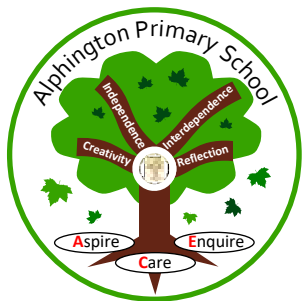




Alphington Primary School

Newsletter

30/04/2021



Message from the Headteacher

Dear Parents / Carers,

It has been lovely start to the summer term with all the children enjoying their new themes and topics. We hope that you found the fact finders, curriculum maps and information videos helpful. If you missed them, you can find them on our website.

Whilst we welcome the more positive local and national news relating to Covid, we feel we must remain cautious. As such, we have reviewed our risk assessment and organisational plans and for the time being, we will be continuing with the children working in their class bubbles. This is to keep us all as safe as possible and reduce the risk of children and staff needing to isolate. The more mixing we have, the greater the number of people affected if we do have a positive case. We will continue to review and update this in line with DFE guidance. Thank you for your help and patience with this.

We are however, looking at ways which we can safely open up our swimming pool so our children do get the opportunity to swim before the end of term. I will send out more information about this shortly.

Cultural Diversity Day:

On Thursday 27th May we are celebrating 'Cultural Diversity Day' at Alphington Primary School. This day is an opportunity to deepen our understanding of the values of cultural diversity across the School and the wider community.

We would like to offer the opportunity for children's families in our Alphington School Community, to share an aspect of their Culture with their peers in school. In the past, we have been able to allow visitors to join us in class to share these wonderful experiences, but due to Covid risk assessments, we are unable to do this at present. Things you could still offer as part of a virtual recording, dress up in a traditional costume, demonstrate and talk about traditions in your country with artefacts, food, language- teach us a few phrases, writing- show us some names, share a story, tell us about a festival.

If you feel you have something you could record and share for your child's class, please can you let your child's class teacher know. Thank you for your help with this.

Mrs. Hale





Alphington Primary School

Relationships and sex education curriculum



Dear Parent/Carer,

Thank you to all who raised questions regarding the content of the new statutory RSE (relationships and sex education) curriculum. All the questions raised related to the breakdown of the different objectives, content and vocabulary that children are taught in each group. Based on this we thought it would be useful to share the overview for the summer term so there aren't any surprises and you are able to use the same terminology at home. As you are aware, we follow a scheme of work to support the teaching and learning of RSE and to ensure it is in line with the National Curriculum. Our policy for this is available on our website but if you would like any more information then please feel free to contact either your class teacher or Miss Brackley (RSE lead) or myself.

Website <https://www.alphington.devon.sch.uk/pshe/>

Jigsaw overview of RSE content for each year group

Pre-school (3-4 years)

Relationships

- I can tell you about my family
- I understand how to make friends if I feel lonely
- I can tell you some of the things I like about my friends
- I know what to say and do if somebody is mean to me
- I can use Calm Me time to manage my feelings
- I can work together and enjoy being with my friends

Changing Me

- I can name parts of my body and show respect for myself (eyes, ears, mouth, nose, legs, arms, chest, forehead, stomach, knee, tongue, finger, toe)
- I can tell you some things I can do and some food I can eat to be healthy
- I understand that we all start as babies and grow into children and then adults



- I know that I grow and change
- I can talk about how I feel moving to school from Pre-school
- I can remember some fun things about Pre-school this year



EYFS

Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

Changing Me

- I can name parts of the body (eyes, ears, mouth, nose, legs, arms, chest, forehead, stomach, knee, tongue, finger, toe)
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults

Year 1

Relationships

- I can identify the members of my family and understand that there are lots of different types of families
- I can identify what being a good friend means to me
- I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- I know who can help me in my school community
- I can recognise my qualities as person and a friend
- I can tell you why I appreciate someone who is special to me

Changing Me

- I am starting to understand the life cycles of animals and humans
- I can tell you some things about me that have changed and some things about me that have stayed the same
- I can tell you how my body has changed since I was a baby
- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus
- I understand that every time I learn something new I change a little bit
- I can tell you about changes that have happened in my life

Changing me key vocabulary:

Changes	Adulthood	Vagina
Life cycle	Male	Penis
Baby	Female	Testicles

Year 2

Relationships

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- I can identify some of the things that cause conflict with my friends
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- I recognise and appreciate people who can help me in my family, my school and my community
- I can express my appreciation for the people in my special relationships

Changing Me

- I can recognise cycles of life in nature
- I can tell you about the natural process of growing from young to old and understand that this is not in my control
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
- I understand there are different types of touch and can tell you which ones I like and don't like
- I can identify what I am looking forward to when I move to my next class

Changing me key vocabulary:

Change	Grow	Life cycle	Control	
Baby	Adult	Fully grown	Teenager	
Growing up	Old	Young	Respect	Appearance
Physical	Male	Female	Vagina	Penis
Testicles	Vulva	Anus	Public	Private

The difference between Vagina and vulva will be explained in the following way: The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside.

Year 3

Relationships

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can identify and put into practice some of the skills of friendship eg: taking turns, being a good listener
- I know and can use some strategies for keeping myself safe online

- I can explain how some of the actions and work of people around the world help and influence my life
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- I know how to express my appreciation to my friends and family

Changing Me

- I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
- I understand how babies grow and develop in the mother's uterus.
- I understand what a baby needs to live and grow
- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
- I can identify how boys' and girls' bodies change on the outside during this growing up process
- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- I can start to recognise stereotypical ideas I might have about parenting and family roles
- Identify what I am looking forward to when I move to my next class

Changing me key vocabulary:

Changes	Birth	Animals	Babies	Mother
Growing up	Uterus	Womb	Nutrients	Survive
Love	Affection	Care	Change	Puberty
Control	Puberty	Male	Female	Testicles
Sperm	Penis	Ovaries	Egg	Ovum/ Ova
Womb/ Uterus		Vagina		



Relationships

- I can recognise situations which can cause jealousy in relationships
- I can identify someone I love and can express why they are special to me
- I can tell you about someone I know that I no longer see
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
- I know how to show love and appreciation to the people and animals who are special to me

Changing Me

- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- I know how the circle of change works and can apply it to changes I want to make in my life
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept
- I can identify what I am looking forward to when I move to a new class

Changing me key vocabulary:

Personal	Unique	Characteristics	Parents
Sperm	Egg/ Ovum	Penis	Testicles
Vagina/ Vulva	Womb/ Uterus	Ovaries	Fertilise
Conception	Puberty	Menstruation	Periods



Relationships

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I understand that belonging to an online community can have positive and negative consequences
- I understand there are rights and responsibilities in an online community or social network
- I know there are rights and responsibilities when playing a game online
- I can recognise when I am spending too much time using devices (screen time)
- I can explain how to stay safe when using technology to communicate with my friends

Changing Me

- I am aware of my own self-image and how my body image fits into that
- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
- I can describe how boys' and girls' bodies change during puberty
- I understand that sexual intercourse can lead to conception and that is how babies are usually made
- I also understand that sometimes people need IVF to help them have a baby
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I can identify what I am looking forward to when I move to my next class.

Changing me key vocabulary:

Puberty	Menstruation	Periods	Sanitary towels	Sanitary pads
Tampons	Ovary/ Ovaries	Vagina	Oestrogen	Vulva
Womb/Uterus		Sperm	Semen	Testicles/Testes
Erection	Ejaculation	Wet dream		Larynx
Facial hair	Growth spurt	Hormones	Relationships	Conception
Making love		Sexual intercourse		Fallopian tube
Fertilisation	Pregnancy	Embryo	Umbilical cord	Contraception
Fertility treatment (IVF)				



Relationships

- I know that it is important to take care of my mental health
- I know how to take care of my mental health
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful for me
- I can use technology positively and safely to communicate with my friends and family

Changing Me

- I am aware of my own self-image and how my body image fits into that
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- I am aware of the importance of a positive self-esteem and what I can do to develop it
- I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class

Changing me key vocabulary:

Pregnancy	Embryo	Foetus	Placenta	Umbilical cord	Labour
Contractions	Cervix	Midwife	Puberty	Pubic Hair	Voice Breaks
Menstruation	Semen	Growing Taller		Hips Widen	Facial Hair
Erection	Tampon	Breasts		Hormones	Wet Dream
Ovulation	Masturbation	Sanitary Towel	Clitoris		Testicles
Sperm	Underarm Hair	Penis	Feeling Moody		Vagina
Womb	Fallopian Tube	Vulva	Attraction		Relationship
Pressure	Love				

Teacher notes about teaching puberty at this age:

Body development puberty, and comparison with others. The important thing to stress here is that there is no 'standard'. Everyone is different. Also, people develop at different rates and in different ways during puberty, some are faster than others. Stress (picking up from the previous lesson) that negative self-talk and comparison is unhelpful. If anyone is worried about how they are developing they should speak to trusted adult or to the doctor to seek reassurance. Masturbation is perfectly natural especially when going through puberty. We shouldn't associate masturbation with anything in particular, it's just a natural part of puberty. Circumcision can be explained as follows, "Some families choose to have a boy's foreskin (the flap of skin at the end of the penis) removed for medical or other reasons. This is called being circumcised. Some boys are circumcised, and some are not."

