



Reception

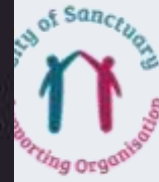
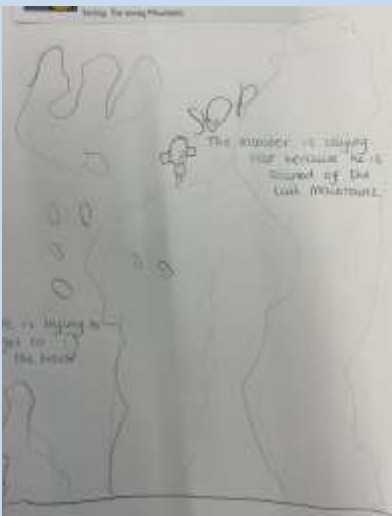
This week in Reception, we have been taking part in Drawing Club. We have been focusing on the story *Bedtime for Monsters*, which has been a fantastic way to begin our new theme, 'Starry Night'.



On the first day, the children drew their own monsters and added special codes to their pictures to make the monsters do different things, such as blowing kisses, falling asleep, and reading a bedtime story.

On the second day, we focused on the setting and drew the snowy mountains where the story takes place.

On our final day of Drawing Club this week, we enjoyed some adventure time, where the children decided on a bedtime snack to leave out for the monster.

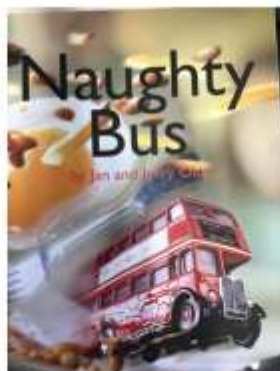


Science-Naming and identifying Materials

This week saw the launch of our new topic 'Bright Lights, Big City' with a focus on London and the key landmarks.

Following this theme, in Science we listened to the story of 'Naughty Bus' which inspired our learning about everyday materials. The children helped to identify a range of common objects from the story and matched them to the materials they were made out of.

Year 2 children were able to take this further by suggesting other suitable materials they could be made out of e.g. in the story we see a metal spoon but they can also be made out of plastic and wood. The children recorded their observations in a clear chart to demonstrate their understanding.



I used the 'materials word bank' to help me spell the words I needed correctly. I spotted that the toy bus in the story was made out of metal but you can get toys made out of wood and plastic too!

Looking at Learning



Toothbrushes are made out of plastic. Someone in my class has a toothbrush made out of bamboo, which is a type of wood.

The bus is travelling along a wooden handrail in this picture. I have seen a metal handrail at the park when you walk up the slide.



L.O: To be able to distinguish between an object and the material from which it is made up.

Object	Material
Toy Bus	Metal ✓
Spoon	Metal ✓
Toy bricks	Wood ✓
Toothbrush	Plastic ✓
Table cloth	Fabric ✓
Handrail or banister	Wood ✓
Bowl	Fabric ✓

Monday 30th January 2026

L.O: To be able to distinguish between an object and the material from which it is made up.

Object	Suitable Materials
Toy Bus	Metal Plastic Wood ✓
Spoon	Metal Plastic ✓
Toy bricks	Wood Plastic ✓
Toothbrush	Wood Plastic ✓
Table cloth	Fabric Plastic ✓
Handrail or banister	Wood Metal ✓
Bowl	Plastic Ceramic ✓



Dear Parents and Carers,

We would like to remind all families to be considerate of our neighbours when driving to and from school.

When parking, we kindly ask that you:

- Avoid blocking roads and access points.
- Park legally and safely.
- Be mindful of noise and congestion, particularly during peak times.

For everyone's safety, please ensure you drive at a safe speed, always within the speed limits, and take extra care along Stratford Road, which is particularly narrow.

As our school community grows, more children and families will be accessing the school, and space in the council-owned car park outside school is limited.

If possible, please consider walking to school or using a 'park and stride' approach.

Your cooperation helps maintain positive relationships with our neighbours and contributes to a safer, more pleasant environment for everyone.

Thank you for your continued support and understanding.



