

Dear parents and carers,

We've got another packed newsletter this week, so make yourselves a cuppa and enjoy reading through lots of information about how to look after your mental health; find out what the children have been learning in class this week; and discover more about our curriculum.

Break-time snacks

Please note that we are now receiving our deliveries of fruit again, so your child can enjoy a free piece of fruit for their daily snack, and no longer needs to bring any snacks from home.

School Photographs

Please note that individual pupil photographs have been postponed until the beginning of the Spring term due to restricted visitors on site.

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

**What a lovely photograph on our Reception children
and their teachers in the newspaper!**

LIGHTHORNE HEATH PRIMARY SCHOOL



■ Reception Class: Rachel Hartley (teacher), Jill Manley (teacher).

RC49/9/20/7688



UN Convention on the Rights of the Child

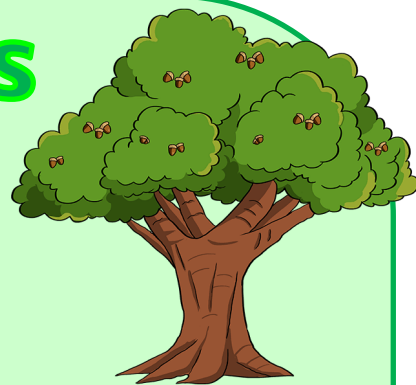
Article 28: Right to Education

Article 29: Goals of education



Forest Schools

Forest Schools is a type of outdoor education in which school children visit forests or wooded areas, learning personal, social and technical skills. It has been defined as "an inspirational process that offers children, young people and adults regular opportunities to achieve and develop confidence through hands-on learning in a woodland environment". Forest schools use the woods and forests as a means to build independence and self-esteem in school-age children. Topics include the natural environment, for example the role of trees in society, the complex ecosystem supported by a wilderness, and recognition of specific plants and animals. However, the personal skills are considered highly valuable, such as teamwork and problem solving. The woodland environment may be used to learn about more abstract concepts such as mathematics and communication. Schedules within forest schools vary, but a typical approach is to take school children to woodland areas for once a week, for perhaps 6 weeks. The duration and frequency of visits influences the degree of outcome; more time spent in forest schools brings greater benefits. Visits should ideally continue throughout the year, allowing children to experience all weathers and the changing seasons. Forest schools are often led by the child's interests. The main goals of forest schools in primary age children include encouraging curiosity and exploration with all of the senses, empowering children in the natural environment, and encouraging spatial awareness and motor development. Children learn about flora and fauna but gain more abstract benefits in social skills such as team-building and cooperation, project planning and recognition of each pupil's own achievements. By setting children small manageable tasks and giving praise, they are given a good foundation for future learning. With high adult:child ratios, children can safely experience activities that are often prohibited, such as climbing trees or lighting fires. The programme allows children to grow in confidence and independence and extend their abilities. Currently, Mrs Thorneywork and Mrs Munday are trained Forest Schools practitioners at Lighthorne Heath Primary School, and Mrs Westwood will be starting the training in November. This academic year, we are delighted to be able to offer this exciting curriculum opportunity to every child in our school over the course of the year (each child will receive a minimum of six, weekly sessions). All children are provided with waterproof trousers and jackets, so they do not need to bring in a change of clothes, but they do need wellies or old trainers. You will be informed in advance of your child's 6 sessions starting.



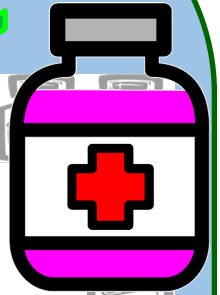
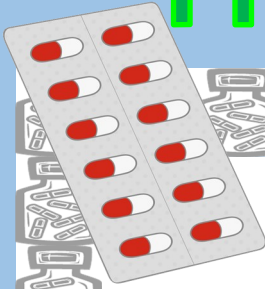
UN Convention on the Rights of the Child

Article 24: Health and health services

Article 29: Goals of education



Medicines in School



Lighthorne Heath Primary School Procedures for Administering Medication in School

Lighthorne Heath Primary School recognises that a number of children, because of their medical condition, will require medication whilst at school.

