

Newsletter

Spring Term

Date: 11.02.22

An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7



Our school attendance target is:

96%

Actual attendance this academic year:

92.17%

Attendance this week:

Reception	93.56%
Year 1	96.43%
Year 2	100%
Year 3	97.33%
Year 4	97.14%
Year 5	97.50%
Year 6	95.83%
Whole school	96.47%

Winning year groups:

Gold – 1st	Year 2
Silver – 2nd	Year 5
Bronze – 3rd	Year 3

Headteacher's message – Candlemas



As part of Collective Worship, we celebrated Candlemas on Monday.

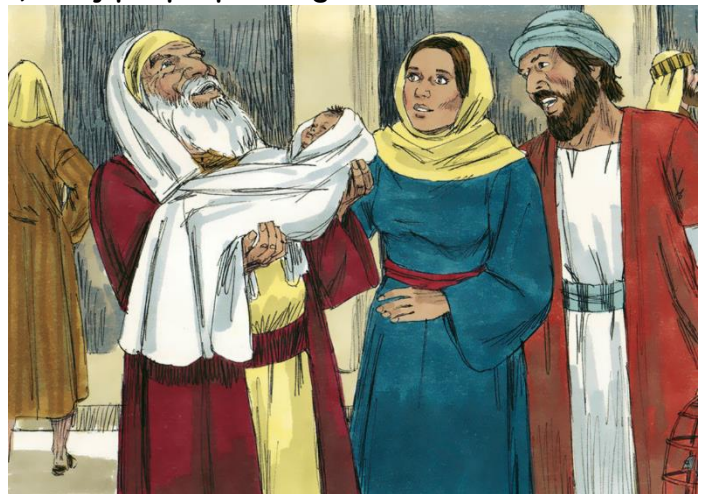
Candlemas commemorates the day, as the ritual presentation of the baby Jesus to God in the Temple at Jerusalem, 40 days after His birth.

The festival is historically called Candlemas, because this was the day that all the Churches' candles for the year were blessed.

On Candlemas night, many people place lighted candles in their windows at home.

The Gospel of Luke says that Jesus was met by Anna and Simeon.

Simeon held the baby Jesus and called him a Light to the World.



We are **really concerned** about the attendance figures at school, especially compared with the previous three years for the same period: **1 September – 11 February**.

Academic year	Period average attendance	Number of persistent absence pupils (below 90% attendance)
2018/2019	95.28%	15
2019/2020	95.83%	8
2020/2021	92.24%	34
2021/2022	92.20%	28



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Big questions of the week:

Value this half-term



Reception	Year 1	What would the world be like if animals could talk?
Year 2		Would you prefer to be a cat or a dog?
Year 3		What if no-one had a nose?
Year 4		You have the chance to meet Willie Wonka. What new sweet would you design? What would it taste like?
Year 5		What if people had X-ray eyes?
Year 6		What if your hands were feet and your feet were hands?

Achievers of the week

		Reader of the week	Writer of the week	Mathematician of the week	Scientist of the week	Star of the week
Reception		Madison	Archie	Ava	Brooke	Scarlett
Year 1	Year 2	Ralph K	Joey	Sienna	Amelia	Daisy
Year 3	Year 4	Aviella	Cash	John James	Ralph B	Talia
Year 5	Year 6	Emily	Autumn	Mason	Laila	Chloe

House Points:

		Ants			Badgers			Locusts			Lizards		
Reception		16	+	7	15	+	6	18	+	3	16	+	5
Year 1	Year 2	44	+	7	12	+	17	37	+	10	39	+	12
Year 3	Year 4	62	+	31	50	+	23	48	+	27	39	+	30
Year 5	Year 6	76	+	35	86	+	38	82	+	41	84	+	34
TOTAL		278			247			266			259		



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Best Friends of the week

These pupils are the class buddies, helping other pupils in class.



Reception



Years 1 and 2



Years 3 and 4



Years 5 and 6

Attendance

The school's attendance target is

96%.



Attendance continues to be mandatory for all pupils of compulsory school age and schools should communicate clear and consistent expectations about attendance.

Safer Internet Day

We celebrated Safer Internet Day on Tuesday, 8th February.

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively.

The theme this year is: **'All fun and games? Exploring respect and relationships online'**.

