

Heathfield Primary & Nursery School

Weekly News – 19th July 2024

Thriving Together

Knowledge • Nurture • Enrichment

School Dinners

With the end of this academic year approaching can you please ensure that your child's dinner balance is in credit.

Thank you very much for your cooperation!

Whole School Attendance: 94%



Aiming High

SR: Tigers 98.4%

KD: Peacocks 98.3%

Important dates coming up:

| | |
|-----------------------------|---|
| 24 th July | KD & SR Y6 Leavers' Party @5pm |
| 25 th July | KD & SR Y6 Leavers' Assembly @2pm |
| 25 th July | End of term |
| 26 th July | INSET day – school closed to all pupils |
| 29 th August | INSET day – school closed to all pupils |
| 30 th August | INSET day – school closed to all pupils |
| 2 nd Sept | SCHOOL REOPENS |
| 29 th Jan. 2025 | INSET day – school closed to all pupils |
| 22 nd April 2025 | INSET day – school closed to all pupils |
| 30 th June 2025 | INSET day – school closed to all pupils |

Phonics books

Please note that we are collecting phonics reading books in on Friday, 19th July, and children will not be getting a new phonic book this week. Please have a look for any school books that you may have at home and return them to your class teacher. To keep your children reading, we will have a summer reading card challenge using electronic books.

Lost property

Please claim any lost property before it is donated to charity after the end of term.

Goodbye and good luck!

Not only are our Year 6 children leaving Heathfield next week, we also say goodbye to some members of staff:

Mr Kirk (Toucans), Mrs Roberts (Octopus), Miss Roberts (Jellyfish), Miss Moore (Seahorses) and Mrs Mackay (School Business Manager).

We wish them all the best of luck with their next role and want to thank them all for the work they have done in supporting the school community this year. #thrivingtogether

**Thursday, 25th July –
last day of this
academic year**

**Please note that
kitchen will be offering
Friday's dinner menu
choices:
Fish fingers or pizza.
Thank you**

Leave of Absence Requests



If you need to take your child out of school during term time, you need to inform school in advance and complete a Leave of Absence Application Form. This should be given to the school office.

Requests will be given consideration in line with our Attendance Policy and guidance from the Nottingham City Local Authority. The attendance team will make a decision to whether the absence will be authorised.

Schools are no longer permitted to agree a Leave of Absence during term time unless for **an exceptional circumstance**.

Absence for the reason of a family holiday is not considered an exceptional circumstance. Parents still need to complete the Leave of Absence request form if they intend to take their child out of school for a holiday.



This half-term
we are focusing
on our well-being
area of
'Care' for the world

'Six Ways To Well-Being

- **Connect**
- **Be Active**
- **Take Notice**
- **Give**
- **Keep Learning**
- **Care**



Well-being is about feeling healthy, happy and comfortable, and having a range of strategies to help us feel this way when things seem tough. Caring for ourselves, each other and the world builds our self-esteem whilst making helping our community and making the world a better place to live.

Taking care of our planet means doing things that will keep the Earth and everyone living on it healthy.

EYFS

This Week...

both F1 and F2 have been learning all about the Olympics and Paris where it is going to be held. We have made our own medals and torches and had a go trying some of the sports we might see in the Olympics.

Next week...

we will enjoy our final week together in our classes. We will revisit some of our favourite stories we have read and talk about things we have enjoyed doing this year!

Please can all children bring a carrier bag for their school books to be taken home in.

KS1

This Week...

we have continued to work hard! In maths, year 1 have been looking at problem solving. We have used all of our prior knowledge to support us with our reasoning skills! In year 2 we have been looking at quarter turns, half turns and full turns in both anti-clockwise and clockwise directions. We enjoyed watching the Year 6 production and the amazing Summer Fair! We have been finalising our learning about the Olympics and finishing our Olympics around the world artwork. We have also been keeping a close eye on our beans that have been growing for our Science experiments!

Next week...

please can all children bring in at least 1 bag to take their school books home in on Tuesday or Wednesday.

Year 3/4

This Week...

we have been learning about inventions and lasting legacies from the Roman Empire in Britain, and how Britain became ruled by the Saxons. In writing, most of us are finishing off our 'Roman Revolt' stories, using adverbials, prepositions and speech. We enjoyed watching the Y6 production this week too, and really enjoyed the Summer Fair, thriving together.

Next week...

Please can all children bring a carrier bag for their school books to be taken home in. We will be finishing off our Roman mosaics and / or sewing bookmarks.

Year 5/6

This Week... Year 5 had a great start to the week getting to be part of, or going to see the Shakespeare showcase at the theatre royal. We were so proud of those who performed - you could tell how much they'd enjoyed this unique, and exciting experience.

