

# ST MARY'S CATHOLIC PRIMARY SCHOOL



## NEWSLETTER APRIL 2022

Welcome back to the summer term. I hope you had an enjoyable Easter break. It was so lovely to see all of the children coming back happy and well refreshed after the holiday. We are already almost at the end of the school year with only six weeks (including this week) to go to half term and then only seven weeks and two days to the end of the school year! Time certainly seems to be going by very quickly.

### Easter Celebrations

Thank you to the children from Years 3 and 4 for leading the Palm Sunday Mass so well. It was wonderful to see so many children participating this year. You processed into Church and joined in the responses with great enthusiasm - thank you children.

Thank you to the volunteers from Years 6, 5 and 4 for your very moving dramatisation of the Stations of the Cross on Good Friday. You were excellent.



### Enfield Dance Festival



Well done to the children from our school who represented the school in the Dance Festival at the Millfield Theatre this year. You were wonderful. Thank you to the teachers for their hard work in preparing the children.

From Local Authority Dance Festival Organiser:

*Dear Headteacher*

*I would like to echo the applause your school received at the Enfield Schools Dance Festival last week. The standard of performance was very high, behaviour both back stage and in the dressing room was extremely commendable. Please say thank you to the staff that made the entry possible and the students for their commitment. They really were great ambassadors for your school.*

### Spring Performance

The children in Year 4 are to be congratulated for their wonderful performance of

'Splash'. All worked hard and co-operated so well to prepare. The singing, dancing and speaking were of such a high quality. I could see from the faces of all in the audience how much parents and friends of the school enjoyed the performances. Thank you very much children for your hard work. Also a sincere thank you to the teachers, teaching assistants and volunteers who spent many hours of their own time planning and preparing and then guiding the children through. Thank you to the parents who helped with practices, scenery and costumes. £129.15 was earned in voluntary contributions for tickets.



### School Streets

We were delighted to learn the following in recent times following an application we made last year:



### Locations for ten new 'school streets' confirmed (From Enfield Dispatch)

Enfield Council is planning a further ten 'school streets' at primary schools across the borough to improve road safety for children.

School streets are temporary road closures outside school entrances, during pick-up and drop-off times, helping to improve safety and reduce air pollution for children.

Twelve school streets in the borough were recently made permanent following successful trials, in addition to two that were installed in 2020.

The ten new school streets are set to be installed at St James CofE School in Enfield Highway, Delta Primary School in Edmonton, St John & St James CofE School in Edmonton, St Mary's Catholic Primary School in Ponders End, Fleecefield Primary School in Edmonton Green, Brettenham Primary School in Edmonton Green, Wilbury Primary School in Edmonton, Houndsfield Primary School in Edmonton, Bowes Primary School in Bowes Park and

Hazelwood Primary School in Palmers Green.

The temporary road closures - which do not affect cyclists or local residents - also aim to help more Enfield pupils walk, cycle and scoot to school safely. They have cross-party backing.

Deputy council leader Ian Barnes said: "I am delighted that we are able to add a further ten school streets projects to create a total of 24 across the borough. The continuation of school streets will help create a safe environment for even more primary school children travelling to and from school.

"We will continue working closely with schools and will be communicating with parents and nearby residents in the coming months as we progress the schemes. We continue to fight climate change in our borough, while making the roads near school gates safer and less polluted for our children."

[https://www.youtube.com/watch?v=v1\\_NB42i-Gg](https://www.youtube.com/watch?v=v1_NB42i-Gg)

<https://new.enfield.gov.uk/services/improving-enfield/school-streets>



### Reasons to start a School Street

Our children's health and mental wellbeing is of the highest importance. That is why the council is committed to tackling climate emergency and the escalating levels of pollution at peak times on our road network. Childhood obesity in the borough is also one of the highest in London.

There are many benefits of School Streets:

- Improved air quality - reduced traffic volumes leading to reductions in local emissions
- Improved road safety - reduced risk of potential conflict between road traffic and pupils
- Increased physical activity - making the school gate cleaner and safer will encourage more active travel to school

### Walk to School

We are delighted that more and more children are now regularly walking / cycling / scooting etc (rather than coming by car) to school. This is so much better for the long term health of our community.

## Wednesday Word

Starting on Wednesday 17th April 2013 your child began to bring *The Wednesday Word* leaflet home from school. *The Wednesday Word* is a gift to you and your family because of your connection with our Catholic school.

Every Wednesday, a 'word' (inspired by the Sunday Gospel) will be suggested for you and your family to talk about in your home.

This weekly Family Time is structured around the Sunday Gospel because evidence shows that Gospel values really do help family relationships to thrive.

Regularly spending quality time with children is without doubt one of the most important aspects of parenting. *The Wednesday Word* seeks to support you in this important task: to help you and your children maintain a special closeness throughout the school years.

*The Wednesday Word* 'Family Time' leaflet is designed to ensure that all family members feel included. It presents an effective way for even the busiest of parents to enrich relationships with their children through spending a very special 5 or 10 minutes together each week.

We suggest Wednesdays for *Family Time* because it is the day that the Catholic Church dedicates to St Joseph - the Patron Saint of Families. But rather than miss out, any other night would do just as well.

The Wednesday Word is currently available online:

<http://www.wednesdayword.org/index.html>



## Re-establishing the Friday Penance

As you are aware a key resolution of the Catholic Bishops of England and Wales, released after their May 2011 plenary meeting, was "to re-establish the practice of Friday penance in the lives of the faithful as a clear and distinctive mark of their own Catholic identity".

This act of common witness formally came into effect on Friday 16<sup>th</sup> September 2011 (the anniversary of the visit of Pope Benedict XVI to the UK).

As you know we formally began our practice of not serving

meat to the children / staff on a Friday right from the start of September in 2011. Thank you parents for not including meat as part of your child's packed lunch on a Friday. Although our children are young we know that you agree that it is good to establish the practices of our faith right from the start. This good habit formed when young will hopefully be part of your child's way of life as he / she grows up. He / she will see abstaining from meat on a Friday as a distinctive mark of his / her Catholic identity.

Parents thank you for your wonderful support with the re-establishment of the Friday penance.



## Pupil Progress

You should have had a call home from the teacher / meeting in school with the teacher to update you on your child's progress last term.

Any parent who wishes to meet in person with the teacher at any stage during this term is welcome to do so but we respectfully ask that you take a lateral flow device test before coming into the school

as we continue to deal with cases of coronavirus.

Just contact the school office to arrange an appointment with the teacher.

### Quality Mark Award

As many of you are aware the Quality Mark award is one of the awards held by the school. The school community has been awarded and renewed the Quality Mark (last review was in September 2021) on a number of occasions. This (voluntary process) looks at the extent to which literacy and numeracy skills are embedded across the curriculum. The fundamental principles of this process, such as the involvement of the whole school community, self-review and targeted intervention, are central to our school's improvement agenda. This quality mark provides a framework for self-evaluation and continuous improvement of the basic skills of all pupils in the school.

The quality mark focuses on ten key elements:

- A whole school strategy and planning to improve performance in basic skills.
- An analysis of the assessment of pupil performance in basic skills.

- Target setting for the improvement of the school's performance in basic skills.
- Basic skills improvement planning for pupils under-attaining and / or under-achieving.
- Regular review of the progress made by pupils under-attaining and / or under-achieving in basic skills.
- A commitment to improving the skills of staff to teach and extend basic skills.
- The use of a range of teaching approaches and learning styles to improve basic skills.
- The use of appropriate teaching and learning materials to improve basic skills.
- The involvement of parents and carers in developing their child's basic skills.
- An effective procedure for monitoring planning and assessing improvement in performance in basic skills.

We have continued to have a quality mark team in school and continue to review progress regularly.

### Thinking Skills

Remember to ask your child which thinking hats they have

been using in lessons. Also check to see if they are aware of the current Habit of Mind focus. Some of the children are also using the Thinking Maps - ask your child to see if he / she is aware of the maps.

### Birthday Celebrations!

It is lovely that so many children now like to celebrate their birthdays by bringing in sweets for their classmates. Please remember though parents that different parents have different rules about sweets and the kinds of sweets their children are allowed to eat.

If it is your child's birthday, and you do want to mark the day, please just send in one very small bar for each child. It is probably better to send a known brand of chocolate with which all parents are familiar rather than lots of very sugary sweets or party bags.

Lollipops and hard sweets are not permitted for health and safety reasons.

Remember you are not obliged to send in sweets at all.



## Maths at Home

NRICH welcomes millions of users every year to share their free, online mathematical activities for learners aged 3-19. They have a huge bank of award-winning resources, ideal for children and students to work on independently, at school with their teacher or at home with parents.

[Maths at Home](#)

## Online Safety

Are children really using dating apps? Watch this 2 minute video on how dating apps may be impacting and affecting children and young people.

<https://youtu.be/WoWIUbb4VUY>

What does a child's online world look like? The Wireless Report from 2021 shows an illuminating view on young people and their behaviour online. From selfies, to time spent online, consent, unwanted attention and the need for moderation. The report is a great peak into the world of young people online.

[The-Wireless-Report-2021.pdf \(ditchthelabel.org\)](#)

## What is mental health?

We all have mental health. Mental health is about our feelings, our thinking, our emotions and our moods.

Looking after our mental health is important. We all have small feelings every day: These sometimes feel strong and overwhelming, whether happy or sad, but they go away before too long.

Sometimes we experience big feelings: These feel strong and overwhelming for a long time. They stop us doing what we want to in our lives.

Young Minds also has a parent helpline:  
<https://youngminds.org.uk/>

NSPCC: Promoting mental health and wellbeing:

[Promoting mental health and wellbeing | NSPCC Learning](#)

NHS UK: Every Mind Matters: [Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](#)

## Christian Meditation

We appreciate what a challenging time this continues to be for many children and their families.

As you know the World Community for Christian Meditation (WCCM) has worked to develop videos which provide short meditation sessions which children and young people can participate in, whether in school or at home. These sessions are inspired by meditation in the tradition of John Main OSB.

Full details are available here: <https://www.cathchild.org.uk/meditation-with-children-young-people/>

## Absence

During the spring term we have had a number of pupil absences. The absences were mainly due to lots of coughs, colds, bouts of flu and tummy bugs. Some children continued to catch Chicken Pox last term.

It's very important that we really try during this new term to continue to improve pupil attendance. Our target is not to let our attendance fall (our absence was 3.97% at the end of the spring term - this is still higher than we would like it to be but we know that times have been challenging for many).

The classes with the highest attendance from the beginning of the school year until the end of the spring term were:

1. 98.74%-Y4, St. Paul

2. 96.9%-Y3, St. Bernadette	Half term 1-2 (autumn term)	22 or more sessions	14 or more sessions
3. 96.8%-Y5, St. Anthony			
4. 96.77%-Y5, St. Joseph			
5. 96.73%-Y6, St. Catherine	Half term 1-3	30 or more sessions	20 or more sessions
6. 96.51%-Y1, Rosary			
7. 96.35%-Y6, St. Christopher	Half-term 1-4 (autumn term and spring term combined)	38 or more sessions	25 or more sessions
8. 96.34%-Y3, St. Cecilia			
9. 96.01%-Y1, Wisdom			
10. 95.91%-Y4, St. Peter			

**SATs**

It's that time of the year again! **Year 6 will begin their SATs on Monday 13<sup>th</sup> May.** The other junior classes will also complete the Optional SATs for their year group and Year 2 children will complete their assessments during the summer term too. It's very important that all children are in school each day and especially during this time of assessment.

We are required as you know to report on Persistent Absence.

Half term 1-5	46 or more sessions	31 or more sessions
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**Tissues**

We are no longer able to provide tissues for classrooms. Donations of boxes of tissues would be gratefully received. Thank you to parents who have already handed in some boxes. Unfortunately we are running low again.

The DfE's persistent absence threshold is **10%** from Autumn 2015!

Half term 1-6 (full academic year)	56 or more sessions	38 or more sessions
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The DfE's guidance on the 2014/15 school census explains that from the 2015/2016 academic year onwards, a pupil will be considered to be persistently absent if he/she is away for over 10% of school sessions in an academic year.

Please (unless of course your child is ill) ensure your child is in school each day.

If your child is away from school it is important that you always let us know to avoid having the absence recorded as unauthorised. Always try to phone us on the day and it is school policy to request a short written note explaining the absence.

**Own Clothes Day - 1<sup>st</sup> April**  
  
£211.88 was donated. Thank you parents and children.

Pages 72-73 of the DfE's guidance, linked to above, contains a table which sets out the estimated thresholds that will be used to define persistently absent pupils.

	<b>15 per cent</b>	<b>10 per cent</b>
Half-term 1	10 or more sessions	7 or more sessions

**100% Attendance Spring 2022**  
  
130 pupils had 100% attendance. Well done children and parents! This is excellent!

**School Uniform**

Try to ensure your child's name is on each item of uniform. During the summer children take off sweat shirts a lot more. If the sweatshirt is labelled it is much easier to return it to its owner.

It's good for children to be able to wear a hat during the summer when it becomes very warm. **School hats (with neck**

protection flaps) are now available from the School Office for £3.00. Children are encouraged to wear these instead of other non - uniform baseball caps which are not permitted.



Thank you to the great number of parents who ensure their children wear the correct school uniform each day.

### Recycling

Send in any used cartridges for recycling please.

We are recycling shoes too at the moment. Send in any old pairs.

### Be on Time!

Try very hard to ensure your child is on time for school each day (in the classroom before 9am registration) and that he/she is picked up promptly at the end of the day.



Allowing your child to be regularly late in the morning and collecting children well after 3pm (infants) / 3.15pm (juniors) is not good practice. It's good for children to learn

good habits of punctuality from a young age.

Again thank you to the numerous parents who ensure their children are on time every day.

In order to avoid any confusion or worry please always let us know if you have made arrangements for another family member or parent, a friend or new childminder to pick your child up at the end of the day.

### School Meals

We started our 'right choice' menu well over two years ago. As I know you are aware we have worked with our provider of school meals to improve the quality of the cooked meals given to our children at lunchtime.



Our cook works to ensure that the contents of our school meals meet National Nutritional Guidelines.

As you know our kitchen has been completely refurbished.

School meals cost £2.50 per day / £12.50 per week (from September 2016).



Please pay in advance (at least a week in advance) online using

the Parent Pay system or ask the Office staff for a Pay Point card.

Remember that if your child has school meals (and is not entitled to free meals) and you don't pay for them the school has to find the money to pay your debt. Always pay for your child's meals.

Your child may be entitled to free meals. To qualify for free school meals parents or guardians must be in receipt of:

- Income support
- Income based job seekers allowance
- Asylum seekers subsistence payment (support under part VI of the Immigration and Asylum Act 1999)
- Child tax credit (but not working tax credit) only and have an annual income of less than £16,190

### Phone calls

Your child is welcome to phone home (in emergency only). We would welcome a voluntary contribution towards the cost of any phone calls your child makes.



### Future Dates

Monday 18<sup>th</sup> April - BANK HOLIDAY - No School

Tuesday 19<sup>th</sup> April - Return to school for summer term.

Monday 2<sup>nd</sup> May - BANK HOLIDAY - No School

Tuesday 3<sup>rd</sup> May - INSET Day - No School

Wednesday 4<sup>th</sup> May - Rosary begins for the month of May. Children say a decade each day in class. Please allow your child to bring their rosary beads to school. Rosary beads will be blessed at the Mass on the 26<sup>th</sup> May.

Thursday 5<sup>th</sup> May - Year 6 to Parish Mass at 10am.

