

22nd September 2023

School Newsletter

A message from the Headteacher

A warm welcome to our second group of Reception children and our first group of nursery children. They have had a fantastic week! We look forward to welcoming more children next week.

A reminder that individual children's photographs will be taken on Tuesday 26th September.

Words of Encouragement

The words of encouragement for this week are found in Philippians 4:13

I can do all things through Christ who strengthens me.

Sometimes we face challenges and it can be hard to see a way forward. Trust in God to give you strength to overcome the difficult times.

Look what the children have been doing!

Nursery

It has been lovely welcoming new children and their families to the nursery as well as seeing some of our old children back again after the summer holiday. They have been busy leading their own play by choosing activities and resources for themselves. They have painted lovely pictures, played with the sand and enjoyed building in the construction area. They particularly loved making milkshakes, teas for the staff and washing up the dishes in the home-corner. Many of the children have been communicating with other children already which is the beginning of them making new friendships. The children also stayed for lunch and have done really well in the dining hall which is brilliant. The children have all made an excellent start in nursery!



Reception

Welcome to our second group of reception children who joined us this week. Our first group of children made them feel very welcome and helped to support them all settling into their new environment. This week's 'wow' moments have included observing children's amazing counting and number skills, using real objects in the environment to count and make number patterns.

We have started to look at our RE topic 'Who made the wonderful world?' Children enjoyed discussing how Christians believe the world began with one very insightful comment; "If God made the world, who made God?"

Children have continued to show us their creative skills, using construction equipment and play dough to create fantastic models. We have made sure that children have lots of access to play dough as this is essential for helping them to develop their fine motor skills. There are lots of easy recipes to try at home.

<https://www.kidspot.com.au/kitchen/recipes/no-cook-play-dough-recipe/86ok7dsn>

Year 1

In Maths, the children in Year 1 have been finding the number that is 1 more and 1 less than a given number.

In English, children are writing simple sentences following the colours of the 'Colourful Semantics' to identify 'Who?' 'What doing?' and 'What?' in a picture with focus on using a capital letter to start a sentence and adding full stop at the end.

In RE, we have been looking at how the world has changed from how it was created by God. The children have gained good understanding of what should be done to make the world a better place to live in.

In Computing, they learned the different names of the external parts of a computer and their functions.

In Science, they identified the main organs of the human body and their purpose.

In D&T which is part of our Cross-curricular topic, children prepared ingredients for making ratatouille. Well done children!



Please endeavour/continue to read with your child every night and support them with their homework. The log-in for the Purple Marsh and Numbots will be sent home soon..

Year 2

The children had the chance to really think about their hopes, dreams and aspirations, however, it is often the case that we get so caught up on the idea of becoming/achieving something that we don't always think about the process and the steps needed to get there. Please take some time with your children to talk about what they want for the future. What can they do from now to build up the skills and resilience necessary to achieve greater for themselves. In addition to this, the children had the opportunity to look at the art of Vassily Kandinsky and had a go at expressing themselves creatively, exploring the use of language and colour in order to create interesting poetry and art pieces.



Year 3

In our Art lessons, we have been practising how to draw a vanishing point. The children also painted a beautiful landscape, using watercolour. They chose different colours for their foreground and background, then used a thinner brush to add details to their landscape. On Thursday, we visited Capel Manor Gardens, where Year 3 had a great time travelling through the maze and exploring all of the different plants!



Year 4

Following Year 4's trip to London Zoo, they learnt about the layers of the Tropical Rainforest and some of the creatures that live there. As this week has an art focus they learnt to sketch in various ways to depict the various layers of the Rainforest.

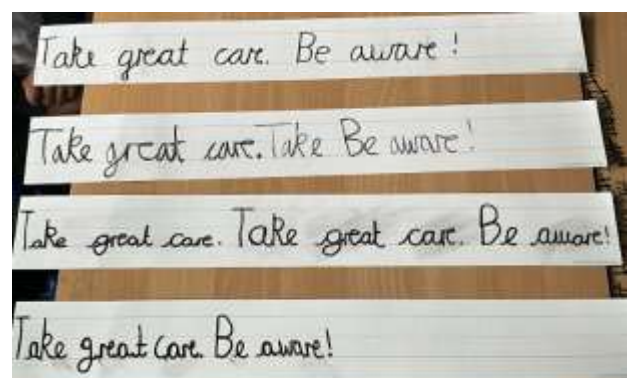
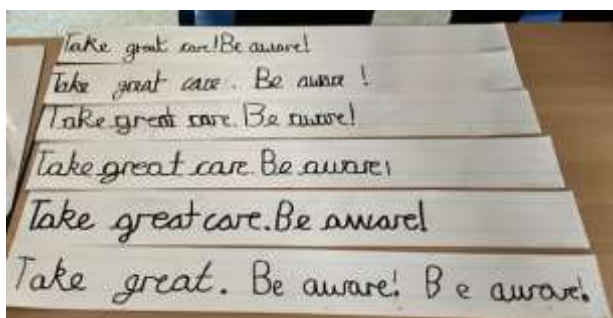


In Science, Year 4 were learning about the habitats that our local school environment supports and recording them for analysis.

Type of habitat:	Type of habitat:
Food available:	Food available:
Camouflage:	Camouflage:
Water available:	Water available:
Recommended animal:	Recommended animal:

Year 5

In year 5, we have been learning about the features of a diary entry in Topic, properties of materials in Science and the Church liturgy in RE. In handwriting, we focused on joining from and to the letter 'r' and most of the students nailed the task. Here are some examples to showcase our beautiful handwriting.



Year 6

Children in Year 6 have been learning all about the geographical features of North and South America. They spent time looking at biomes in each area and researched:

- Tourism
- Trade
- Industry (imports and exports)
- Landmarks
- Animals

They then presented their findings to the rest of the class.

In our RE lessons this week we looked at the creed and discussed its importance to Christians. We discussed how it has helped the Christian message to stay the same and the role it plays in spreading the Christian message.

Our maths lessons this week have revolved around reading and writing numbers up to 10,000,000. Why not test your children with the following question:

Here is a number: **3,254,907**

- What is the number?
- What is 400,000 greater than the number?
- What is 20,000 less than the number?

Attendance award

The winners of the attendance award for last week are:

Reception Yellow
2 Red
4 Blue
6 Blue
Very well done!!

PSHE: Healthy Eating

FACTS:

Data from the National Dental Epidemiology Programme for 2021 to 2022 show 278 of the 4,829 five-year-olds in Enfield (5.8%) had their teeth examined in the 2021-22 school year.

Of those analysed, 39% had enamel decay or more serious decay to the layer of dentin under the enamel. The figures show 28.8% of the five-year-olds examined in Enfield had more serious dental decay.

Solution:



We would like to invite parental comments and advice on how we can improve our children's eating habits and teeth care. We would like to share some of your ideas and good advice.

Please email the school office which will be forwarded to me for later publication in the newsletter.

Mr Senkatuka: PSHE Leader

Cashless payments

Please remember that we are a cashless school, and ALL payments MUST be made via Parentpay. Whilst we will take cash payments in exceptional circumstances, we must be given the correct amount and are unable to give change. If you are having issues with your parentpay account, parents can get Parentpay login details for their child and assistance from the office.

Online safety

Samsung Kids Parental Controls

Samsung Kids is a parental feature which you can set up on your child's device which can be used to apply restrictions such as app access, downloading, screen time, privacy and more. It's really easy to set up and use and will help you to manage your child's online activity.

<https://www.internetmatters.org/parental-controls/smartphones-and-other-devices/samsung-kids-parental-controls/>

Supporting Young Girls' