



April 2022

NEWSLETTER

Achieving and flourishing in our Christian Community



Dear Parents & Carers

Welcome back to the summer term at Collaton St Mary! I hope you had a restful Easter break and that your child/children have enjoyed their first week back of the new term.

It was a busy end of the spring the half term. The children completed their design technology outcomes and their enquiry questions for their geography experience. As you are aware, we also had an OFSTED inspection in the last week of the term. Thank you to our parents who completed a survey – some of the survey results are highlighted in this newsletter. The report will be published in the coming weeks.

The children are now immersed in a science learning experience and will start a narrative writing experience in the next few weeks.

We are looking forward to a busy summer term ahead where we are planning the return of a range of events that have been cancelled the last 2 years due to the pandemic: residentials, sports day and the Collaton summer fayre. We look forward to bringing our community together at our school. Check out the 'diary dates' page for more information on when they are happening.

Ben Nelson-Smith

Headteacher



Civic Award

Thank you so much for all the support and effort that you made to make our April Fools Fun Day a great success.

Altogether, we raised the fabulous sum of £191.40 for the charities that we are supporting.

Once again, thank you for your support.

Benjamin, Cooper, Charlotte, Daisy, Ethan, Evie, Finley, Grace, Lexie, Lilly S, Lily-Dee, Lily G, Lucy, Louis, Jesse, Maizey, Maddison, Robi, Roman, Sam, Sian, Sophie.

Collaton Attendance April 2022

Whole School	95.67%
Year R	94.59 %
Year 1	94.44%
Year 2	97.22%
Year 3	93.57%
Year 4	94.18%
Year 5	97.16%
Year 6	98.01%

Well done to **Year 6**, our attendance winners for April!

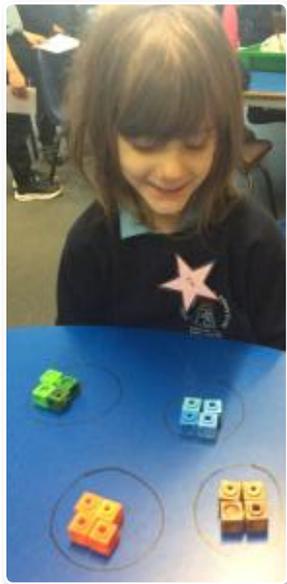
YEAR 1

Easter Bonnets

The children made the most amazing Easter Bonnets (thank you parents!). They looked fabulous and we enjoyed having our bonnet parade.



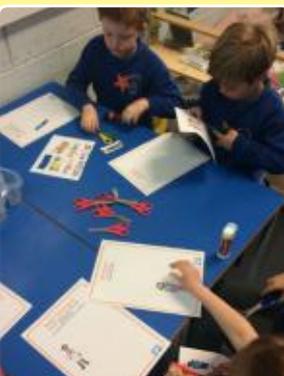
Maths Before half term, in maths we we're looking at volume and capacity. We have been learning to use language to describe what is inside a container e.g. full, half full, empty. We then compared the size of a container based on how many cupful's of liquid it could hold. We used our greater than and less than symbols to compare.



Now we are looking at multiplication and division. We are super at our counting in 2's, 5's and 10's! This week we have been making equal groups and then adding up those equal groups to find the total.

Learning Experience

We are enjoying our science Learning experience of looking at the different seasons. We have created season wheels, completed sorting activities and used thinking tools to show and compare the 4 seasons.



PSHE

For PSHE, we have been looking at 'what is a stranger?' We've discussed who a stranger is and why we shouldn't talk to someone we don't know. Then we had a look at "safe strangers" e.g. firefighter or policewomen. Usually somebody in a uniform and with a badge is someone we can ask for help if we need it!

Swimming

Year 3



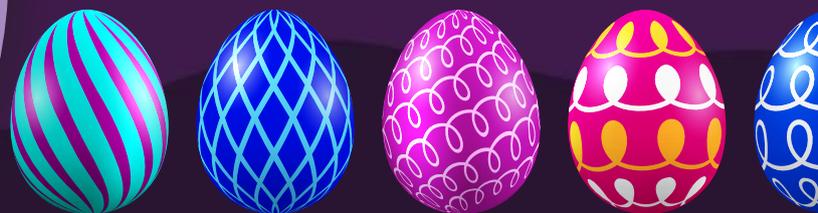
The true meaning of Easter

Easter is considered one of the principal holidays on the Christian calendar. It celebrates the Resurrection of Jesus three days after his death by crucifixion. For many Christian churches, Easter is the joyful end to the Lenten season of fasting and penitence; a 40-day period of fasting that begins on Ash Wednesday.

J E S U S

Why do we celebrate Easter with chocolate eggs?

Easter eggs are said to represent Jesus' emergence from the tomb and resurrection. It has become tradition to celebrate Easter by sharing decorative chocolate eggs.



DT CRATE BUILDING EXPERIENCE

The children in Year 5 worked in groups of 4 to design, make and evaluate their wooden crates. Each group had the design brief to create a crate to be used for seeds, equipment, plant pots or produce in our school allotment. They had to work collaboratively by listening to each others ideas and compromising to make the most effective designs. The children used a range of tools, including saws, drills and sandpaper throughout their Design and Technology experience. As you can see, the results are fantastic and we can't wait to start using them.

Y5



RUGBY

The children have also been improving their rugby skills this half term. They had 2 sessions run by Paignton Rugby club, followed by lots of practice throwing, kicking and catching in their PE lessons.





Collaton Parent Survey

Thank you to all our parents that completed a survey at the end of the spring term. There were a range of questions as part of the survey but here are just a few of the areas we wanted to highlight, which we feel reflects our school.

“My child is happy at this school”

98% AGREE OR STRONGLY AGREE

“My child has been bullied and the school dealt with the bullying quickly and...”

96% EITHER HAVE NO CONCERNS OF BULLYING OR AGREE THAT IT HAS BEEN DEALT WITH QUICKLY BY THE SCHOOL.

“My child feels safe at this school”

97% AGREE OR STRONGLY AGREE

“The school has high expectations for my child”

98% AGREE OR STRONGLY AGREE

“The school lets me know how my child is doing.”

97% AGREE OR STRONGLY AGREE

“When I have raised concerns with the school they have been dealt with”

94% AGREE OR STRONGLY AGREE

“The school makes me aware of what my child will learn during the year”

100% AGREE OR STRONGLY AGREE

“My child does well at this school”

97% AGREE OR STRONGLY AGREE

“There is a good range of subjects available to my child at this school.”

97% AGREE OR STRONGLY AGREE

Easter Celebrations

Bonnets



Cards

Egg Rolling

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make us feel angry, scared, overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



6 CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Collaton St Mary Primary School

Diary Dates

2022

Monday 23rd May – Friday 27th May Inclusive

Year 6 Residential Trip

Monday 30th May – Wednesday 8th June Inclusive

Half Term Break

Monday 20th June

Science in School Day –
parents invited to attend a show

Tuesday 21st June

Sports Day

Tuesday 28th June

Reserve Sports Day

Wednesday 29th June – Thursday 30th June Inclusive

Year 5 Residential Trip

All vector images courtesy of Vecteezy & Freepik. All stock photography images courtesy of Pexels.

Email: admin.collaton@acexcellence.co.uk **Telephone:** 01803 556433