Monday 9<sup>th</sup> May - SATS for Year 6 begin (for week).

Monday 16<sup>th</sup> May - GB Athlete Visit.

Tuesday 24<sup>th</sup> May - Year 4 to Parish Mass at 10am.

Thursday 26<sup>th</sup> May - School Mass (Yrs. 2,4,5 and 6) in Church at 10am for Feast of the Ascension. Blessing of Rosary Beads.

Friday 27<sup>th</sup> May - Own Clothes' Day.

Monday 30<sup>th</sup> May - HALF -TERM (holiday for one week).

Monday 6<sup>th</sup> June - Years 2-6 classes to Parish Mass at 10am for Feast of Blessed Virgin Mary, Mother of the Church.

Thursday 9<sup>th</sup> June - Year 5 to Parish Mass at 10am for Feast of Our Lord Jesus Christ the Eternal High Priest.

Sunday 12<sup>th</sup> June - Feast of the Most Holy Trinity

Monday 13<sup>th</sup> June - INSET Day - No School

Tuesday 14<sup>th</sup> June - Additional Holiday for Platinum Jubilee - No School.

Wednesday 15<sup>th</sup> June - Year 3 to Parish Mass at 10am. District Sports PM.

Sunday 19<sup>th</sup> June - Feast of The Most Holy Body and Blood of Christ -Fathers' Day.

Monday 20<sup>th</sup> June - Sports Day for Juniors AM

Tuesday 21<sup>st</sup> June - Year 3 to Parish Mass at 10am.

Wednesday 22<sup>nd</sup> June - Class Photographs.

Thursday 23<sup>rd</sup> June - Sports Day for Infants AM

Friday 24<sup>th</sup> June -The Most Sacred Heart of Jesus. School Mass. Years 2,3,5 and 6 to attend.

Tuesday 28<sup>th</sup> June - Year 6 to Parish Mass at 10am.

Wednesday 29<sup>th</sup> June, Ss Peter and Paul, Apostles -School Mass for Years 1-6

Thursday 30<sup>th</sup> June - Sports Day for Juniors (if raining previously). Year 3 to theatre.

Friday 1<sup>st</sup> July - Sports Day for Infants (if raining previously)

Monday 4<sup>th</sup> July - Forensic Science Workshops (Day 1).

Tuesday 5<sup>th</sup> July - Year 4 to Parish Mass at 10am.

Wednesday 6<sup>th</sup> July - Forensic Science Workshops (Day 2)

Thursday 7<sup>th</sup> July - Year 5 to Parish Mass at 10am.

Thursday 14<sup>th</sup> July - Year 6 Leavers' Mass, 10am in the church. Leavers' BBQ and Disco, 5-6.30pm.

Friday 15<sup>th</sup> July - Children visit their new September classes AM.

Monday 18<sup>th</sup> July - End of Year Class Parties. Last day of School Year for Year 6. Last day for Reception -Year 5 pupils in their current classes.

Early Closing (12.45pm Infants, 1pm Juniors). Own Clothes Day.

Tuesday 19<sup>th</sup> July - Year 1- Year 6 pupils (September 2022) begin their time in their new classes. New Reception pupils and parents visit.

Wednesday 20<sup>th</sup> July - New Reception pupils and parents visit.

Thursday 21<sup>st</sup> July - New Reception pupils and parents visit.

Friday 23<sup>rd</sup> July - Last day of School Year. Early Closing (12.45pm Infants, 1pm Juniors). OWN CLOTHES' DAY.

Thanksgiving for the School Year: School Mass (in memory of Daniel Evans and Mary Ireton) at 10am in Church for Years 2-6.

New Reception pupils and parents visit AM.

No afternoon Nursery session today.

\* Please note that dates may change as the year progresses. I apologise in advance for any inconvenience this may cause.

*If your child wishes he / she may bring a bottle of water to school (to drink in class) each day. To minimise spills please, if you can, give your child a Sports' Bottle with the pull up top.*

### Hail Holy Queen

Hail, Holy Queen, Mother of Mercy, Hail our life, our sweetness and our hope, to you do we cry, poor banished children of Eve; to you do we send up our sighs, mourning and weeping in this vale of tears; turn, then most gracious Advocate, your eyes of mercy towards us, and after this, our exile, show unto us the blessed fruit of your womb Jesus. O clement, O loving, O sweet Virgin Mary! Pray for us, O



holy Mother of God, that we may be made worthy of the promises of Christ.

We are endeavouring to learn / say The Angelus each day at 12 noon in the Junior classes. This is a wonderful prayer which reminds us that God the Son became man in order to save us.

You might like to say this prayer with your child at home. It can be said in the morning, at noon or in the evening.

Year 2 will begin to learn to say 'The Angelus' this term.

#### The Angelus

The Angel of the Lord declared to Mary:  
And she conceived by the Holy Spirit.  
Hail Mary...

Behold the handmaid of the Lord:  
Be it done to me according to your word.

Hail Mary...

And the Word was made Flesh:  
And dwelt among us.

Hail Mary...

Pray for us, O Holy Mother of God.  
That we may be made worthy of the promises of Christ.

Let us Pray.

Pour forth, we beseech you, O Lord, your grace into our hearts, that we, to whom the Incarnation of Christ, your Son, was made known by the message of an angel, may be brought by his passion and cross to the glory of his resurrection, through the same Christ our Lord. Amen. May the divine assistance remain always with us and may the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

#### ADMISSIONS FOR ACADEMIC YEAR 2022/2023

We need your help to remind friends, neighbours, relatives to apply for places in our Nursery and Reception classes for their children for September 2022!

It is not too late to apply!



#### Best Wishes

Thank you for your continued support for our school. It is so greatly appreciated by all members of our school community and I know contributes very much to the happy atmosphere that we are

so fortunate to have in our school. I wish you well for this new term in school.

Miss M Creed  
Headteacher

Twelve Reasons From The Teachings Of The Church For Wanting To Spend One Hour With Jesus In The Blessed Sacrament



1. You are greatly needed!  
"The Church and the world have a great need of Eucharistic adoration." (Pope John Paul II, *Dominicae Cenae*)

2. This is a personal invitation to you from Jesus.  
"Jesus waits for us in this sacrament of love." (Pope John Paul II, *Dominicae Canae*)

3. Jesus is counting on you because the Eucharist is the centre of life.  
"Every member of the Church must be vigilant in seeing that the sacrament of love shall be at the centre of the life of the people of God so that through all the manifestations of worship due him shall be given back 'love for love' and truly become the life of our souls." (Pope John Paul II, *Redeemer of Man*)

4. Your hour with Jesus in the Blessed Sacrament will repair for evils of the world and bring about peace on earth.

"Let us be generous with our time in going to meet Jesus and ready to make reparation for the great evils of the world. Let your adoration never cease." (Pope John Paul II, *Dominicai Cenae*)

5. Day and night Jesus dwells in the Blessed Sacrament because you are the most important person in the world to him!

"Christ is reserved in our churches as the spiritual centre of the heart of the community, the universal Church and all humanity, since within the veil of the species, Christ is contained, the invisible heart of the Church, the Redeemer of the world, the centre of all hearts, by him all things are and of whom we exist." (Pope Paul IV, *Mysterium Fidei*)

6. Jesus wants you to do more than to go to Mass on Sunday. "Our communal worship at Mass must go together with our personal worship of Jesus in Eucharistic adoration in order that our love may be complete." (Pope John Paul II, *Redeemer of Man*)

7. You grow spiritually with each moment you spend with Jesus! "Our essential commitment in life is to preserve and advance constantly in Eucharistic life and Eucharistic piety and to grow spiritually in the climate of the Holy Eucharist." (Pope John Paul II, *Redeemer of Man*)

8. The best time you spend on earth is with Jesus, your Best Friend, in the Blessed Sacrament!

"How great is the value of conversation with Christ in the Blessed Sacrament, for there is nothing more consoling on earth, nothing more efficacious for advancing along the road of holiness!" (Pope Paul VI, *Mysterium Fidei*)

9. Just as you can't be exposed to the sun without receiving its rays, neither can you come to Jesus exposed in the Blessed Sacrament without receiving the divine rays of his grace, his love, his peace.