Science curriculum objectives that link with PSHE/SRE**Year 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- they might research different food groups and how they keep us healthy and design meals based on what they find out.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.
- identify the different types of teeth in humans and their simple functions.

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Medical Tracker:

We will soon be using a new system called Medical Tracker, to record any accidents and injuries which happen within school. This system will enable our staff to alert parents to head bumps and any minor injuries, by way of a text message and share information via email. We will let you have more information about this nearer the time.

The Big Ask survey:

The new Children's Commissioner for England, Dame Rachel de Souza, has launched **The Big Ask** <https://www.childrenscommissioner.gov.uk/thebigask/> the largest ever consultation with children aged 4 to 17 in England. It aims to find out children's concerns and aspirations about the future, so that we can put children at the heart of our country's recovery from the coronavirus (COVID-19) outbreak.

Parents, care givers and those working with children are also invited to complete the adult survey to share their views about the future for children and young people today, and what they think is holding young people back. If this is something you would like to help with then please follow the link above.

Packed lunches:

Please can we remind you that we are a nut free school as we have some children who suffer with a severe nut allergy. Please can you ensure that children do not bring any products containing nuts into school. Thank you for your help with this.

Testing:

Just a reminder that lateral flow testing is available for all now, so please use the link below for more information.

<https://www.devon.gov.uk/coronavirus-advice-in-devon/rapid-testing-devon/>

PTFA news:

A big thank you!

Thank you so much to all of you who supported our fundraising events in March and on the Easter weekend. We raised an incredible £148.80 from the Easter Colour Day event and the Easter egg art competition raised £38.50. Thank you to the parents of the year group winners who gave the PTFA consent to display the winning entries on the PTFA Facebook page and thank you to Sharon Tarr for judging them. We could see that the pupils had really put a lot of effort into their creations – they really were stunning and imaginative! Thank you to those families who bought the homemade nut free goody bags which raised £11.84 for the PTFA. We hope the whole family enjoyed them. The PTFA are very grateful to Alphington Spar who very kindly donated the flour for the homemade goody bag cakes and the 180g block of Bournville dark chocolate they donated made the brownies really chocolatey!

Spring online quiz

Why not team up with some other family members at home and join the PTFA spring online quiz on Friday 14th May at 7.45pm. Excellent prizes to be won for those with a sweet tooth! Picture rounds, music rounds, guess who rounds and food and drink rounds are just some of the rounds included. Let's have some fun while raising funds for our kids! It's only £2.00 per adult and payment is via the PTFA bank account. Email the PTFA at PTFA@alphington.devon.sch.uk with your team's name and the PTFA will send you the PTFA bank details. Access to the quiz is via a Skype link and as the link is valid for 24 hours it will be sent to you on the day of the quiz.

The Big PTA Summer Raffle

Let's get into the summer spirit this summer with an online raffle to help fundraise for the school! Tickets are only £3 and enter you into the 12 draws held in July. There is an exciting cash prize of £5000 per draw! Tickets will be available online from 24th May through the Big PTA Summer Raffle site in our Alphington Primary School PTFA portal area. We will put the links to the portal area on our PTFA Facebook page nearer the time and put them in a school newsletter nearer the time. Winners are notified after each draw finishes.

Phase news

Early Years news:

Reminders:

As the weather has been getting brighter recently, please send your child into school with sun cream already applied, a sun hat and a named water bottle.

Tapestry- we have lots of exciting things to share with you on Tapestry, from photos of the classroom to videos of class texts so please check your account regularly. We really value the amazing learning that your children achieve through play at home and would really appreciate you sharing these milestones with us on Tapestry, as these are a great opportunity to work together to support our child in their learning.

Ladybirds



The ladybirds have had another fantastic week under the sea, exploring the story of the 'Fidgety Fish'. We have had great fun in the under the sea role play, sailing the seven seas as pirates and mermaids, using lots of fantastic vocabulary. In our art station the children have explored texture and materials to create collages of sea creatures. Our artists have also begun to explore our new outside area 'painters paradise' where they have worked with colours to create some fantastic art work. We have been developing our super Maths skills by counting treasure, ordering number shells and playing ten green bottles, as well as number fishing to practise number recognition and explore addition.

Foxes and Hedgehogs

The Foxes and Hedgehogs have had great fun exploring Europe and have taken a trip to Asia this week as part of our 'Wandering around the world' learning. The children have been risk taking Rosie's and tried some new and exciting foods from around the world inspired by our key text, 'Chapatti Moon'. We have learnt some new techniques in art and design by creating origami animals and Rangoli patterns using a range of media. Our key text has allowed us to explore lots of rich vocabulary from luminous to sizzled and simmered, which the children have enjoyed using in their play. Each week we will be sharing a 'wonderful word of the week' which we will also share with you on Tapestry, please try to use our special word in conversation with your child to help to build their vocabulary. This week we will be returning to our home learning so please keep an eye on Tapestry to see the exciting new home learning challenges available for you to join in with, this half term. We would like to say a huge thank you to all family members who have sent us videos about different countries around the world, the children have loved watching these and have learnt lots too!