"Park and Stride" means driving part of the way to a destination parking in a designated spot away from the entrance, and walking the final distance, reducing traffic congestion and encouraging physical activity, especially for those living too far to walk the whole way



We have a vacancy for a
Midday Supervisor

We're
recruiting!

We are currently recruiting a Midday Supervisor to join our school team.

This role involves supporting the safety and well-being of children during lunchtime, helping with supervision in the dining hall and playground, and ensuring a positive, friendly environment for all.

If you enjoy working with children and being part of a supportive school community, we would love to hear from you. Please follow the link below to find out more about the role and to access the application form.



[https://www.wmjobs.co.uk/
job/252679/midday-supervisor/](https://www.wmjobs.co.uk/job/252679/midday-supervisor/)





Dear Parents and Carers,

Just to let you know that invitations for Parents' Evening appointments will be sent out via T2P on Monday.

Parents' Evening will take place on:

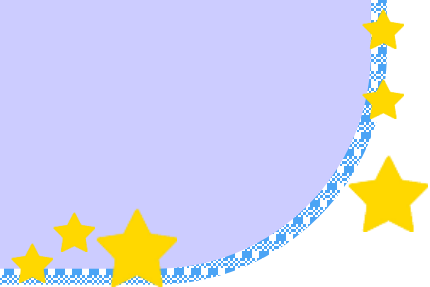
- Tuesday 10th and Wednesday 11th February, from 3.30pm to 6.00pm for Reception, Years 1/2, 3/4 and 5/6
- Wednesday 11th February only, from 1.50pm to 5.00pm for Nursery

Once an appointment has been booked, we kindly ask that parents attend at the allocated time, as these meetings are an important **opportunity to discuss your child's progress, celebrate successes and** identify any next steps in learning.

If you are unable to attend your appointment, please let the school know as soon as possible so that the slot can be cancelled and offered to another family.

Thank you for your cooperation and continued support.

Kind regards,
The School Team





This term, our Science topic is Mighty Metals. We will be exploring metals as well as scientific concepts such as forces, gravity, friction, air resistance, magnetism, and levers.



The carpet had the most friction so the spinner didn't spin as much.

The sand paper made the spinner slow down.

To introduce this unit, we carried out a friction investigation to find out which surface was best for our spinner. We tested our spinners on different surfaces, including carpet, sandpaper, a table, and whiteboards to investigate how friction affects how long the spinner spins.



The spinner went the fastest and longest on the whiteboard because it had the least friction, and it barely spun at all on the carpet because it was really rough!



UN Convention on the Rights of the Child
Article 29: Goals of education





As part of our Eco-Schools work this academic year, we would like children to take part in the Big Garden Birdwatch run by the RSPB.

This involves children conducting a survey of the birds that visit their garden over a 1 hour period over the weekend 23-25th January.

You should receive an email with more information on and children can **collect a form in school if they would like to take part. We aren't printing a copy for every child as we want to save paper so if you can fill it in online please do!**



Article 31: leisure, play and culture. Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Coming to
Lighthorne Heath
Primary School



Bounce & Beat PERFORMING ARTS



BOOK YOUR SCHOOL CLUB NOW!!!

<https://bounce-and-beat.classforkids.io>

For more information on times and prices at your school, please use the link above!

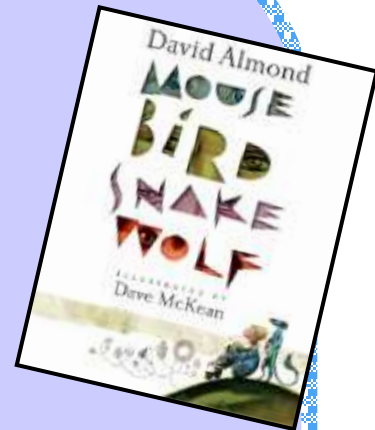
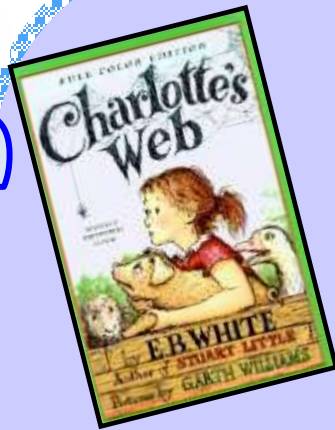
CHILDREN WHO QUALIFY FOR PUPIL PREMIUM DISCOUNT PLEASE GET IN TOUCH!