"Christ is truly the Emmanuel, that is, God with us, day and night, he is in our midst. He dwells with us full of grace and truth. He restores morality, nourishes virtue, consoles the afflicted, strengthens the weak." (Pope Paul VI, *Mysterium Fidei*)

10. If Jesus were actually visible in church, everyone would run to welcome him, but he remains hidden in the Sacred Host under the appearance of bread, because he is calling us to faith, that we many come to him in humility. "The Blessed Sacrament is the 'Living Heart' of each of our churches and it is our very sweet duty to honour and adore the Blessed Host, which our eyes see, the Incarnate Word, whom they cannot see." (Pope Paul VI, *Credo of the People of God*)

11. With transforming mercy, Jesus makes our heart one with his.

"He proposes his own example to those who come to him, that all may learn to be like himself, gentle and humble of heart, and to seek not their own interest but those of God." (Pope Paul VI, *Mysterium Fidei*)

12. If the Pope himself would give you a special invitation to visit him in the Vatican, this honour would be nothing in comparison to the honour and dignity that Jesus himself bestows upon you with the invitation of spending one hour with him in the Blessed Sacrament.

"The divine Eucharist bestows upon the Christian people the incomparable dignity." (Pope Paul VI, *Mysterium Fidei*)

#### A Smile!

**What is it? It costs nothing but means much. It enriches those who receive it without impoverishing those who give. It happens in a flash but the memory lasts forever. None are so rich that they can get along without it and none so poor that they are richer for its benefits. It is rest for the weary, daylight to the discouraged, sunshine to the sad, and nature's best antidote in times of trouble.**

**Yet it cannot be bought, borrowed or stolen, for it is something that is of no earthly value to anyone unless it is given away.**

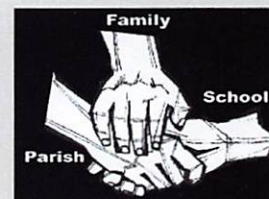
**And if in the rush of life someone should be too tired to give you a smile, may we ask you to leave one of yours, for no one needs a smile so much as those who have none left to give.**



# St. Mary's Catholic Primary School

## EYFS Topic 5: From Easter to Pentecost

### Summer First Half-Term 2022



#### Religious Education

#### Topic Theme: From Easter to Pentecost

Children will explore the season of Easter as the celebration of the Resurrection and coming of the Spirit. The season of Easter begins with Easter Sunday and finishes with Pentecost. The stories of the Season of Easter are our Gold Star stories as they show us that Jesus was not just an ordinary person – he rose from the dead and came alive again! Without the resurrection the Church would not have begun.

#### Learning opportunities include:

- Hearing the stories of the Easter season
- Coming to know that God loves each one always and at all times
- Experiencing that a Church is a special place where God's people gather to pray.
- Experiencing liturgical celebrations in a variety of simple settings.
- Experiencing and recognise prayer is talking and listening to God
- Considering ways in which a Christian family and parish share and celebrate life, and show care for one another.

#### Monitoring opportunities:

Students' development will be monitored through observation and the collection of work samples for their portfolio.

#### Affective and Spiritual Dispositions

*It is hoped that pupils will develop:*

- An awareness of the events of the Easter
- A sense of joy and wonder
- A openness to God's Holy Spirit celebrated at Pentecost

#### Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much higher if you and the school are engaged in talking about the same ideas and beliefs. Help your child by trying one or more of these activities while this unit is being taught:

- Mark the season of Easter with the activities of the Parish.
- Celebrate Easter with your family with symbols of eggs and rabbits. Plant some bulbs or seedlings! Connect these activities to our Easter celebration of the new life of Jesus.

#### An idea for prayer at home

##### Prayer Activity



Pray with your children at bedtime.

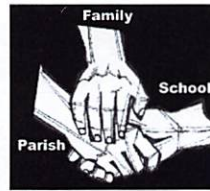
Loving God, after Jesus died the disciples were sad. When he came alive again they were excited and happy. Help us to remember that our lives are precious and to take good care of ourselves. Help us to tell others about Jesus being alive again.

Amen

*St. Mary's Catholic Primary*

*Religious Education Newsletter for  
Summer 2022*

*(first half-term) – Years 1-6*



**Religious Education**

**Key Idea: From Easter to Pentecost**

This resource continues learning about Easter by exploring the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit at Pentecost as the rationale for 'caritas'; love of God that leads to acts of charity. This unit teaches from the Gospel of St. Luke and Acts of the Apostles, also written by Luke.

**Attitudes and Spiritual Dispositions**

**Spiritual Outcomes:** *It is hoped that pupils will develop:*

- A strengthened sense of belief in the resurrection of Jesus.
- A willingness to accept the obligation to care for those less fortunate than ourselves.

- A sense of how the resurrection provides a way of living.

**Activities to try at home**

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

- Easter is a time of reflection, thanksgiving and celebration. Make a point of undertaking some charitable works: give time, money or your support to someone who needs it.

**An idea for prayer at home**

**Prayer Activity**



Pray:

Loving God. In loving you we are called to love others in practical and real ways.

May we have eyes to see the needs of those around us and the hearts and minds to do something about meeting them. Amen.

## Our Prayers

These are some of the prayers we say with the children each day in school. You might like to say these in the morning with your child or before he / she goes to bed.

### Morning Offering

O My God, you love me,  
You are with me night and day.  
I want to love you always in all I do and say.  
I'll try to please you Father.  
Bless me through the day. Amen



### Night Prayer



God our Father, I come to say,  
Thank you for your love today.  
Thank you for my family,  
And all the things you give to me.  
Guard me in the dark of night.

And in the morning send your light. Amen.

### Grace Before Meals

Bless us O Lord  
As we sit together.  
Bless the food we eat today.  
Bless the hands that made the food.  
Bless us O Lord. Amen.

### Grace After Meals

Thank you God  
For the food we have eaten.  
Thank you God  
For all our friends.  
Thank you God  
For everything.  
Thank you God. Amen.



## Our School Prayer

This is our school.  
May we all live here  
Happily together.  
May our school be full of joy.  
May love dwell here among us  
Every day.

Love of one another,  
Love of all people everywhere,  
Love of life itself,  
And love of God.

Let us all remember that  
As many hands build a house,  
So every child  
Can make this school  
A lovely place. Amen



## Dates for 2022-2023 School Year

We are recommended to set the school dates suggested by the Local Authority.

### Academic Year 2022 – 2023

#### Autumn Term

Thursday 1<sup>st</sup> September – Friday 16<sup>th</sup> December 2022

Half – Term Monday 24<sup>th</sup> October – Friday 28<sup>th</sup> October 2022

#### Spring Term

Tuesday 3<sup>rd</sup> January – Friday 31<sup>st</sup> March 2023

Half – Term Monday 13<sup>th</sup> – Friday 17<sup>th</sup> February 2023

#### Summer Term

Monday 17<sup>th</sup> April – Friday 21<sup>st</sup> July 2023

Half – Term Monday 29<sup>th</sup> May – Friday 2<sup>nd</sup> June 2023

May Bank Holiday: Monday 1<sup>st</sup> May 2023

#### INSET Days

Thursday 1<sup>st</sup> September 2022

Friday 2<sup>nd</sup> September 2022

Monday 20<sup>th</sup> February 2023

Tuesday 2<sup>nd</sup> May 2023

Monday 12<sup>th</sup> June 2023



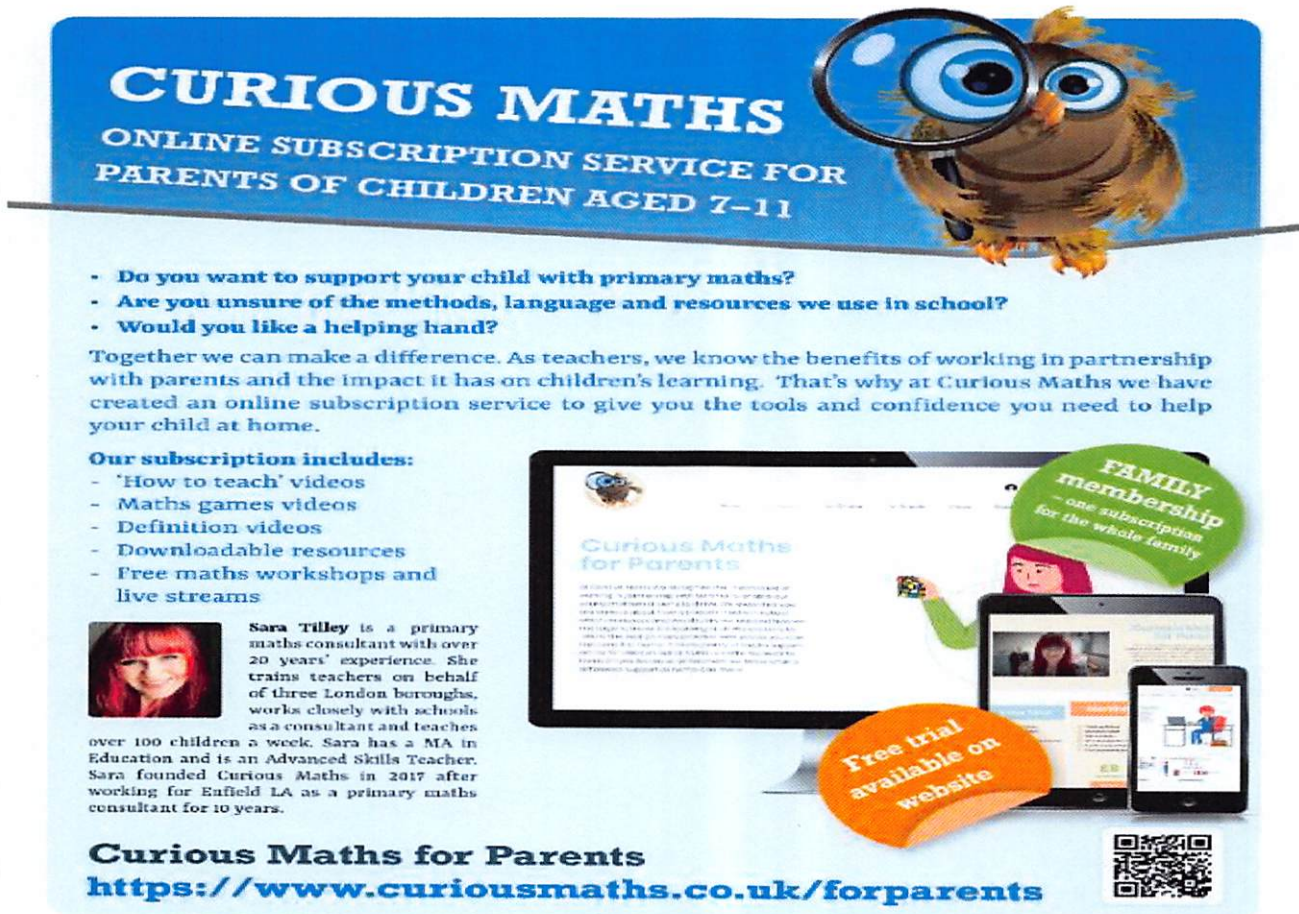
Dear Parents,

We thought you would like to hear about a new subscription service that is aimed at parents to help you support your child at home with Key Stage 2 maths.

Sara Tilley, a primary maths consultant who has worked closely with St Mary's for many years and currently runs our year 6 maths club has created an online library of videos to show you how we teach maths in school and to share the tips and ideas that she gives to our teachers!

It's a family subscription and there is a free trial for a week available on the website. For more information, see the flyer below or head over to the Curious Maths website.

<https://www.curiousmaths.co.uk/forparents>




**CURIOUS MATHS**  
ONLINE SUBSCRIPTION SERVICE FOR  
PARENTS OF CHILDREN AGED 7-11

- Do you want to support your child with primary maths?
- Are you unsure of the methods, language and resources we use in school?
- Would you like a helping hand?

Together we can make a difference. As teachers, we know the benefits of working in partnership with parents and the impact it has on children's learning. That's why at Curious Maths we have created an online subscription service to give you the tools and confidence you need to help your child at home.

**Our subscription includes:**


- 'How to teach' videos
- Maths games videos
- Definition videos
- Downloadable resources
- Free maths workshops and live streams

 **Sara Tilley** is a primary maths consultant with over 20 years' experience. She trains teachers on behalf of three London boroughs, works closely with schools as a consultant and teaches over 100 children a week. Sara has a MA in Education and is an Advanced Skills Teacher. Sara founded Curious Maths in 2017 after working for Enfield LA as a primary maths consultant for 10 years.

**Curious Maths for Parents**  
<https://www.curiousmaths.co.uk/forparents>

**FAMILY membership**  
— one subscription for the whole family

**Free trial available on website**



Sara Tilley, Curious Maths Ltd  
Primary Maths Consultant and Advanced Skills Teacher  
NCETM Professional Development Lead

**Curious Maths for Parents subscription service available NOW!**

<https://www.curiousmaths.co.uk/forparents>

**Follow Curious Maths on social media!**

Facebook: <https://www.facebook.com/saratillemaths/>

Twitter: [https://twitter.com/curious\\_maths](https://twitter.com/curious_maths)

YouTube: <https://www.youtube.com/channel/UCrzAlm-QqiEWhuikqYr6vA>



# Online Safety Newsletter April 2022

## Parental Controls

Does your child have a game console? If yes, have you set up age-appropriate parental controls? The controls vary across the different consoles, but all will allow you to restrict spending and communication for example.

### PlayStation

Set up your account as a family manager and create a separate child account so you can tailor their activities. Find out more here:

<https://www.playstation.com/en-gb/support/account/psn-safety-parents-guide/>

### Xbox

You can download an app to manage your child's gaming experience. Find out more here:

<https://www.xbox.com/en-GB/apps/family-settings-app>

### Nintendo Switch

Nintendo also offer a free app to monitor what and how your children are playing. Find out more here:

<https://www.nintendo.co.uk/Nintendo-Switch-Family/Nintendo-Switch-Parental-Controls/Nintendo-Switch-Parental-Controls-1183145.html>



## Does your child want to be a YouTuber?

*YouTube is intended for users over the age of 13, however the App store rates YouTube as 17+ due to the content that can be found on there.*



Have you heard of Ryan Kaji? He is the face behind the YouTube channel Ryan's World, which in 2021, earned a staggering £19m!! (Source: <https://www.bbc.co.uk/news/entertainment-arts-59987711>). Lots of YouTube channels center around children so is it any wonder that many children aspire to have their own channel? How can we support and keep them safe though?



### Posting videos

You should be over 13 years of age to post videos on YouTube. Talk to your child about posting videos, do they understand what information they should keep private and what to do if they receive negative comments? YouTube have produced these tips: <https://support.google.com/youtube/answer/2802244>

### Select an appropriate setting for their videos

There are three different settings for videos published on YouTube:

- Public: anyone can view the video
- Private: video can only be viewed by users that you select
- Unlisted: only people who have the link to the video can view it.

### Other tips:

• Explore comment settings – comments can be held for review, specific words can be blocked and ensure your child knows how to remove and report comments if necessary:

<https://support.google.com/youtube/answer/9483359>

- Visit your child's channel to see what videos they are posting
- Ensure your child knows how to block and report users if necessary.