Staff have no obligation to administer or to have involvement with medicines for children. Wherever possible, responsibilities must remain those of parents / carers and medical practitioners.

In general, treatments should be managed so that it is not necessary for medicines to come to school. Most medication can be managed by doses timed to be outside the school day, i.e. 3 times a day: before school, after school and in the evening.

Parents are discouraged from sending children to school with non-prescribed medication. Non-prescribed medication will not be administered by school staff.

In cases where prescribed medication has to be administered in school time and staff have agreed to do so, the following procedures must be followed:

- Parents / carers must arrange delivery of all medicines to be taken or administered to the school office;
- Medicines must be clearly labelled with the child's name;
- Parents / carers must complete and sign a permission form, specifying preparations, storage arrangements, dosage, timing and the circumstances under which it should be given.
- One member of staff will administer the medication, witnessed by another member of staff and a record of administration will be completed, signed by both staff.
- For medication in which training is required to administer it, only trained members of staff will be allowed to administer the medicine.

Parents / carers of children with asthma must complete an 'Asthma Inhalers in School' form.

Self-administration of certain prescribed medication can be found in the Warwickshire Schools Health Directory.

World Mental Health Day

What is mental health?

Being mentally healthy doesn't just mean that you don't have a mental health problem.

If you're in good mental health, you can:

- make the most of your potential
- cope with life
- play a full part in your family, work-place, community and among friends.

Some people call mental health 'emotional health' or 'well-being' and it's just as important as good physical health.

Mental health is everyone's business. We all have times when we feel down or stressed or frightened. Most of the time those feelings pass. But sometimes they develop into a more serious problem and that could happen to any one of us. Everyone is different. You may bounce back from a setback while someone else may feel weighed down by it for a long time.

Your mental health doesn't always stay the same. It can change as circumstances change and as you move through different stages of your life. There's a stigma attached to mental health problems. This means that people feel uncomfortable about them and don't talk about them much. Many people don't even feel comfortable talking about their feelings. But it's healthy to know and say how you're feeling.

What are mental health problems?

Mental health problems range from the worries we all experience as part of everyday life to serious long-term conditions. The majority of people who experience mental health problems can get over them or learn to live with them, especially if they get help early on. Mental health problems are usually defined and classified to enable professionals to refer people for appropriate care and treatment.

Mental health problems are very common

Mental health problems affect the way you think, feel and behave. They are problems that can be diagnosed by a doctor, not personal weaknesses. Although certain symptoms are common in specific mental health problems, no two people behave in exactly the same way when they are unwell.

Many people who live with a mental health problem or are developing one try to keep their feelings hidden because they are afraid of other people's reactions. And many people feel troubled without having a diagnosed, or diagnosable, mental health problem - although that doesn't mean they aren't struggling to cope with daily life.



World Mental Health Day

How to help look after your mental health

It's important to take care of yourself and get the most from life. Below are 10 practical ways to look after your mental health. Making simple changes to how you live doesn't need to cost a fortune or take up loads of time. Anyone can follow this advice from the Mental Health Organisation. Why not start today?

1. Talk about your feelings

Talking about your feelings can help you stay in good mental health and deal with times when you feel troubled.

2. Keep active

Regular exercise can boost your self-esteem and can help you concentrate, sleep, and feel better. Exercise keeps the brain and your other vital organs healthy, and is also a significant benefit towards improving your mental health.

3. Eat well

Your brain needs a mix of nutrients in order to stay healthy and function well, just like the other organs in your body. A diet that's good for your physical health is also good for your mental health.

4. Drink sensibly

Adults often drink alcohol to change their mood. Some people drink to deal with fear or loneliness, but the effect is only temporary. When the drink wears off, you feel worse because of the way the alcohol has affected your brain and the rest of your body. Drinking is not a good way to manage difficult feelings.