Bounce and Beat Club happening at your school NOW!! Starting January 2026!!

DANCE-GYMNASTICS- PERFORMING ARTS!

info@bounce-and-beat.co.uk

07837003626



This week the children in 5/6 class have started their new topic
'SOW,GROW AND FARM':

In the Sow, Grow and Farm project, your child will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.

In geography we have been looking at the different types of farming that are typical to the UK: Pastoral, Arable and Mixed.

In English we have talked about allotments. We have used what we have learned to decide on what makes the most effective place for plots to be placed.

In science we have learned about food webs, looking at an allotment food web, from which we made a food chain.



Questions to ask your child when reading fiction:

Predicting:

What do you think this book will be about based on the title and cover?

Have you read any books by this author before? What were they like?

What do you already know about this topic?

Understanding the Story:

What is happening in the story so far?

Who are the main characters? What do we know about them?

Where and when does the story take place?

Making Connections:

Does this story remind you of anything in your life?

Have you read another book like this before?

How do you think the character is feeling? Why?

Vocabulary and Language:

What does this word mean? Can you use it in a sentence?

Are there any words that you don't understand?

How do the illustrations help to tell the story?

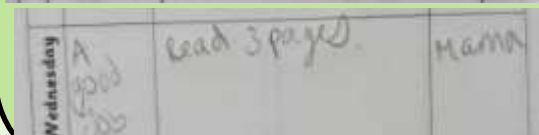
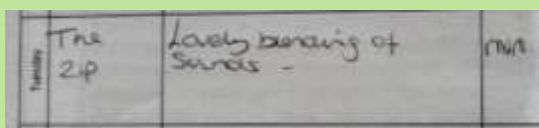
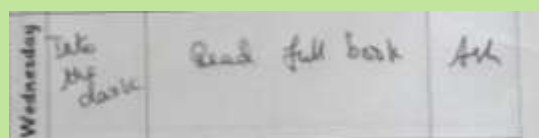
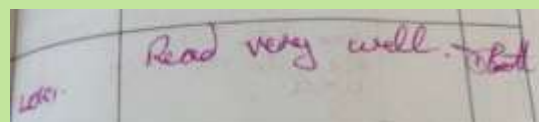
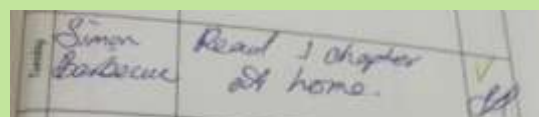
Encouraging Critical Thinking:

What do you think will happen next?

Filling in the reading record:

When signing your child's reading record, please include the date that your child read, the title of the book (or the material that they read) and your initials.

You are welcome to include additional information about your child's engagement, comprehension and confidence or some praise if you would (and this is useful) but you don't have to.



REMEMBER... YOU'VE GOT TO BE IN IT TO WIN IT!

1. Share a book with an adult at home at least 3 times each week (you can read your school reading book or any other reading material).
2. Ask the adult to sign your reading diary each time they share a book with you.
3. Make sure that your reading diary is in school each day. On Friday, bring this to the office and show the Learning Detectives. If your diary is signed 3 times or more for that week, you will receive a raffle ticket.
4. The raffle tickets will go to celebration assembly and prizes will be given each week for raffle tickets drawn.

Diary Dates



Spring Term	
January	
Thursday 15th January	EYFS Starry Night family event. 4.15pm– see communication from teachers if your child is in this class.
Tuesday 20th January	Feel Good Festival workshops. A celebration of creative arts.
Friday 30th January	Non uniform day. Please bring a suggested donation of £1 for school fund.
February	
Tuesday 3rd February	Years 3 & 4 class assembly.
Tuesday 10th February	Parent teacher meetings Year R to Year 6. Please see email and a book your appointment
Wednesday 11th February	Lion dance workshops – all classes
Wednesday 11th February	Parent teacher meetings Year Nursery to Year 6 – please see email and book your appointment
Friday 13th February	Non uniform day. Please bring a suggested donation of £1 for school fund.
Monday 16th February– Friday 20th February	Half Term holiday
Friday 27th February	Year 5 netball workshop, selected pupils.
March	
Tuesday 3rd March	Years 1 and 2 class assembly
Friday 27th March	Non uniform day. Please bring a suggested donation of £1 for school fund.
Monday 30th March–Friday 10th April	Easter holiday.

With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.

INSET Days 2025-26

Friday 10th October 2025

Monday 1st December 2025

Monday 1st June 2026

Monday 20th July 2026

UN Convention on the Rights of the Child



Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

We love reading!

At Lighthorne Heath Primary School, we believe that reading with your child regularly is the most valuable thing you can do with your child to help support their progress.

Giving a child time and full attention when reading them a story tells them they matter. It builds self-esteem, vocabulary, feeds imagination and even improves their sleeping patterns.

We expect all children to be heard reading a minimum of four times a week by an adult at home. This ideally should be daily.



“Reading aloud everyday is the single most important thing you can do to prepare your child to learn.”

Please record reading in your child's reading diary. Staff will regularly monitor these diaries. Please note that reading in school may take place in a variety of ways and may not always be recorded in your child's diary. For example, teachers keep central records of guided reading sessions.

Your child's reading diary will contain a star sticker on the front. If they can look after their diary and show still have it at the end of the academic year then there will be a small reward.



All children who read four times a week, or more, between Monday 22nd September and Thursday 9th October will be entered into a prize draw to win one of five £5 book tokens to be spent at the Scholastic Book Fair in October.



UN Convention on the Rights of the Child
Article 31: Leisure, play and culture



7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)**

Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!
- 2 Ask your child lots of questions**

All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'
- 3 Ask your child to make predictions about what they have read**

If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'
- 4 Ask your child to summarise what they have read**

When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'
- 5 Ask your child to write about what they have read**

Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.
- 6 Read and discuss reading with friends or family**

Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'
- 7 Maintain the motivation to read**

Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)
Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
 Available online: eef.org.uk/literacy-s23-ks4

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019).
Literacy Development: Evidence Review. Education Endowment Foundation: London.
 Available online: educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf





Children aged up to 3 years

- Start brushing your baby's teeth as soon as the first milk tooth breaks through
- Parents or carers should brush the teeth.
- Brush teeth twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and on 1 other occasion.
- Use children's fluoride toothpaste containing no less than 1,000ppm of fluoride unless a dentist advises otherwise
- Use only a smear of toothpaste.
- Make sure children don't eat or lick toothpaste from the tube.

Children aged 3 to 6 years

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night and at least on 1 other occasion.
- Encourage your child to brush their own teeth while supervising them.
- Use children's fluoride toothpaste that contains 1,000ppm to 1,500ppm fluoride (check on the box).
- Use only a pea-sized amount of toothpaste.

Children aged 7 and over

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night and at least on 1 other occasion.
- Use fluoride toothpaste containing between 1,350ppm and 1,500ppm of fluoride (check on the box).
- Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.
- Children aged 7 and over should be able to brush their own teeth, but it's still a good idea to watch them to make sure they brush properly and for about 2 minutes

Taking your child to the dentist








- NHS dental care for children is free.
- Take your child to the dentist when their first milk teeth appear, or before they are 12 months old. This is so they become familiar with the environment and get to know the dentist. The dentist can advise you on how to prevent decay and identify any oral health problems at an early stage. Just opening up the child's mouth for the dentist to take a look at is useful practice for the future.
- When you visit the dentist, be positive about it and make the trip fun. This will stop your child worrying about future visits.

How to help children brush their teeth properly

- Guide your child's hand so they can feel the correct movement.
- Use a mirror to help your child see exactly where the brush is cleaning their teeth.
- Use a small, soft toothbrush that is right for your child's age.
- Brush your child's teeth using small, circular movements.
- Remember to gently brush their gums and behind their teeth.
- Make tooth brushing as fun as possible by using an egg timer to time it for about 2 minutes.
- Don't let children run around with a toothbrush in their mouth, as they may have an accident and hurt themselves.



UN Convention on the Rights of the Child
 Article 29: Goals of education
 Article 18: Parental responsibilities
 Article 24: Health and health services

Monday	
	or
Chicken Burger in a Bun G.	
	(vg) Plant Power Burger in a Bun (G)
Tuesday	
	or
Cheese & Tomato Pizza (G.D)	
	(v) Cheese D.
Wednesday	
	or
Roast Pork, Apple Sauce	
	(vg) Classic Quorn Roast, Apple Sauce G.
Thursday	
	or
Chicken & Vegetable Pie (G)	
	(vg) Quorn Dippers in a Wrap with Tomato Salsa (G)
Friday	
	or
Battered Fish Fillet F.G	
	(v)(h) Rainbow Risotto (D)

Educaterers' New

Menu

Next week is Week 2
Jacket potato and choice
of fillings available daily

Free School Meals

If you think that you may
be eligible for free school
meals applications can be
made online at [https://
www.warwickshire.gov.uk/
education-learning/apply-
free-school-meals](https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals)



Mrs. Manley and Mrs
Hendriksen are happy to
help with FSM
applications, please ask if
you require assistance.

Emotional Wellbeing and Mental Health



Mental Health in Schools Team
Tips For Wellness



Happy New Year

As we welcome the New Year, many of us will focus on resolutions, which may include to become healthier, more active, or learn a new skill. New Year's resolutions are generally seen as promises we make to ourselves to achieve or improve an aspect of our life. Some people can stick to their goals easily, while others may find it more of a challenge. Setting goals can make us feel motivated and inspired, but if everything does not go to plan, it can leave us feeling disheartened. This can happen if we are unsure how to get started on our goals, or if they feel too big to achieve.

For that reason, this year, take a moment to create **SMART goals** that focus on small steps. SMART goals are specific, measurable, achievable, realistic and time based.

Our top tips:

1. Focus on your **strengths and interests**, perhaps there is something you are already doing that you want to do more of. Setting small, strengths-based goals will create hope and build your self-confidence, empowering you to accomplish new things that make you feel happy and healthy.
2. Think about setting a **mentally healthy goal** this year:
 - Find new ways to get active. Maybe you could join a new club or after-school activity.
 - Make time for self-care and relaxation, such as participating in some mindfulness activities.
 - Learn more about something you are interested in. Perhaps you could put more time into a particular skill or hobby you are already doing.
 - Practice being kind to yourself. Positive self-talk is a simple way to achieve this – try saying positive statements such as "I am kind" or "I am on the right track".
 - Establish a good sleep routine. Try going to bed and waking up at the same time every day, even at the weekend!
 - Limit your screen time. By setting boundaries for your usage, you may have more time for other activities.
3. Remember, **goals can change!** Especially if they are not giving us or teaching us what we need, so be kind to yourself.

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.

Lighthorne Heath Learning Heroes

Reception

Mrs Gill's hero this week is Paddy. Paddy has worked super hard with his phonics and handwriting this week and we have been blown away with his 'can-do' attitude. Keep up the positive attitude Paddy!



Co-

Years 1 & 2

This week we would like to choose Ruby F as our class hero. Ruby joined the class on Monday and has had an amazing first week, joining in with all the activities and already making new friends. She is both polite and hardworking, and we feel very lucky to have her as part of our class. Well done Ruby!



Persevere

Years 3 & 4

Freya is the Year 3 and 4 Class Hero this week. She has a brilliant attitude to everything she does and always joins in during class discussions, sharing fantastic experiences and information. Alongside her positive attitude to learning, Freya consistently shows a kind and polite nature towards all her classmates and adults. Well done, Freya!



Keep improving

Years 5 & 6

The Years 5 & 6 hero this week is Amber. She has shown great improvement in her mathematical thinking. She has explained her reasoning using mathematical language and shown a good understanding of the multi-step problems we have been working on. Well done, Amber.



Use your imagination

Have a go



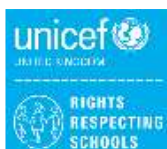
Concentrate



Be curious!



Enjoy learning



UN Convention on the Rights of the Child

Article 29: Goals of education



Family Support Drop In Sessions



Would you like the opportunity to speak to a Family Support Worker?