### How can I make YouTube safer?

- **Turn on Restricted mode** as this restricts the availability of mature content. You will need to set up a Google account to do this.
- **Explore YouTube together** and see what they like to watch. Make sure your child understands that they can **talk to you** if they see anything that makes them feel uncomfortable online.
- Ensure your child knows how to **report inappropriate content**.

# What's in the news?

Children may come across news that upsets them, worries them, or makes them feel anxious. Newsround have produced this article which you can share and read with your child providing them with tips about what to do if they are feeling sad about the news:

- <https://www.bbc.co.uk/newsround/13865002>

## How can I support my child?

The following two articles provide advice on how to help your child cope with the media coverage of traumatic events, for example the current news around Russia invading Ukraine:

- <https://www.parents.parentzone.org.uk/morearticles/helping-your-child-cope-with-media-coverage-of-traumatic-events>
- <https://www.childline.org.uk/get-involved/articles/worrying-about-russia-ukraine/>

## Real or Fake?

A lot of children see or hear news updates from social media or via friends so it's important that we talk to them about fake news and provide them with the skills to help them distinguish between real or fake news. So how do we get them to critically think about what they are reading? Here are some tips:

- Check the source (who wrote it).
- When was it written? Is it based on an old story?
- Is it on a reputable news site, for example Newsround?
- You can also use 'fact checker' sites such as <https://fullfact.org/> to see if the news item has already been fact checked and linked to a credible source.

## Further information

- <https://www.bbc.co.uk/bitesize/articles/zmvdd6f>
- <https://www.internetmatters.org/resources/tackling-fake-news-misinformation-advice-for-parents/>

# Talking about Online Safety



The NSPCC provide fantastic advice on how to start conversations about Online Safety with your child, where to get further support and how to be a good digital role model.

This site also includes Online safety family resources such as a family quiz, which is a great way to start conversations with your child whilst making it fun!

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety>

## Go online together!



### Breathe, Think, Do with Sesame (4+)

This app will help you teach your child skills such as problem solving, self-control and planning.



### Numbots – app/website

(£7.20 per year for up to 3 children)

Engaging platform for learning to add and subtract. *NumBots recommend children start using between the ages of 5 – 7 years old.*



### YouTube Kids (4+)

YouTube Kids was created to give children a more contained environment. *Remember not all videos have been manually reviewed so if you do find something then flag it for fast review.*



### Duolingo - Language Lessons (4+)

Learn a new language or your child can practice what they're learning in school.

This app is free although a paid subscription is available for further functionality and no ads.

### Online gaming at home

This is a useful video to watch from Andy Robertson (Editor of Ask About Games): <https://www.askaboutgames.com/news/askaboutgames-on-the-road-parent-club-advice>

*As with all apps, check their suitability for your child before they use it. Think about if it is appropriately aged for your child and how the app uses your data for example?*

# Child safety on YouTube: parent factsheet

## What is the problem?

You may have seen news reports about inappropriate children's videos on YouTube.

These are videos that, at first, appear to be for children, as they include cartoon characters such as Peppa Pig, or characters from Disney films such as Frozen. However, later on the videos become violent or disturbing. One, for example, shows Peppa Pig being tortured at the dentist.

The videos can appear in YouTube search results when children look for genuine children's videos.

YouTube says that such videos will be age-restricted *if they are reported by users*, so they cannot be viewed by anyone under 18.

This factsheet explains how you can protect your child when they are using YouTube apps or the website.

## What safety options are there on YouTube Kids?

The YouTube Kids app **automatically filters out inappropriate content**. However, YouTube explains that "no algorithm is perfect" and "your child might find content you don't want him or her to watch".

To help protect your child in YouTube Kids, you can set parental controls and change settings: tap the 'Lock' icon in the bottom corner of any page, enter your custom passcode and click 'Settings'. Here you can:

- Turn the search function off, so your child can only see recommended, curated videos under each category on the home screen: toggle 'Search' to off
- Set a timer to limit how much time your child spends on the app: select 'Timer' and use the slider bar or the plus and minus icons to set a time limit, then tap 'Start Timer'

You can also block videos or channels you don't want your child to watch:

- Tap the 3 dots ('more') at the top of the video, tap 'Block' and select 'Block this video' or 'Block this channel' to block the whole channel associated with the video
- Tap 'Block' again, then enter the numbers you see written on the screen, or your custom passcode

To report content to YouTube that you think is inappropriate, use the 'flagging function': tap the flag icon next to a video or comment and select your reason for flagging.

The app does have advertising, but YouTube says it restricts adverts that aren't child-friendly.

## What safety options are there on YouTube?

### Turn on 'restricted mode'

This hides videos that may contain inappropriate content. YouTube says that "no filter is 100% accurate, but it should help you avoid most inappropriate content". To do this:

- On the website: click on the icon in the top-right corner that represents your YouTube account; in the drop-down menu look for 'Restricted Mode'
- In the app: tap Settings, then 'Restricted Mode Filtering', and turn it on

## Flag inappropriate videos

If you think a video or a comment on a video is inappropriate, you can use the 'flagging feature' to prompt YouTube staff to check it and decide whether to block or restrict it:

- Tap or click the flag icon next to a video or comment and select the reason for flagging

Flagged content is constantly reviewed to check for any violation of YouTube's Community Guidelines.

## How else can I help ensure my child's safety online?

The tips below will help you to set rules for your child about accessing videos on the internet and their online behaviour, and support them to understand the risks and what to do if something happens.

- Try to have your child in the same room as you when they are using the internet, and discourage them from using headphones
- Chat to your child about what online videos might not be suitable for them to watch and share
- Regularly check the history of videos they have watched online for anything inappropriate, or create a playlist for them
- Encourage your child to tell you if they see something they find worrying or nasty
- If your child wants to share a video they have recorded, check they get permission from anyone who features in it before they upload it
- Tell your child not to give out any personal information or anything that can identify them, such as a school uniform or street name
- Regularly check comments made on your child's videos. Talk to your child about how they could receive nasty or negative comments from other people, and what they should do if this happens
- If another YouTube user posts a video of your child or shares personal information without consent, you can ask for this content to be removed by using YouTube's privacy complaint process

## Where else can I go for support?

[Policies, safety and reporting, YouTube:](https://support.google.com/youtube/topic/2676378?hl=en&ref_topic=6151248)

[https://support.google.com/youtube/topic/2676378?hl=en&ref\\_topic=6151248](https://support.google.com/youtube/topic/2676378?hl=en&ref_topic=6151248)

[Privacy complaint process, YouTube:](https://support.google.com/youtube/answer/142443) <https://support.google.com/youtube/answer/142443>

[YouTube Kids parental guide, YouTube:](https://support.google.com/youtubekids/#topic=6130504) <https://support.google.com/youtubekids/#topic=6130504>

The [National Society for the Prevention of Cruelty to Children \(NSPCC\)](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/) has a range of resources for parents on internet safety: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

## Sources for this factsheet

This factsheet was produced by [Safeguarding Training Centre from The Key](http://www.thekeysupport.com/safeguarding), in collaboration with [National Online Safety](https://nationalonlinesafety.com/): [www.thekeysupport.com/safeguarding](http://www.thekeysupport.com/safeguarding) and <https://nationalonlinesafety.com/>

[YouTube to restrict 'disturbing' children's videos, if flagged, BBC News, 10 November 2017](http://www.bbc.co.uk/news/technology-41942306)

<http://www.bbc.co.uk/news/technology-41942306>

[YouTube Kids parental guide, YouTube:](https://support.google.com/youtubekids/#topic=6130504) <https://support.google.com/youtubekids/#topic=6130504>

# Online Safety for Parents and Teachers – elevated risks

## Online Exploitation and abuse

- The internet has made it easier to build relationships online.
- Offenders can find out a lot about individual children before they make contact by looking at things a child has posted.
- Once an offender has contacted a child on a platform, they can very quickly move from these platforms to a private, unmoderated chat

'The internet lasts forever' is a popular saying, but it is not necessarily true – particularly for indecent imagery of children. The internet watch foundation (IWF) can remove criminal content in just two hours. Through engaging with international agencies, they locate the server the image is hosted on, and then take action to remove content.