Year 1 have had a fabulous start to the Summer Term. Their new topic is called Dinosaur Detectives and they started off this exciting theme by having a dinosaur egg arrive at school! It was from Dino Detective Dinky. She asked the Year 1 children to find out about animals of today so that the children can compare these to dinosaur times. The children thought this was wonderful and were very excited about it all. Squirrels and Bumblebees have also been looking at Habitats as part of their Science topic and they are designing their own dinosaurs which can be camouflaged in the forest. The Year 1 children are also enjoying their wonderful new shared area that has been transformed from a corridor/working space to an amazingly bright, airy, and organised workstation, which will support the children with their learning by providing different zones to work in. The Year 1 teachers would like to thank Parents for the generous donation of a sand pit and the contributions towards a weather station that will be built later this term. It is very much appreciated.



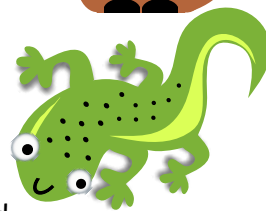
Year 2 were thrilled to hear the name of their new topic: Carnival of Animals. If there is one thing Dragonflies and Grasshoppers love, it is animals! They started this theme off by having a 'Now Press Play' experience of listening to animals and finding out all the different types of animals there are. They then have spent lots of time painting large pictures of animals that are now displayed around the classroom for all to enjoy. They also looked at different animal prints and created their own version of an animal print using pastels. It has been so much fun. In English, the Year 2 children have started off with a poetry week about a naughty snake that ate Class Two at the Zoo! They are now focusing on the classic story of The Gruffalo and will create their own creature that walks in the forest.

KS2 News:

Year 3 had a super hook day which tied in with Earth Day, where they explored the school grounds, identified the different trees on the site and learnt about the importance of protecting our environment. They have also enjoyed another session using our headphones with Now Press Play and the children showed excellent imagination! In maths, the children have been exploring measures and learning how to use different sets of scales. During outdoor learning, the children have planted a variety of seeds including cress and beans- we cannot wait for them to germinate!



Year 4 have started their new theme, Ancient Greece and have already learnt so much! Did you know that the Ancient Greeks gave us catapults, democracy, the Olympics and even the first design for the yo-yo? We loved listening to Now Press Play, and it felt like we had been transported back to ancient times. In maths, they have learnt about area and perimeter and shown great accuracy with their drawings in maths. The children are looking forward to writing their sequels to the story of Oktapodi next week where they will invent a storyline for what happens after an octopus was stolen by a seagull!



Year 5 have had a great start back, learning so much about their new theme which is World War 2. Their hook day was amazing as the children baked carrot cake, learnt what it would be like to be evacuated, saw what rationing was like and built some super model spitfires. The children also made shelters to protect themselves from the elements and attempted to make slings in the event of people being injured! In science, the children have been learning about the gestation periods of different animals and have plotted some incredibly accurate graphs! Also, in outdoor learning the Year 5 children have had some

great sessions collaborating, making animal tracks, and also, creating pictures of animals- the pigeon looked just like a real-life pigeon using feathers that were found in the forest area. Super start to the summer term Year 5!

In **Year 6**, the children have been Vikings! During their hook day, they travelled from Scandinavia to Britain and made longboats. They had to translate runes to work out where they were going to settle, and they all had a super day. In maths, Year 6 have been learning about statistics. They have been learning how to read a range of data from different types of graphs including pie charts and are learning how to draw different graphs accurately with different scales. In English, the children have started their new book- a fantasy story- called The Nowhere Emporium. We cannot wait to hear more of the story. Finally, in PE, Year 6 have learnt a new game called Dartmoor 3 ball. Ask us how to play... it involves a lot of collaboration and running!

The Governing Body

With the ongoing pandemic and restrictions placed on all, the governing body continues to support the school, its staff and headteacher. We are making sure the school is fulfilling its duty of care as an employer, by creating a supportive work environment and wholeheartedly appreciate the staff commitment to doing what is needed during this challenging period.

Policies and risk assessments are being reviewed regularly, to ensure not only do they meet the current guidelines, but with staff wellbeing in mind. The governing body has been supporting the school in the interviews for the vacancies that have occurred and are pleased to have noted the high standard of applicants the school is attracting. Work is also underway to agree the budget for next year.

