerschools@albioninthecommunity.org.uk](mailto:soccerschools@albioninthecommunity.org.uk) for more information.

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