## Child Exploitation and Online Protection Command – CEOP

CEOP is part of law enforcement. It helps keep people safe from sexual abuse and grooming online. CEOP are unable to respond to reports about bullying, fake accounts or account hacking. When you make a report to CEOP it will be read by a Child Protection Advisor, who will get in touch to discuss what you have reported, and what will happen next.

## Risks on most common platforms:

- **Roblox, Discord, Steam:** multi-platform moderation is hard. Evidence of extremist content and users creating community spaces.
- **Whatsapp:** Significant disinformation/fake news sharing. Encrypted platform lends to anonymity
- **Tik Tok, Twitter, Instagram:** Pornographic content, platforms hard to moderate, Twitter algorithms amplify negative voices.
- **Youtube:** Large platform content moderation nearly impossible. Significant amounts of extremist content. Strong algorithms.



I am a child or young person



You can change who you would like to see information for here

## How can CEOP help me?

### Extremist Content Online

The online space has allowed already diverse groups to merge around different issues, as well as accelerating communication and growth. The internet provides extremist groups to reach new audiences and build communities.

Extremist content exists on all social media and gaming platforms. You can report extremist content [here](#).

- Extremist content is often shared through jokes and memes or using references to pop culture. This means that readers can become desensitised to content or interact with content online without knowing it is from an extremist group.
- Extremist content often uses half-truths, fake news, and emotional manipulation to generate attention and interaction.

### Get support for Online Sexual Exploitation and Grooming:

[CEOP](#) – get help and report

[MASH](#) – make a safeguarding referral

999 – call 999 if you witness a crime being committed.

### Get support for Radicalisation and Extremism:

[ACT](#) – if you are concerned about a friend or family member you can contact Action Counters Terrorism

[MASH](#) – make a safeguarding referral

School – DSL – Prevent. If you are concerned about radicalisation in the school setting please speak to your school's safeguarding team or report to ACT.

999 – call 999 if you witness a crime being committed.

# Helpful Information for Talking to Children and Young People about War and Conflict



**With news stories of conflict and war dominating the news, you may be worried or concerned about how to communicate with your young people about difficult issues in the world.**



questions may even evoke emotion in you that make talking about this issue more difficult.

The last two years have been incredibly difficult for young people's social, emotional and mental health, due to the pandemic and now they are faced with an even more uncertain world with war and conflict. It is important that we don't stop talking to our young people about what is going on in the world whilst supporting them emotionally with feelings this may bring. The following sources are a great start for supporting children of all ages.

Young people often pick up information from news outlets, social media and peers that make them feel worried or anxious. It is natural and healthy for young people to have a wide range of emotions about any conflict. Whilst some may be fearful for their own family's safety; others will be confused about how to make sense of the events. Some will respond with excitement and anticipation, while others will have a mix of emotions. Sometimes young people may ask you questions that you are not sure how to answer, these



**Email: [EPS@enfield.gov.uk](mailto:EPS@enfield.gov.uk)**

**[www.enfield.gov.uk](http://www.enfield.gov.uk)**

# Talking to Children and Young People about the news



## How to Approach the Subject

- ▶ Children and young people are very receptive. They will have picked up bits of information from different sources eg. the news, peers, social media.
- ▶ We need to address our children's concerns. If we avoid this conversation it may increase anxiety.
- ▶ Children who have experienced trauma will be more vulnerable.

## Managing Your Own Feelings First

- ▶ Adults too will be emotionally effected by the news.
- ▶ We do not want to burden our children and young people with adult concerns about the situation.
- ▶ Adults must manage their own emotions first, before having this conversation with a child or young person.

## Be Honest

- ▶ Listen empathetically to the child's comments and use this as a starting point for your discussion.
- ▶ Accept and validate the child's feelings and concerns. 'I can see that you are worried...'
- ▶ Provide basic facts and clear information.
- ▶ Be honest with what is happening, including when you do not know the answer.

## Example of something a child may ask:

*Will there be a world war?*

*This is a big question. I wonder if you are feeling scared? That's normal. I feel scared too. I don't know the answer but I know we are safe now.*

*What would help you to feel safe if you think about this question again?*

From @dr.martha.  
psychologist



# How much information is the child or young person ready for?

## Ages and stages

Children and young people may not fall into their age category. You will also need to consider the child's developmental stage when deciding how much information may be appropriate.

0-8 yrs: Children will struggle making sense of concepts like death and war. Their brains are still developing abstract thinking skills and they may blur fantasy with reality.

8-12yrs: Children have an understanding of war and that war can lead to people dying. At this age children may have covered war topics in history lessons.

Teens: Children will know what war is and have info at their fingertips. They may have been exposed to false information.

From @dr.martha.psychologist

School and parents may not agree on how much information the child is ready for. Be cautious of the parent's concerns.

## Help them to Feel Safe

- ▶ Put the child's concerns into perspective. It may be appropriate to use a map to show the child where they live and where the conflict is happening.
- ▶ Remind the child or young person that you are there to keep them safe.
- ▶ Predictability will provide children and young people with a sense of safety and security. Maintain a normal routine as much as possible

## Moving Forward

- ▶ Thank the child for sharing their feelings with you and affirm that you both are very caring and want people to be safe.
- ▶ Be aware of where the child is getting their news. Limit exposure to unhelpful news sources.
- ▶ Encourage the child to come to you with other concerns in the future.

## Take Positive Action

Plan a way to support those affected by the conflict in Ukraine.

*Non  
uniform  
day*

*Bake sale*

*Fundraising  
projects*

*Collect  
clothes  
donations*

# Thinking Critically About the News

**To spot bad and misleading information, ask yourself these three simple questions:**

*Where's it from?*

*What's missing?*

*How do you feel?*

## **Where's it from?**

Is there a source?

Is it a trusted source?

Does it look right? Watch out for unusual URLs, bad spelling

## **What's missing?**

Get the whole story, not just the headline

Do the images look edited?

Check the sources they give

## **How do you feel?**

Is the article trying to manipulate your feelings? Articles that evoke strong emotions eg. anger get more clicks!

If it looks too good to be true, it might be. Hope can also be used to manipulate us and get more clicks.

*This information is from [fullfact.org/toolkit](https://fullfact.org/toolkit).*

## **Further Concerns**

If you have further concerns about a child, always seek further advice.

- ▶ SENCO
- ▶ Headteacher
- ▶ Parents
- ▶ PREVENT Team

### Helpful resources for adults when talking to young people:

- ▶ **Family Education, Talking with Children about War and Violence in the World**  
<https://www.familyeducation.com/life/wars/talking-children-about-war-violence-world>
- ▶ **The British Psychological Society, Supporting Children to Manage Anxiety Over War, Conflict and Crisis**  
[https://www.bps.org.uk/news-and-policy/supporting-children-manage-anxiety-over-war-conflict-and-crises?fbclid=IwAR1xHGduPW3vdQs\\_j6XdT9-5CiU-laoaQxu77ote7G0TWL8uwO4KwlfKEpw](https://www.bps.org.uk/news-and-policy/supporting-children-manage-anxiety-over-war-conflict-and-crises?fbclid=IwAR1xHGduPW3vdQs_j6XdT9-5CiU-laoaQxu77ote7G0TWL8uwO4KwlfKEpw)
- ▶ **MindShift, War, Crisis, Tragedy: How to Talk to Kids When the News is Scary**  
<https://www.kqed.org/mindshift/59143/war-crisis-tragedy-how-to-talk-with-kids-when-the-news-is-scary>
- ▶ **Mental Health Foundation, Talking to your Children about Scary World News**  
<https://www.mentalhealth.org.uk/publications/talking-to-your-children-scary-world-news>