Finally, at long last, year 6 got to show off all their hard work for the production Madagascar. We are so proud of how confident and talented they are and how hard they've worked to put on an amazing show for everyone. It was a great experience for the y5s to see it and think ahead to their turn next year! Different classes have done different mathematical areas depending on gaps identified for each maths group as well as worked on art projects, or leaflets related to Olympic sporting events.

Next week...

Can all children please bring in a plastic bag for their books to come home. Leavers' ball and leavers' assembly for y6.

Lots of fun activities to enjoy in our classes to make the most of our last week together!

Our Safeguarding Team



Designated Safeguarding Lead (DSL):

Miss Dickens



Co-Headteacher

DSL Deputies:

Mr Hicks



Co-Headteacher

Mrs Abasspour



Deputy Head
Inclusion

Mr Battison



Deputy Head
Pastoral Support

Mr Padley



Deputy Head
Teaching & Learning

Mrs Baker



Learning Mentor
(Mon, Thurs, Fri)

Mrs Dyer



Safeguarding Officer

Miss Papp



Learning Mentor

Link Governor: Pete Cumberland

At least one member of the DSL team is available at all times during the school day if you are concerned about a child.



We use **MyConcern** for our reporting and record keeping. This can be accessed out of school hours to report a concern to a DSL.



We use **Smoothwall** monitoring for all school devices.



We work with the Police and other agencies to support families experiencing Domestic Violence

Out of Hours & referrals: Nottingham City Council Children and Families Direct 0115 876 4800

SAFEGUARDING OUT OF HOURS



ARE YOU WORRIED ABOUT A CHILD?

IF SCHOOL IS NOT OPEN WHO CAN YOU SPEAK TO?

Police 999 or 101

If you believe that a child is at immediate risk and in need of protection then you should call the Police 999 immediately.

Alternatively, if you feel the child is a risk of abuse or neglect, but not in immediate need of protection, you should call the Police on 101.

Nottingham City Children's Social Care 0115 8764800

If you make the decision to contact Children's Social Care please call 0115 876 4800 or e-mail canadirect@nottinghamcity.gov.uk

Talk to the NSPCC

For advice and support about a child, or to report a concern, talk to us. It's free and you don't have to say who you are.

0808 800 5000

help@nspcc.org.uk nspcc.org.uk/helpine

EVERY CHILDHOOD IS WORTH FIGHTING FOR

School out of hours email: safeguarding@heathfield.nottingham.sch.uk

Free Entry

FIELD FARM

ANIMAL SANCTUARY



SUMMER FUN DAY

Come & Join Us For A Family & Pet Friendly

Fun Day Out.

DRINKS DJ GAMES FOOD
BOUNCY CASTLES ART
SWEETS TOMBOLA
GIFTS RAFFLE CRAFTS

OVER 50 STALLS

Date -24th AUGUST ☆ Time -10am-4pm

RAISING MONEY FOR
FIELD FARM ANIMAL SANCTUARY
07724382184 LE12 6XQ



THE PYTHIAN CLUB



COFFEE MORNING

NEW!

SEND PARENTS & CARERS GROUP

WHAT

meet other parents/carers
emotional & practical support
lived/shared experience
sign-posting
guest speakers

WHEN

thursdays, weekly
from 27 June 2024

TIME

10.30hr to 11.30hr

WHERE

heathfield community centre | 7a ventnor rise | notts | ng5 1hr

FREE

coffee
tea
squash
biscuits
on-site parking



CONTACT

helen.mathers@thepythianclub.co.uk



@thepythianclub | thepythianclub.co.uk | Registered in England & Wales 09104664. JUNE 24



RAINBOW STRIPES!



LIVE MUSIC WORKSHOPS FOR 0 - 5 YEAR OLDS
SING, DANCE, JAM AND GIGGLE WITH LIVE GUITAR AND PERCUSSION!

2024 SEASON

BULWELL FOREST GARDEN

EVERY FRIDAY AT 1.30PM , STARTING 16TH FEB!

Join us at this beautiful oasis of nature, lots to see and do, lovingly established by a dedicated community team...the perfect setting for singing, dancing, jamming, playing and laughing with The Stripes!

ONLY A QUID A KID, DONATED TO THE FARM!