5. Keep in touch

There's nothing better than catching up with someone face to face, but that's not always possible. You can also give them a call, drop them a note, or chat to them online instead. Keep the lines of communication open: it's good for you!

6. Ask for help

None of us are superhuman. We all sometimes get tired or overwhelmed by how we feel or when things don't go to plan. If things are getting too much for you and you feel you can't cope, ask for help. Your family or friends may be able to offer practical help or a listening ear. Local services are there to help you.

7. Take a break

A change of scene or a change of pace is good for your mental health. It could be a five-minute pause from cleaning your kitchen, a half-hour lunch break at work, or a weekend exploring somewhere new. A few minutes can be enough to de-stress you. Give yourself some 'me time'.

8. Do something you're good at

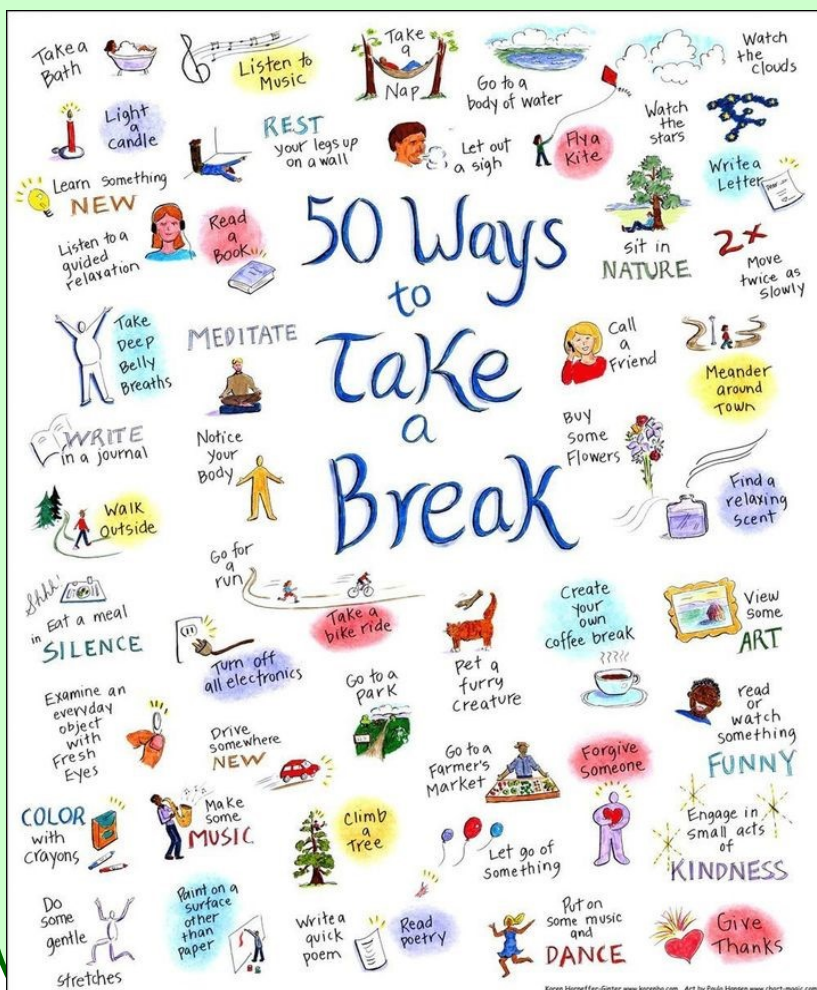
What do you love doing? What activities can you lose yourself in? What did you love doing in the past? Enjoying yourself can help beat stress. Doing an activity you enjoy probably means you're good at it, and achieving something boosts your self-esteem.

9. Accept who you are

We're all different. It's much healthier to accept that you're unique than to wish you were more like someone else. Feeling good about yourself boosts your confidence to learn new skills, visit new places and make new friends. Good self-esteem helps you cope when life takes a difficult turn.