Family Support Workers can offer support with

- Developing Routines and Boundaries
- Understanding your child's behaviour
- Behaviour Management
- Health and Wellbeing
- Childrens Mental Health

Join us for a consultation with a Family Support Worker at

Lighthorne Heath Children and Family Centre

2nd and 4th Wednesday of every month
1pm - 3pm



Phone: 01926 414 144
Option 1, then 2 for Family Support
Available Monday to Friday 9am to 5pm



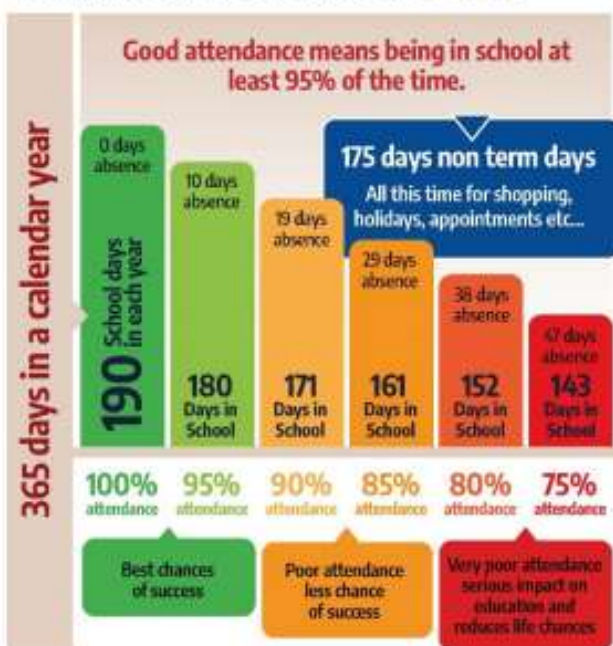
UN Convention on the Rights of the Child
Article 29: Goals of education
Article 5, Parental Guidance, Article 18, Parental responsibility

Attendance and Punctuality



Thank you to the many parents who ensure that their children attend regularly and arrive on time. Attendance is incredibly important to the education of our children and makes a big difference to a child's ability to do well at school.

DID YOU KNOW? A two-week holiday in term time means that the highest attendance you can achieve is **94.7%**



DID YOU KNOW? A child who is 15 minutes late each day, will have missed a full 2 weeks of school in one year.



In addition to attending school, it is also important that your child has what they need each day. Parents should be aware of the days in which their child has PE and-/ or swimming and ensure that children have the correct kit on the relevant day.



At this time of year it is important that children have a warm coat in school so that they can safely and comfortably play outside and complete learning activities outside the classroom.

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 what 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 practice 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-Azmi 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 SEN and needs.



NOS National
Online
Safety
#WakeUpWednesday

Full list of resources: <https://www.lighthousehealth.co.uk/resources>

www.nationalonlinesafety.com @natonlineafety /NationalOnlineSafety @nationalonlinesafety

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Some useful information for parents and carers, including online webinars can be accessed via The National College (formerly National Online Safety). At school, we teach the children about safe online behaviours but it is important that these messages are reinforced at home at that parents and carers are aware of how to support their children if issues arise.

School admissions



Warwickshire County Council

If you have a child who is due to start Reception or Year 7 next September, you need to apply for their school place. Applications can be made via the Warwickshire School Admissions Service. Visit their website for more information <https://www.warwickshire.gov.uk/school-admissions-appeals>

Applying for a primary school place

1 November
Application opens

15 January
Closing date for applications

1 February
Extended closing date for house moves

16 April
National offer day

14 May
Deadline for submitting appeals

Applying for a Secondary School Place

1 September
Application opens

31 October
Closing date for applications

31 December
Extended closing date for house moves

2 March
National Offer Day

27 March
Deadline for submitting appeals

Village Hall, Lighthorne Heath 3:15-3:45

2026:

5th Jan, 2nd Feb, 2nd March, 30th March,
27th April, 26th May, 22nd June, 20th
July, 17th August, 14th September, 12th
October, 9th November, 7th December



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- Books for young children

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https://apps.warwickshire.gov.uk/MobileLibraries/library_routes