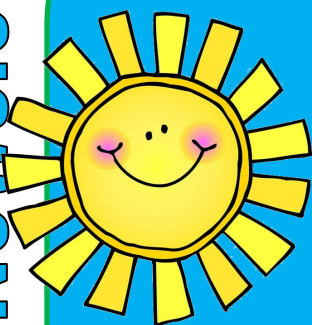


Dear parents and carers,

# Wellbeing



Lighthorne Heath has a long history of supporting the positive mental health and wellbeing of its pupils. We see this as a priority of the utmost importance since poor wellbeing can be a barrier to learning and life-long success. We're pleased to report that most children have returned to school full of enthusiasm for their learning and happy to see their friends and teachers again. However, we realise that the Covid-19 crisis may have raised anxieties amongst some of our pupils and families. If your child is experiencing difficulties, we hope you feel reassured that we offer the following:

## Ongoing Support for All Pupils:

- Access to individual staff who are trained as Mental Health First Aiders.
- All staff trained in Emotion Coaching.
- All staff trained in growth mind-set pedagogies.
- Participation in The Taking Care Project.
- Forest School.s opportunities.
- Relationships Education.
- 1-1 Bubble Time or small group support.

## Personalised Support:

- Drawing and Talking therapy.
- Anger/anxiety management programmes.
- Nurture provision
- Access to a school counsellor.
- Access to school-based NHS Education Mental Health Practitioners.
- Referral to external agencies.
- Therapeutic cookery.

## Contact Details and Home-School Agreements

A polite reminder to please return your Data Collection sheets and signed Home-School Agreements by Monday, at the latest. Thank you!

Best wishes, Juliette Westwood, and all the staff at Lighthorne Heath



UN Convention on the Rights of the Child

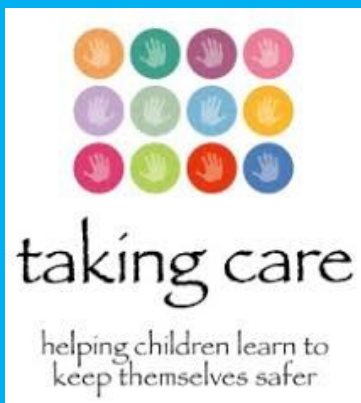
Article 24: Health and Health Services

Article 28: Right to Education

Article 29: Goals of education



## Taking Care Project



This half-term, teachers will deliver the “Taking Care Project.” There will be lessons for all year groups and children will learn about protective behaviours that can help to keep them safe. The lessons build confidence and empower pupils by linking safety with having adventures and taking sensible risks.

All the lessons are underpinned by the understanding that children have the right to feel safe. Pupils learn that with this right comes a responsibility not to do anything that would leave other people feeling unsafe. They are taught that they can identify if they are feeling unsafe by tuning into their “early warning signs,” those things that happen in our body like butterflies in the stomach, wobbly knees etc. that let us know we don’t feel OK in this particular situation. Pupils develop an understanding that, if they get those ‘early warning signs’, they should stop and think clearly about what their options are and what action they might need to take. Children go on to build a support network of people who could help with problem solving. This might include a family member, a trusted adult at school or a friend.

Pupils will complete a series of fun activities to develop their thinking and problem solving skills so that they are more able to take protective action on their own behalf and seek help from others as necessary. We know that, when children feel safe, they are more likely to be confident, strong and empowered so can “get out there”, have some adventures and live life to the full within a framework of safety.