Please see our school website for internet safety information.

Coordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is celebrated in over a hundred countries



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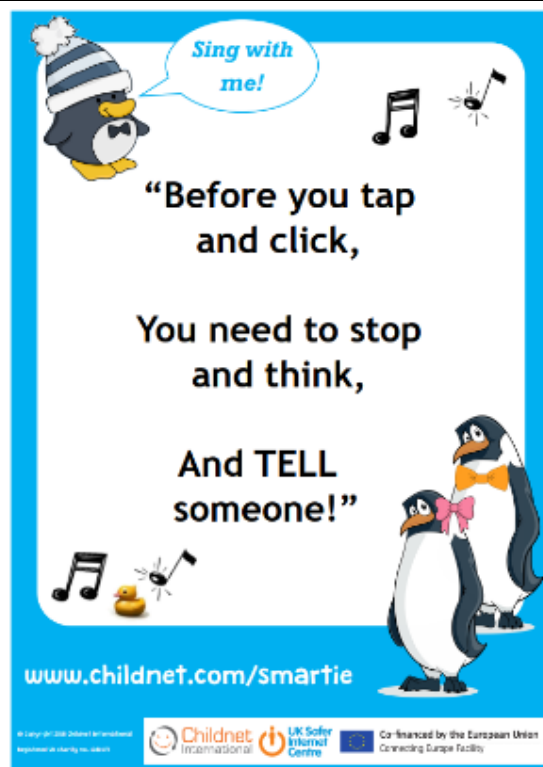
coordinated by the joint Insafe/INHOPE network, with the support of the European Commission, and national Safer Internet Centres across Europe.

Please visit the following link for guides and information about online safety:

[https:// nationalonlinesafety.com/guides](https://nationalonlinesafety.com/guides)



Reception



For Internet Safety Day, Red Class enjoyed learning about how to stay safe online with Smartie the Penguin! He taught us a great song for when online, and something happens which we are not sure about.



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This week Red Class enjoyed different activities about our class favourite book Supertato! We even made our own Supertatos!

Reception – Red Class



Years 1 and 2 created shields based on the work of Beatriz Milhazes.

Years 1 and 2 – Orange-Yellow Class



This half term, years 5 and 6 learnt about Egypt as part of their History topic and made Tutankhamun's burial mask in Art & Design. Pupils also painted individual water colour paintings as part of a collective class painting to be assembled.

Years 5 and 6 – Indigo-Violet Class



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It was also Children's Mental Health Week (7-13 February 2022).

This year's theme is **Growing Together**.

We are encouraging children (and adults) to consider how they have grown, and how they can help others to grow.



For more information visit: <https://www.childrensmentalhealthweek.org.uk>

We held an assembly on Assembly Mental Health too: <https://youtu.be/dySvIIAuiEk>

As part of Children's Mental Health Week, pupils participated in a well-being walk.

Children's Mental Health Week



As part of Mental Health Week, Key Stage 2 pupils completed 'Support Balloons' to include everyone who supports and helps us and who we can turn to when things are a little tricky or a bit tough.



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Staff well-being



To promote staff well-being, we surprised staff with a small treat to say thank you! Thank you to Mrs SLadden (bursar) who baked the chocolate brownies.



Cross country event

We had 10 pupils from Key Stage 2 participating in the Cross Country competition on Wednesday.

A big congratulations to Chloe who was the winner of the years 5 and 6 girls' category.

The day was well organised and the behaviour of our pupils exemplary – they are a credit to our school. Well done!



A big thank you to Mrs Spanton who accompanied our enthusiastic athletes. They all had a very enjoyable competition.

Also a big thanks to the parents who supported with transportation.



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Puffin Virtual author visit



The years 3 and 4 pupils had a visit from the author, Adam Hills.

'A delightfully funny book with a big, big heart' - David O'Doherty.

The debut novel from comedian and presenter of *The Last Leg*, Adam Hills, featuring a young detective dream team.