### Helpful resources and support for young people:

- ▶ **Childline, Worries About the World**  
<https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>
- ▶ **Newsround advice if you're Upset by the News**  
<https://www.bbc.co.uk/newsround/13865002>

STRAND 3 OFFER  
UNIVERSAL TRAINING FOR PARENTS 2022

**MAY** **Recognising Behaviour as Communication**  
**Ages 5-7**

**10**

Time: 10-11:30AM

[Click here to sign up](#)

**MAY** **Recognising Behaviour as Communication**  
**Ages 8-11**

**19**

Time: 10-11:30AM

[Click here to sign up](#)

**June** **Recognising Behaviour as Communication**  
**in Secondary Aged Students**

**07**

Time: 10-11:30AM

[Click here to sign up](#)

**JULY** **What to do if I am Concerned About my Child's**  
**Speech, Language and Communication**

**04**

Time: 10-11.30AM

[Click here to sign up](#)

**JULY** **Independence Skills for Children with SLCN**  
**Ages 5-11**

**07**

Time: 9.30-11.AM

[Click here to sign up](#)



# STOP AND SEARCH KNOW YOUR RIGHTS



MAYOR OF LONDON  
OFFICE FOR POLICING AND CRIME

## IF YOU'VE BEEN STOPPED BY A POLICE OFFICER...

Stay calm, be patient, treat your contact as a conversation, and:

1. **AVOID** being verbally abusive, as this may be viewed as aggressive and is likely to escalate the situation.
2. Ask for the **REASONS** (reasons) why you're being stopped and searched...and what they suspect they may find. The places they search should match what they are looking for.
3. Ask the officer for a search **RECORD**. Make a note of his/her badge number, location and time of the search, in case you wish to make a complaint.
4. **CHECK** that the reason provided by the officer matches what says on the search record.
5. You **DO NOT** have to give your name and address unless the officer points out an offence he / she suspects you have committed. However, not providing your details may lead to you being detained for longer.
6. Your search is recorded on body-worn video, which is retained for 30 days. You can **COMPLAIN** if you feel you have been discriminated against, or an officer has abused his/her authority.



I feel harassed

*I'm trying to keep the public safe.*

2ND TIME THIS WEEK

I'm acting on the intelligence I've been given.

*Why are you so angry? Please calm down.*

i haven't done anything wrong

## WHAT IS STOP AND SEARCH?

Stop and search is when a police officer stops and detains you to carry out a search if they suspect you are carrying:

A weapon



Something which could be used to commit a crime



Stolen property



Illegal drugs

## WHAT GROUNDS DO THE POLICE NEED TO STOP AND SEARCH ME?

Police must have reasonable grounds. These may be:

- **Suspicion** that you may have stolen or prohibited articles with you
- **Intelligence** (information) about a crime

They **CANNOT** stop you simply based on:

- Age
- Race
- Nationality
- Your appearance or what you're wearing
- Religion
- Criminal record

Under section 60 (Criminal Justice and Public Order Act 1994) police officers can search anyone in a certain area, when there is evidence that serious violence has taken place or may take place. If, however, an offence has occurred and you match the description of the suspect for any of the above reasons, you may be searched.

**Remember that police officers have body-worn video, and any stop and search to which you are subject must be recorded.** Video footage is only retained for 30 days unless required for investigative, complaints and other police purposes.

OFFICE FOR POLICING AND CRIME  
MAYOR OF LONDON



OR:  
Web: london.gov.uk/stopandsearch  
Email: stopandsearch@mopac.london.gov.uk

FURTHER INFORMATION

## CAN THE POLICE DETAIN ME OR CAN I WALK AWAY?

A police officer who has reasonable grounds for suspicion can stop and detain you in order to conduct a search. There should be a basis for that suspicion based on facts, information, and/or intelligence which are relevant to the likelihood of finding an article of particular kinds.

The detention may only last for as long as it is reasonably required to permit a search. Reasonable force may be used if you are first given the opportunity to cooperate and then refuse.

## WHAT WILL I BE ASKED FOR?

An officer may ask you: ■ What you are up to ■ Your name ■ Your address ■ Your date of birth

You **DO NOT** have to give these unless the officer has pointed out an offence he/she suspects you have committed.

## AFTER THE SEARCH

During a stop & search, police must give / show you:

- G:** grounds for search
- O:** object/purpose of search
- W:** warrant card (if in plain clothes)
- I:** identity of officer
- S:** station to which they are attached
- E:** entitlement to a copy of search record
- L:** legal power used
- Y:** you are being detained for purpose of search.

## WHEN IS A SEARCH RECORD GIVEN?

When a police officer conducts a search, a written record must be made and you should receive a copy. This should be given at the time unless it is not practicable to do so. You must be told that you are entitled to a record of the search and, if not given to you at the time, at which police station you can obtain it. You can apply for this up to three months after the search that taken place.

## BODY-WORN VIDEO

Police officers have body-worn video, and any stop and search to which you are subject must be recorded. Video footage is only retained for 30 days unless required for investigative, complaints and other police purposes.

## TO WHAT EXTENT CAN I BE SEARCHED?

If you are in a public place, only your outer clothing should be searched: ■ Bags ■ Pockets ■ Jackets ■ Hats ■ Gloves ■ Socks

Officers can place their hands inside the pockets of outer clothing, or feel around the inside of trousers, collars, socks and shoes to look for the object of the search (but nowhere intrusive). You **SHOULD NOT** be required to take off any clothing other than: ■ Jacket ■ Outer garments ■ Gloves

## WHERE CAN I BE SEARCHED?

You must be searched in a public place. This does not permit the police officer to enter a house, but they may search a person outside a house. If you are asked to remove anything you wear for religious reasons, you **MUST** be taken somewhere out of public view. If the police wish to search a house or someone in a house, they have to use different powers and are subject to greater restrictions.

## CAN AN OFFICER FROM THE OPPOSITE SEX SEARCH ME?

**YES.** An officer of any sex may stop and search a person of any sex, providing the search is in public and is restricted to an examination of outer garments. Any search involving the removal of more than outer clothing must be conducted by an officer of the same sex as the person searched, and may not be made in the presence of anyone of the opposite sex.

## HOW SHOULD THE POLICE BEHAVE?

You should receive respect and fair treatment from the police, and officers should behave appropriately at all times. The use of stop and search must be used fairly with respect and without unlawful discrimination. Where a police officer has failed to meet the standards you expect, you can complain about their conduct (for example, if you think they have been rude or abused their authority).

## OTHER TYPES OF STOP

### Stop and account:

A police officer or police community support officer (PCSO) can stop you and ask you to account for yourself. They may ask what you are doing, why you are in an area, where you are going, or what you are carrying. You don't have to answer any questions the police officer asks you, unless the officer suspects you are linked to an offence. The fact that the police may have stopped someone does not mean they are guilty of an offence.

### Vehicle search:

An officer does not need a reason to stop a person driving, or attempting to drive, for a routine check. They can then ask you to provide your name, date of birth, driving license, insurance certificate or MOT certificate. Vehicles can be searched where there is reasonable suspicion that the vehicle is carrying a person who has committed, or is about to commit an offence.

### Cycling:

If you ride carelessly, ignore traffic signs or traffic lights, ride without correct lights or ride on the pavement, you may be stopped and fined. If the officer suspects a separate criminal offence, they may conduct a stop and search.

## MAKING A COMPLAINT

- Go to any police station. Ask to see the on-call duty officer
- Dial 101 to make a complaint over the phone
- Go to the Met Police website <https://secure.met.police.uk/complaints/>
- Contact your local Citizens Advice Bureau, a solicitor, MP, or local stop and search community monitoring group.



## COMMUNITY MONITORING

Local independent members of the community monitor police use of stop and search in every London borough. The role of these groups is to hold police to account and scrutinise the use of stop and search.

They accompany police and observe how they carry out their work, including stop and search. You can see records of the stop and search performance of all 32 London police forces online.