WWW.RAINBOWSTRIPES.NET 07797 308 437

| Year Group | National Curriculum links | WALT | Summary | Key Vocabulary |
|------------|--|---|--|--|
| 1 | Understanding that each persons' body belongs to them | We are learning to talk about how we have changed | Discuss how we use the toilet as a baby/toddler/child. Explain that we are going to complete the sheet similar to then and now but we are going to be focussing on using the toilet. How might we have used the toilet? Who might have helped us? When might we need help now? 1.-Year-1-Resources.pdf (heathfieldprimary.org.uk) (Page 5) Raise any toilet issues currently, i.e. children entering the toilet and climbing over cubicles - is this okay? | Toilet Potty Nappy Help Sensible |
| 2 | Understanding appropriate boundaries in friendships. | We are learning to talk about secrets | Discuss what secrets we might keep and why we might need to keep a secret - i.e. a present or birthday party. Sometimes we might get asked to keep a secret that gives us a funny feeling in our tummies and makes us feel uncomfortable i.e. someone who might be in trouble. Who can we tell if something is making us feel uncomfortable? A teacher, a parent, a carer, a trusted adult. These are our support network and it is okay to speak to them. Children to draw round their hands and write who they think is in their 'safety network' | Surprise Secret Safe Trust Help |
| 3 | To understand the importance of permission seeking To understand important boundaries Basic First Aid | Defining terms of secret and surprise. Importance of basic first aid. | Put 3 cards 'secret, surprise and not sure' on the wall and read out different scenarios for children to pick their answers. Read through Harold's day of surprises and use the prompt questions. Children to describe how they feel when they are safe and unsafe? (feeling sick, unsure, happy etc). Give out Safe or unsafe sheets and ask the children to complete the sheets discussing the scenarios with a partner. Discuss what the children should do if they come across an unsafe secret and who they can talk to if they are feeling uneasy about someone or something. Resources: secret or surprise sheet (page 2) https://shorturl.at/u5Do4 British Red Cross First Aid two introductory lessons: Why is first aid important. Giving first aid | Secret Surprise Unsafe Unsure Trust |
| 4 | To learn the key facts about puberty and changing adolescent body Key facts about puberty and the changing adolescent body Understanding the characteristics of a healthy family | We are learning the key facts of a menstrual cycle We are learning to recognise different families | We will be teaching boys and girls separately for the following lessons. Set key rules for the class and ensure everyone feels comfortable to share in the lesson. Distribute the Menstruation cycle Activity sheet and ask the children to cut out the 4 pictures, then glue them onto a blank piece of paper in the right order. [The correct order is B, D, A, C]. Share the internal organs sheet and encourage children to have a go at labelling the different internal organs. Share answers with the children. Explain to the children that some boys are circumcised and therefore do not have a foreskin - this is completely normal too. Show children the examples of real period products on the Interactive Whiteboard. Explain the need to extra hygiene requirements. Go through period quiz with the children and answer any questions that may arise. Resources: Internal organs sheet, periods quiz, period product images, SCARF (pages 2 and 3) https://shorturl.at/lz9fN 'Together' Discuss the endings of Cinderella, sleeping beauty, snow white and Beauty and the beast (they all get married). Since December 2019 couples of the opposite sex have been able to enter into a civil partnership. Following this, both opposite and same sex couples in England and Wales can now choose between a civil partnership and marriage when they formalise their relationship. The main differences between the two, are that: -A marriage is formed by vows, whereas a civil partnership is formed by signing the civil partnership document -Marriages are ended by divorce, whereas civil partnerships are ended by dissolution, although the process is fundamentally the same. By law, who can make up a couple wanting to marry? (F+M, M+M, F+F) How old do you think someone has to be before they can get married? 18 with or without parental consent in England. No one should be forced to marry against their wishes and if they feel this is happening to them, they can get help and support. (Childline is an example of an organisation that can help someone in this situation.) Resources: Together Activity sheets (page 4) https://shorturl.at/lz9fN | Puberty Changes Hygiene Vagina Ovary Uterus Vaginal Opening Cervix Bladder Testicle Foreskin * Penis Urethra Prostate gland Scrotum Marriage Civil Partnership Relationships hips Healthy |

This is a summary to our upcoming RSHE lessons in the week commencing 22nd July 2024.