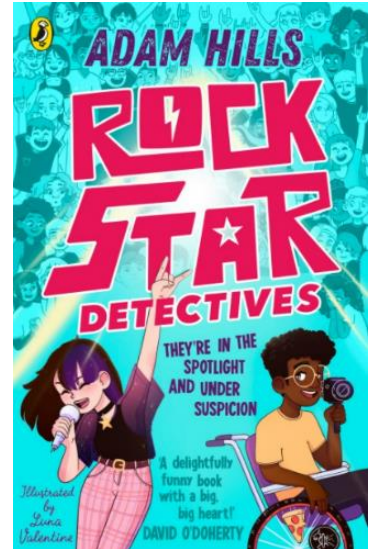
When a priceless painting goes missing, Charley - a 12-year-old viral singing sensation - and her best friend George - camera whizz and budding comedian - are shocked to discover they're the prime suspects.

Now Charley and George have to prove they're not international criminals - all while nailing a stellar European tour *and* keeping up with their homework! But as news of high-profile heists hits the headlines wherever they go, Charley and George keep finding themselves in the spotlight for all the wrong reasons.

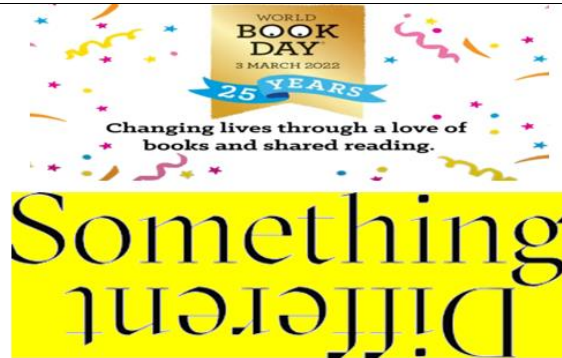
Can they solve these baffling crimes and save themselves, or will their shot for stardom be over almost as soon as it's begun?

The perfect read for fans of Sharna Jackson, Robin Stevens, David Baddiel and David O'Doherty.

Featuring brilliant illustrations from Luna Valentine.



World Book Day



This year, to mark the 25th Anniversary of World Book Day, we are opting to something completely different to other years!

On Friday 25th February 2022, we invite you to decorate your own white T-shirt with your FAVOURITE BOOK!



We ask that parents/carers supply the white T-shirt (and if you have any spares), and we will supply the pens, but you are welcome to bring your own permanent markers to use if you wish to.

T-shirts can then be worn on Thursday 3rd March 2022 for World Book Day!

Prizes for Reception, KS1, LKS2 and UKS2.

We would like to have a sponsored World Book Day event in school to celebrate its 25th anniversary.

There will be a sponsored reading challenge.

Funds raised will go towards improving the school's library and/or towards Key Stage reading books.

On Thursday, 3rd March, pupils to wear their t-shirt in promoting books (not costumes).


There will also be a book "tasting" activity to promote books.



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<p>Pupil Progress reports</p>	<p>Pupil Progress reports are sent out today.</p> <p>This will indicated your child’s progress and attainment over the last three half-terms, compared to national are related expectations.</p> <p>The school has invested in standardised NFER tests to support Teacher Assessments in comparing our pupils’ attainment with those nationally. Year 2 and 6 pupils are also using previous SATs tests.</p> <p>Please have a look at the school’s website for the age related expected National Curriculum objectives.</p> <p>We appreciate that COVID has had a direct negative impact on pupils’ attainment. We therefore are very committed to see our recovery curriculum being used in support of closing the attainment gap for many pupils.</p> <p>It will mean that pupils will have to practice their stamina towards a learning ethos in school, being balanced with the very nurturing and caring disposition of the school as part of well-being.</p> <p>We are using CGP booklets for Reading Comprehension, Maths and SPAG to support pupils in school.</p> <p>We will appreciate it if parents can support pupils at home by:</p> <ul style="list-style-type: none"> • Making sure they read daily at home • Practice times tables • Practice weekly spellings • Practice handwriting and phonics (letter-joint app).
<p>Next Parent consultation meetings</p>	<p>We will have two parent consultation evenings from 15.30-18.00 on:</p> <ul style="list-style-type: none"> • Tuesday, 1st March and • Monday, 7th March. <p>More information to follow regarding the booking of appointments.</p>
<p>Parent workshops</p>	<p>Parent workshops will be offered after the holidays for:</p> <ul style="list-style-type: none"> • Phonics • Maths and • English. <p>These sessions will be delivered after school. Dates to be confirmed after the holiday.</p> <p>This will be an opportunity for collaboration between staff and parents and also to support the school’s Development Plan. The main focus of these workshops will be to get ideas and tips to support your child at home with their learning.</p>
<p>COVID update</p> 	<p><u>Clarification on the changes to the self-isolation period for individuals who test positive for COVID-19.</u></p> <ul style="list-style-type: none"> • Self-isolation has been reduced to 5 days. • From Monday 17 January, people who are self-isolating with COVID-19 will have the option to reduce their isolation period after 5 full days if they test negative with a lateral flow device (LFD) test on both day 5 and day 6 and they do not have a temperature. For example, if they test negative on the morning of day 5 and the morning of day 6, they can return to their education or childcare setting immediately on day 6. • The first test must be taken no earlier than day 5 of the self-isolation period, and the second must be taken the following day. All test results