10. Care for others

Caring for others is often an important part of keeping up relationships with people close to you. It can even bring you closer together.



World Mental Health Day

Home-learning Activities for Children

Think about a place that makes you happy and then draw it or write about that place.

- What makes this place special?
 - Who is with you at your happy place?
 - What do you have with you at your happy place?
- Keep this drawing somewhere safe and look at it next time that you are not feeling happy.

Design a poster or create a PowerPoint presentation to promote **World Mental Health Day** within school community. Don't forget to link it to Article 24.

Take 5 post-it notes and draw a face on each one showing a different emotion. Write the name of the emotion below it. How many different emotions can you generate? Can you group these in any different ways? Discuss how we all have different emotions and that all emotions are valid. Discuss different ways in which our body language can change depending on how we feel.

Have you read *The Huge Bag of Worries*? (this will be sent out to you separately). Draw a picture of a bag then draw or write all of the things that worry you or make you sad inside. Once you have finished, decide what you want to do with your bag. You can talk about it with an adult you trust, you might want to keep it somewhere safe or simply throw it away. Talk about what we can do about things that make us sad or worried.



Your mental health is just as important as your physical health. Can you think of ways to keep yourself mentally healthy?

Create a list or poster detailing all the people who you can talk to if you are worried about something. They are the duty bearers for all your rights. How many people can you think of? Display this in your classroom school to remind the other pupils of who they can talk to if they are feeling worried, sad or anxious.

Try to find somewhere peaceful and spend a few minutes being quiet and still ... then think about these questions...

- Why does good mental health matter to us?
- Think of one thing you could do to support and strengthen your mental health this week
- Is there one thing you could do to help the mental health of one of your friends or family members?
- Think about your 'go to' adult who you trust to support your mental health. Have you thanked them lately?



World Teachers' Day

Monday 5th October was World Teachers' Day. World Teachers' Day is a great opportunity to take a moment to reflect on the valuable work teachers everywhere do for children and young people. Thank you to teachers all over the world, and particularly in our school community, who are doing an amazing job in very challenging circumstances. Thank you so much to all of the parents and carers who recognise and celebrate this—your kind words of support and appreciation are greatly appreciated... here are just a few from recent months....



I would just like to give my thanks to you and all of the staff at school. The programmes you have been able to provide for the children over the summer holidays are incredible... Thank you to you and all the wonderful staff; their hard work and dedication to the children is very much appreciated.

Thank you very much for everything you've done for my child this year; you've made such a difference to her learning.

I just wanted to say a huge thank you for thinking of my child and getting her back into school. She's really excited about school... thank you again so much!

I would like to say a really big thank you to you and all of the staff for being so helpful and proactive during the home schooling time. Thank you very much.

Thank you very much for everything you've done for my child this year; you've made such a difference to her learning.

Thank you for everything you've done for us this past year; for X, for me and our family. I know we will see you in school in September, so I'm sure A will still give you lots of smiles and hugs when he's allowed to! Words aren't enough to express our gratitude for what you've done for us. I wish I could find the best way to say thank you.... Thank you so, so much.

I can't thank you enough for the work the school has done for the children and parents who needed it through the lockdown. Amazing!

Thank you for sending me home such a happy young man. His end of year gift is very much gratefully received. It's been hard for my child not being able to attend school, but this certainly makes up for it. Thank you again, seeing him come home so happy and confident after such a lovely day has melted

I'd like to thank you all for such a successful wider reopening of school. My children have been having such a wonderful time. They are both feeling safe and happy. Conversations with other parents about their children's experiences are positive too... so I really hope you are hearing this feedback!

Hi! This is D's dad. I am writing to thank my child's teacher for their tremendous work during lockdown. Their enthusiasm and skill has made D's learning so enjoyable. The teacher replies to every email and is full of encouragement, which makes D work even harder. The teacher is great, and inspires D every day. The teacher is a fantastic asset to the school and I would also like to praise all the staff during this difficult time. Thank you all for your amazing dedication and we are really lucky to have our child in your school.