For more information, please speak to your child’s class teacher or visit: <https://www.protectivebehaviours.org/>

[what-does-protective-behaviours-mean](https://www.protectivebehaviours.org/what-does-protective-behaviours-mean)



**UN Convention on the Rights of the Child**

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



# Parenting Project



**Parenting Project is looking for volunteers wishing to be trained as Parent Mentors.**

**Parent Mentors are volunteers who meet with families to provide friendly, informal support, encouragement and guidance. This is most useful for parents who are overcoming difficult or challenging times.**

**As a Parent Mentor you give only the time that suits your availability. There are normally no personal financial costs.**

**Full training will be provided. Potential PMs must be able to drive and have a satisfactory DBS certificate. For further information please contact [caroline.jacobs@parentingproject.org.uk](mailto:caroline.jacobs@parentingproject.org.uk) telephone 07958487544**

**Further details about Parenting Project can be found at [parentingproject.org.uk](http://parentingproject.org.uk)**



# Nursery and Reception Are Carrots Orange?

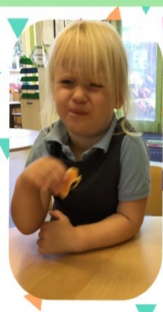
Looking at Learning



We have continued our weekly ball skills session with Mrs Hartley. These short, intense sessions support the children to improve their gross motor skills by negotiating space, experimenting with different ways of moving and increasing the children's confidence with throwing, catching and kicking a ball. We also regularly take part in Cosmic Yoga.



This week we have been focusing on the story 'Handa's Surprise' by Eileen Browne to continue our Cornerstones topic of 'Are Carrots Orange?' We explored the real fruits from the story, looking carefully at their colour and texture to expand our vocabulary. We then tried as many as we wanted to.



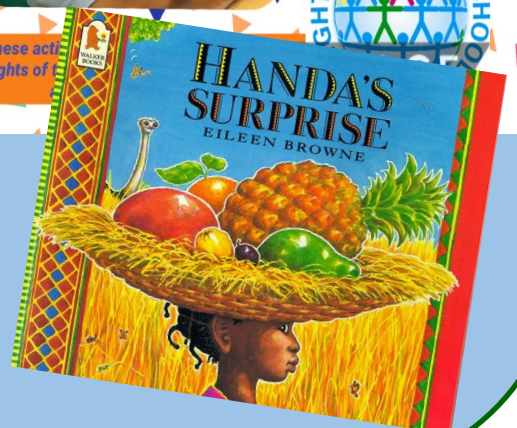
Both of these activities are part of the Unicef Rights of the Child.



UN Convention on the Rights of the Child

Article 28: Right to Education

Article 24 Health & Health Services: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.





# Year 1/2/3

## Scrumdiddlyumptious

*L.O: To follow a recipe to make chocolate sauce.*



### Making 'Hot Chocolate sauce'

*Scrumdiddlyumptious topic/Literacy work*



**Article 28**  
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**  
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

*Today we watched Ainsley Harriet making a banana split recipe in our Literacy session. We decided to make the 'chocolate sauce' part of the recipe and worked hard to remember all the ingredients and utensils that the chef used on the video. We learned how to measure using tablespoons, measuring jugs and kitchen scales. We dipped in bananas to taste the finished sauce. We remembered that chocolate is a treat food and should only be eaten in small quantities. We had lots of suggestions for alternative 'fruit split' recipes too.*

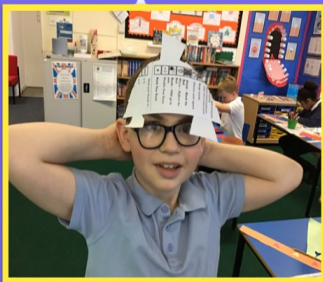




## Year 4/5/6



On National poetry Day, children in Mrs Cox's class wrote their own free verse poems after going on a word-hunt using teaching techniques from the Royal Shakespeare Company's rehearsal rooms. The children have also been learning part of the Allan Ahlberg poem, 'Dog on the Playground', and brining it to life with drama techniques, culminating in a performance. Children have also had the opportunity to perform their own poems to the class audience .



This afternoon we made decorations and hats for our poetry party tomorrow. Some of the children made jelly.





# Year 4/5/6

## Burps, Bottoms and Bile

LO: To understand the function of different teeth. 🦷

Wednesday 30th September 2020



Today in class 4,5,6 we tried different foods and payed close attention to which teeth were used and how.

We recorded our results in a table

PIC•COLLAGE