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	<p>should be 5.</p> <ul style="list-style-type: none"> • If the result of either of their tests is positive, they should continue to self-isolate until they get negative results from two LFD tests on consecutive days or until they have completed 10 full days of self-isolation, whichever is earliest. • Anyone who is unable to take LFD tests or anyone who continues to have a temperature will need to complete the full 10 day period of self-isolation. • If anyone has any of the main symptoms of COVID-19, they are strongly advised to take a PCR test, not an LFD test. • If someone with symptoms has already taken an LFD test for any reason and the result is positive, they do not need to take a follow-up PCR test.
<p>Updated policies</p>	<p>The following policies have been updated and will be available on the school's website:</p> <ul style="list-style-type: none"> • Behaviour Policy • Complaints Policy • Drinking Water and Toileting Policy • School Uniform Policy <ul style="list-style-type: none"> • Pupils will be asked to bring with them to school a labeled water bottle with their name on, filled with water. As we are promoting healthy lifestyles, fizzy drinks are not allowed. Juices are also not allowed, as these are not a healthy choice – unless for medical reasons, e.g. diabetes.
<p>Help!</p> 	<p>If there is anyone with good sewing skills, please let the office know, as we need volunteers to help with sewing on curtain heading tape.</p> 
<p>Year 5 & 6 Swimming</p>	<p>Swimming is a national curriculum requirement and it is an important part of KS2 education. Year 5 & 6 pupils will be having swimming lessons at Ongar Leisure Centre.</p> <p>The last swimming session has been re-arranged as follows:</p> <ul style="list-style-type: none"> • 21st February
<p>Year 6 booster sessions</p>	<p>Our first sessions will start the week after half-term up until the week of SATs (9th May).</p> <p>We will be running the following sessions:</p> <ul style="list-style-type: none"> • Wednesdays 08:15-08:45 – 9 sessions • Thursdays 08:15-08:45 – 9 sessions • Fridays 15:30-16:30 – 9 sessions <p>Dr Lawson be delivering Mental Arithmetic on Friday afternoons and Mrs Dean and Mrs Vorster, SPAG and Comprehension during the morning sessions. Morning sessions are offered to not to clash with after school clubs.</p> <p>For the morning sessions, your child will be expected to arrive at school by 08:10 at the latest.</p>
<p>Parent questionnaire feedback</p>	<p>Thanks for the comments on the parent questionnaire.</p> <p>The following strengths were indicated (strongly agree and agree responses):</p>



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- 93.8% - My child is well looked after at school.
- 93.6% - My child feels safe at school.
- 91.6% - The school keeps parents informed of COVID related information and updates.
- 90.4% - The school liaises and communicates regularly with parents.
- 90.4% - My child is happy at school.
- 87.1% - The school has a set of clear and explicit Christian Values.
- 87.1% - My child is taught well at school.
- 86.6% - The school encourages “Big Questions” discussions as part of philosophy and creative thinking.
- 83.9% - My child has access to a broad and balanced curriculum
- 81.6% - I believe this is a good Church school.
- 80.65 – My child does well at school.
- 80.6% - The school has a clear set of School Rules.
- 80.6% - My child has opportunities to participate in Food Technology lessons.
- 80.6% - My child has opportunities to engage with initiatives.
- 80% - My child has opportunities to participate in specialist PE lessons.