| Year Group | National Curriculum links | WALT | Summary | Key Vocabulary |
|-------------------------|---|--|--|--|
| Year 6 | To understand that protection & care are a characteristic of healthy family life. Helpful or Unhelpful? | We are learning to understand the emotional responses to changes | Discuss any recent changes as a class. Even thinking about what has changed since last year. Discuss in pairs the feeling of getting something new, the discuss a new change that is not in their control i.e. moving house. Read through Sophie's story as a class. How is she feeling? Why have they not spoken to her? Children to go through the sheets and tick/add notes to the given scenarios. Discuss how we can make a change for someone easier. Sophies Story sheet (Page 2) Helpful or Unhelp Sheet (Page 3) https://tinyurl.com/3u6tcxve | Changes Feelings Emotions Helpful Unhelpful |
| Year 6 | To understand the key facts about puberty Is this normal? | We are learning to understand what puberty is | Ensure class rules are set up for the children to feel confident and safe in the class. Set up a class discussion box for children to add anonymous questions that can be answered (provided they are in line with the learning for year 6). Discuss and recap learning of puberty to the children - it is a time when a child's body begins to change into an adults body. Go through the puberty key facts with the children and discuss any misconceptions. Children to complete 'Is it normal' sheet to identify and misconceptions and recap children's learning. Go through the Agony Aunt sheet as a class - what sort of advice could we give to those children? What would help them? Is it normal sheet (Page 4 and 5) Agony Aunt sheets (Page 6) https://tinyurl.com/3u6tcxve | Puberty Changes Support Growing Changing |
| Year 6 (Wednesday 24th) | Key facts about puberty and the changing adolescent body Making babies | We are learning about how babies are conceived. | This session contains non-statutory sex education, as it teaches how babies are conceived through sexual intercourse and how this can be prevented through the use of condoms. Please make sure all parents have been informed of their right to withdraw. There may be children in your class who were conceived through other ways - particular sensitivity will be needed. Ensure class rules are set up for the children to feel confident and safe in the class. Set up a class discussion box for children to add anonymous questions that can be answered (provided they are in-line with the learning for year 6). Ask children why we all go through puberty? [So it may be possible for us to have children when we are older, if we want to.] Children work in small groups, and complete Body Outlines for both a man and a woman. Recap what changes take place during puberty so that our bodies can reproduce. On IWB show outlines and ask class for suggestions, making sure to include: Eggs released (periods start) – female, Hips widen – female, Breasts develop (to enable breastfeeding) female https://tinyurl.com/3u6tcxve , Sperm produced - male, Erections happen – male. Explain that most babies are created when a man and a woman have sexual intercourse. Emphasise that this usually happens when a man and woman are in a loving relationship and agree to make a baby. This is when the sperm of the man meets with the egg of the woman inside the woman's body. [Use drawings of both female and male Internal Reproductive Organs (labelled) to describe this process]. In order for this to happen the man and woman often hug and cuddle and kiss, and feel very loving towards each other. They get very close without their clothes on and touch each other's bodies in a way that the man's penis becomes hard and the woman's vagina becomes wet (lubricated) so that the man's penis can slide inside the woman's vagina more easily. During this whole process they will both get very excited. If a man has an orgasm he will release millions of sperm from his penis into the woman's vagina. The sperm will then swim up inside the woman's body to find the egg. If an egg and one sperm meet, the beginning cells of a baby can start to grow. Those cells will need to then implant into the side of the womb so it can grow into a baby over the next 9 months. Next, children working in groups, and order the Conception and pregnancy timeline cards. Children to check through answers and ensure their timeline is correct. Highlight legal facts to the children - Someone has to be 16 years old to have sexual intercourse. This is to protect children from adults who might try to have sex with children under 16 years old. Even if one of the people is 16 or over, it illegal before this age. It's important that anyone under 16 years old should tell a trusted adult if someone is trying to have sex with them. Both people have to agree to have sex, even if they are not trying to make a baby. If one person forces the other person to have sex or carries on having sex when the other person hasn't agreed, this is sex without consent and is illegal. What if the two people in a relationship and wanting to be parents are a man and a man, or a woman and a woman? Or what if a man and woman aren't able to make babies themselves through sexual intercourse: how else can people make babies or become parents? Adoption [where an adult or adults take on legal responsibility for a baby or child whose birth parents are not able to care for them.] Surrogacy [a way for a couple who cannot make a baby themselves to become parents, with a surrogate mother being pregnant with their child. A surrogate is a woman who agrees to become pregnant, either by: putting a man's sperm inside her vagina to meet one of her own eggs to make a baby (artificial insemination) or where a specialist doctor places an embryo into her womb created by the egg and sperm through IVF* of the couple wanting a baby or donated egg and/or sperm. Surrogacy is legal in the UK provided that the surrogate receives no payment.] IVF* [where specialist doctors fertilise the egg of the woman with the sperm of the man, but outside of the body. The fertilised egg creates an embryo which is then put it back inside the woman so she becomes pregnant and grows the baby inside her uterus/womb.] Body outlines sheets (Page 7). Timeline sorting sheets (Page 8) https://tinyurl.com/3u6tcxve | Conceive Sexual Intercourse Puberty Egg Sperm Relationships |