Nursery and Reception Forest Schools



5.10.20
Reception and Nursery started their Forest School sessions this week.
These regular sessions offer opportunity for play, exploration and the chance to develop confidence in a natural setting. This week we collected natural objects to make our own portraits.



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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

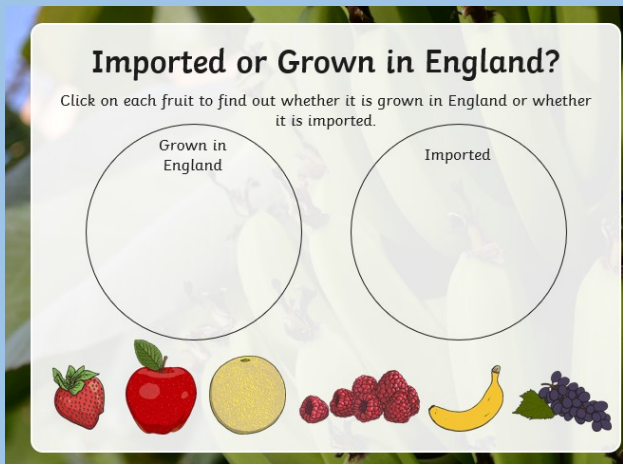
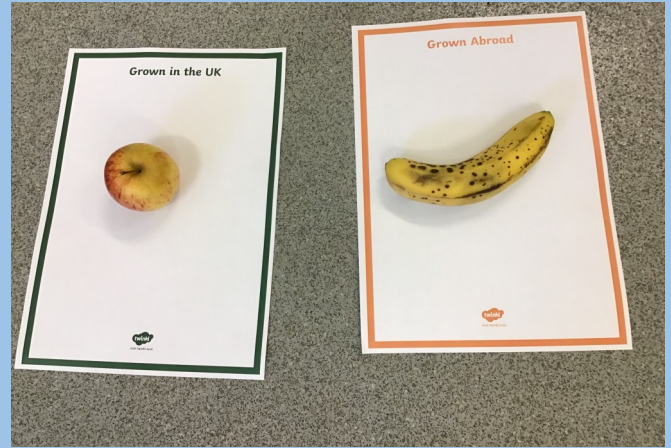
Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Year 1/2/3

Scrumdiddlyumptious

Curriculum Maestro- 'Food Journeys'

L.O: To be able use maps, atlases and globes to locate countries and trace the journey of a food from plant to plate.



On Monday we shared the story 'The World came to my Place Today' by Readman and Roberts. The boy in the story finds out that bananas as well as other foods come from other countries. We watched a video which showed how bananas are harvested in Costa Rica. On Tuesday we sorted a range of fruits and vegetables, some from the UK and some that had been imported. We used Atlas's to identify the United Kingdom and Costa Rica and tracked the route that the bananas might take.

Article 24 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.



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.

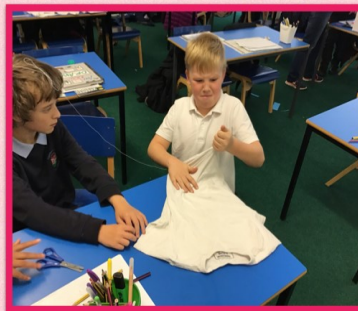
Year 4/5/6

Burps, Bottoms and Bile

LO: To work in a team and make a model



This week 4,5,6 have been creating their own digestive systems using different materials. They worked hard on being good team members and planning together to make sure they all had a job to do.



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Year 4/5/6



**LO: TO LEARN AND
PERFORM POETRY**

**FOR NATIONAL POETRY DAY, CLASS
4,5,6 USED VARIOUS DIFFERENT
TECHNIQUES TO WRITE THEIR OWN
POEMS. THEY SPENT THE
AFTERNOON PERFORMING THEIR
POEMS AT THEIR POETRY PARTY.**



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