The following are some of the points raised and how we are addressing them:

<p>Newsletters: Too long or a lot of irrelevant information</p>	<p>The newsletters are there to keep the whole school community informed, as it is shared with parents, staff and governors. This is to aid strong communication. Some aspects might be irrelevant to individuals, however it is difficult to personalise newsletters.</p> <p>We will trial a different newsletter approach after half-term and sign post parents more to the school website. E.g. the school menu will not be published in the newsletter weekly.</p>
<p>More communication</p>	<p>The parent survey indicated that 90.4% parents agree or strongly agree that the school liaises and communicate regularly with parents.</p> <p>We are trying to engage and communicate with the community in different ways. It is not possible to give the same amount of commitment to all the different forms of communication.</p> <ul style="list-style-type: none"> • The newsletters are the main form of communication, as indicated as the preferred choice, by the survey completed. • Parents are invited to participate in consultations and surveys. • The office sends specific emails. • Twitter is used to celebrate some activities in school. • Parents can contact the school office for more information. • The school website is updated with relevant information. • Parents can have a quick informal chat with staff at pick-up time. • Teaching staff is available on request to schedule mutual meetings if needed.
<p>More communication on pupil progress</p>	<ul style="list-style-type: none"> • We had a two parent’s consultation evenings last term. • Pupils’ progress and attainment report cards to be sent home 11.02.22.



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	<ul style="list-style-type: none"> • Next parent consultation on 19th April. • Pupils with SEND have termly One Plan meetings. Parents can request a discussion with the class teacher if there are any questions or concerns. • We acknowledge that some parents could not attend the Autumn term's evenings due to COVID. • We will make a telephone call to parents if parent consultations have not been attended, moving forward.
Suggestion regarding PE tops	We have adapted the school uniform policy to allow for a black polo or t-shirts to be worn as an alternative.
Behaviour	The school's Behaviour policy has been updated and parents were consulted on it. This is now available on the school's website.
Ensure pupils drink plenty	A Toileting and drinking Policy is now available on the school's website.
Pupils to have more reading and spellings	Spellings is part of weekly homework. We have also published a list of expected spellings pupils should know for their age on the school website under CURRICULUM. We are working with the English hub to further develop our Phonics and English in school. We have also implemented support for all year groups with the recovery curriculum with a focus on reading comprehension (two sessions per week additionally on top of the taught English lessons).
Sports outside of school	Some activities were reduced due to COVID and also additional Risk Assessments and staffing capacity. We have started with the Cross Country competition this week. We are hopeful that we will be able to participate with more of the sports activities on offer. A few has been agreed an in the process of being arranged. We will need to ask parents to support in transportation to and fro the locations.
Wider variety of clubs	At the moment we have three afternoon clubs. We will be looking into this, with external providers as staff is limited to provide clubs at the moment. We do need to follow the necessary checks for providers who are in regulated activities with pupils, which included DBS checks and insurance policies. Three staff will be providing year 6 booster sessions after half term.
Certain foods pupil cannot tolerate	We cannot force pupils to eat specific foods, but do encourage them to make healthy options. We have participated in the "Eat them to Defeat them" initiative last year. We will be taking part in this again this term. The school menu is published online and in the newsletters for parents to decide whether you want your child to eat the food on offer or not. It is not always possible to provide individual alternatives, unless your child has a confirmed allergy.
Changes in school regarding drop-off in the mornings	Changes to the day-to-day running of the school is necessary and done due to ongoing Risk Assessment. The decision to use the main entrance was due concerns raised about the walkway, congestion and also weather conditions of frost and possible snow, making the walkway unsafe. The walkway is not school property and therefore we do not have capacity to keep maintaining it as our





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		caretaker works part-time. The main entrance was previously used before the black gate was installed.
	COVID and home learning	Remote Learning packs are available on the school's website. Staff also will liaise for additional resources e.g. White Rose Maths video clips.
	More teaching assistants / SEND support	The school is small and additional support staff will impact on the school's budget. Staff is proportionate to the school's budget and needs of pupils within the context of the school. Contexts of schools differ from school to school. The school does not offer a resource provision unit. Schools received funds from the DfE based on pupil numbers on roll. Pupils with EHCP are entitled to additional support through top-up funding. Additional support is put in place in class or as part of interventions through differentiation and adaptation. The SEND team will discuss with parents the support provided as part of One Plans and Provision Mapping and review these termly.
	The school needs a bit of TLC outside	We are looking into this and have liaised with our grounds maintenance company.

Thank you		<p>The last year has been very challenging.</p> <p>A big thank you to all parents and staff who have been going above and beyond to support and ensure that our pupils are safe, cared for and nurtured in reaching their potential.</p> <p>It has been very stressful at times, in what remain very difficult times given the levels of</p> <p>infection still within the community.</p> <p>I am so very proud of you all and you should be too in what remain exceptional times.</p> <p>Have a wonderful half-term break!</p>
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Parent Survey Important term dates 	Start	Finish	Half-term
	4 January 2022	1 April 2022	14-18 February 2022



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10 Top Tips for Respect Online: INSPIRING CHILDREN TO BUILD A BETTER DIGITAL WORLD

Our ability to communicate with anyone in the world, at any time, via the internet has grown at breakneck speed. For teachers and parents, it can feel impossible to keep up. Worrying about our young people is understandable, and not unjustified: in 2020, for example, one in five 10- to 15-year-olds experienced bullying online. Our tips highlight ways that adults can support young people's positive online behaviours: by adopting and following 'netiquette', we can show them how to avoid getting into difficulty as they learn to negotiate the continually evolving digital landscape.

WHAT IS NETIQUETTE?

Just like etiquette is a set of rules which guides and governs our interactions with others in everyday life, netiquette – etiquette on the net – is the framework which helps inform how we communicate with people online. The rules of engagement often aren't the same as a face-to-face meeting, so it's important that we can accurately 'read' situations in the digital world and know how to act appropriately.

1 ACCEPT DIFFERENT RULES

A lot of our interaction with others is helped by non-verbal signals like body language and facial expressions. Online, of course, many of these clues are missing. Talk to your child about why this makes misunderstandings more likely to occur in the digital world and why keeping in mind that online communication is a very different process can help to prevent difficulties from arising.

2 PRESS 'PAUSE'

It's so easy to do things quickly online that most people (adults included) habitually send or respond to messages without considering the consequences. Pushing 'the pause button' buys a young person some time while they ponder the golden rule: "Would I still say this if the other person was right front of me?" You could practise this with your child on some made-up tricky situations.

3 THE INTERNET IS ADDICTIVE

Apps and sites use sophisticated algorithms and clever marketing to keep us engaged, while notifications on our devices are designed to draw us back in. It's no wonder that people continually return to the digital world, sometimes spending long periods of time there. You and your child could trial turning off notifications on certain apps and instead agree a time to check for updates manually.

4 BEWARE THE DARK SIDE

Getting a hurtful or unhelpful comment on social media or in a group chat can make the recipient feel publicly shamed. That's painful for anyone – but especially for a young person whose status in a group is integral to their sense of identity. Encourage your child to think about the best and safest way to send a message: for example, doing it as a private message rather than a public post.

5 HARMFUL INTERACTIONS

Unfortunately, it's very easy to send a hurtful message or to spread gossip and rumours online. We all know this happens regularly. Not having to deal with actually seeing the other person's distress usually doesn't help people to make a positive decision in the moment. It's important that trusted adults help children to visualise the potential consequences and have empathy for others.

6 APPRECIATE DIFFERENCES

We're all built differently; some people are simply more emotionally sensitive than others. Young people can be particularly affected by negative online communication, such as group shaming. Even a single message (which might seem trivial at face value) can cause deep anguish. Trusted adults should be prepared to be patient and listen to any difficulties their child might have had online.

7 ACCENTUATED ANXIETY

Young people's online lives create a lot of anxiety. Messages go into a 'black hole' until someone responds; there are more reasons to compare ourselves negatively, and social media can make us feel like we're missing out. Encourage activities such as sports and hobbies to balance this out, and remember that merely blocking out thoughts (by gaming, for instance) isn't the same as relaxation.

8 PRO-SOCIAL BEHAVIOUR

A huge positive for the internet is how it helps people to feel connected and makes being kind and helpful easy to spread. When young people get involved in pro-social behaviours online, it creates a positive feedback loop which makes them feel good. Show your child examples of when you've done or said something positive online, and praise and encourage them when they do the same.

9 BE A GOOD ROLE MODEL

One of the best things we can do as trusted adults is to role model positive online behaviour. Just letting your child see that you know when it's time to put your phone away and do something more productive can set a strong example. Some families set aside particular times of the week (such as mealtimes or a family walk) where digital devices aren't allowed and conversation takes precedence.

10 SHOW COMPASSION

Mistakes can feel much bigger online, because they're so public. If a young person does or says something regrettable on the internet, it's important to support them to forgive themselves, learn any lessons and move forward positively. Even as adults, we can often stumble when learning how things work in the fast-moving digital world, so it's important to have compassion for ourselves, too.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who, through her research, specialises in promoting safe and ethical online communications. She consults with businesses and organisations to support positive and effective communication online, often by considering some of the more hidden aspects of the mediums.



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10 Top Tips for Respect Online: A DIGITAL WORLD FOR EVERYONE

Even before lockdowns inflamed the situation, one in every five 10- to 15-year-olds was experiencing bullying online: abusive messages, having rumours spread about them or being excluded from group chats, for example. Through smartphones and tablets, we're used to being able to communicate from anywhere, at any time – but digital devices became commonplace so quickly that it caused a problem: as a society, we haven't properly adjusted to how different they've made life. Our tips can help you to build positive relationships online and avoid some of the potential issues.

WHAT IS NETIQUETTE?

Etiquette is a set of rules to help us interact with others: like a code of respect. People follow this code every day (mostly without even thinking about it) and it can help us decide how to act in certain situations. 'Netiquette' (etiquette on the net – we see what they did there!) is the same, except it's designed to help us interact with others online, which is sometimes a whole different ball game.

1 SEE THE OTHER SIDE

Usually when we're online, we can't see the other person's body language or tone of voice to give us clues about what we can say to them, or how to say it. Try to think what the situation might be like for them, how they're feeling and whether we'd say the same thing if they were actually there with us.

2 HIT THE PAUSE BUTTON

Without a person physically there in front of us, it's easy to send something quickly – before we've really thought about whether it's helpful or kind. Just because we can do things quickly doesn't mean we should; it's better to pause for a second and think it through, instead of simply reacting.

3 MIND YOUR LANGUAGE

People have invented loads of different ways to communicate online (emojis, abbreviations like LOL, TBH and so on). Some of these can be triggering to other people (such as USING CAPS SO IT LOOKS LIKE YOU'RE SHOUTING!), so it's important to stay aware of the style of language you're using.

4 BE SURE BEFORE YOU POST

On social networks like Instagram or Facebook, vast numbers of people might see what you've posted. So if that's something negative about a person, it can feel hugely painful for them. If you're ever tempted to post something like that, ask yourself "do I really need to go public with this?"

5 PROTECT YOURSELF

Always think very carefully before sharing any personal information with someone else or in a group. Once something's been put online, the sender loses any control over where it goes and who might see it. If you've got any uncertainty at all, it's a good idea to talk to a trusted adult about this first.

6 KINDNESS IS CATCHING

Negative communication can spread rapidly online, but so can being kind and helpful (this happened quite a lot during lockdowns, for instance). A friendly, positive message can make a big difference to someone as well as helping us feel good about ourselves – so share the love!

7 WAITING CAN BE HARD

When we've sent a message or posted something online, waiting for a reply or for someone to respond can make us anxious. It could be helpful to think whether you really have to message or post right now – or if you could wait until a better time when it will cause you less anxiety.

8 THE NET LOVES ATTENTION

Most apps, games and sites use sophisticated technology that's designed to keep us coming back for more. It's important to keep this in mind when you feel the need to reach for your phone, tablet or console – once we understand this fact, it becomes easier to control how we use our digital devices.

9 REPLY WISELY

Sometimes it's tempting to fire back an instant response to a post or message we don't like. How we respond is important, however – whether we reply privately to the person or on a platform where lots of people will see it, for example, makes a big difference to how whoever is receiving the message will deal with it.

10 FORGIVE AND FORGET

Even though we try to avoid them, mistakes can – and do – happen online. They can sometimes feel like a bigger deal than they actually are. It's important to remember that we're all only human, and sometimes we mess up. Learn to forgive others and – just as importantly – to forgive yourself.

Meet Our Expert

Dr Carole Francis-Smith is an experienced counselling psychologist who, through her research, specialises in promoting safe and ethical online communications. She consults with businesses and organisations to support positive and effective communication online, often by considering some of the more hidden aspects of the mediums.



Source: <https://www.gov.uk/guidance/online-community-behaviour-what-you-should-know> | <https://www.nos.org.uk/what-we-do/> | <https://www.nos.org.uk/what-we-do/what-we-do/>



The Church of England in Essex and East London
Diocese of Chelmsford



Newsletter
Spring Term
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RSE at Home: Primary

Relationship and Sex Education workshop created especially for Essex parents and carers, of Primary school aged children.

Talking to young people about their sexual health can be a challenging experience. In this training, we draw on our 55 years of expertise of talking to young people about their sexual health and provide a comprehensive overview of the information that you need to know.

Our Education and Wellbeing Specialists will explore;

- **How the new legislation will impact on your child**
- **What it means for primary school students**
- **What is taught and why we teach it**
- **How you can continue those conversations at home.**

There will be time reserved for questions and how Brook can provide further support.

Mon, 14th February 2022

18:00 – 19:30

<https://www.eventbrite.co.uk/e/rse-at-home-with-parents-primary-essex-only-tickets-256105487407>

brook.org.uk
Healthy lives for young people



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Menus

WEEK ONE commencing 1.11.21, 22.11.21, 13.12.21, 24.1.22, 21.2.22 & 14.3.22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cheese & Tomato Pizza	Chicken Curry with Naan Bread	Shredded Pork in a Yorkshire Pudding (Optional gravy)	Spaghetti Bolognese	Bubble Coated Fish Fillet
Rainbow Pizza (V)	Sweet Potato & Lentil Curry With Naan Bread (V)	Meat-Free Meatballs in a Yorkshire Pudding (V) (Optional gravy)	Quorn Bolognese (V)	Egg & Vegetable Wedge (V)
Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Tuna		Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Beans
Sweetcorn Carrot & Sultana Salad Cucumber Slices	White & Wholegrain Rice Peas Sweetcorn	Roast Potatoes Cauliflower & Broccoli Florets	Homemade Cheese & Onion Bread Green Salad	Chips Baked Beans Sweetcorn
Healthy Fruit Day	Vanilla Sponge & Strawberry Custard	Coconut & Cranberry Cookie	Healthy Fruit Day	Chocolate Brownie

Bread, Milk and Water is available daily.

WEEK TWO commencing 8.11.21, 29.11.21, 10.01.22, 31.01.22, 28.2.22 & 21.3.22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fish Finger Wrap	Chicken Pie	Roast Chicken with Sage & Onion Stuffing	Beef Pasticcio	Chipolata Pork Sausages
Meat-Free Meatball Wrap	Vegetarian Sausage Twist	Sage & Onion topped Quorn fillet	Cheese & Tomato Pasta Bake	Quorn Dippers
Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Tuna		Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Beans
White & Wholegrain Rice Cucumber Slices Grated Carrot & Shredded Lettuce	Mashed Potato Sweetcorn Shredded Cabbage	Roast Potatoes Carrots Broccoli Florets	Peas Mixed Garden Salad	Mini Potato Waffles Baked Beans Sweetcorn
Lemon Drizzle Cake	Healthy Fruit Day	Flapjack	Healthy Fruit Day	Chocolate Crispy Cake

Bread, Milk and Water is available daily.

WEEK THREE commencing 15.11.21, 6.12.21, 17.01.22, 7.2.22, 7.3.22 & 28.3.22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Macaroni Cheese (V)	Beef Burger in a Bun	Roast Gammon with Yorkshire Pudding	Nacho Chicken	Jumbo Fish Fingers
Macaroni Cheese (V)	Spicy Bean Burger in a Bun	Sage & Onion topped Quorn Fillet (V)	Nacho Quorn (V)	Cheese Quesadillas (V)
Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Tuna		Jacket Potato with Cheese or Tuna	Jacket Potato with Cheese or Beans
Garden Salad Peas	Green Salad Sweetcorn	Roast Potatoes Carrots Shredded Cabbage	White & Wholegrain Rice Broccoli Florets Mixed Salad	Chips Peas Baked Beans
Fruit Crumble & Custard	Healthy Fruit Day	Angel Delight Mousse	Healthy Fruit Day	Chocolate & Cinnamon Shortbread

Bread, Milk and Water is available daily.



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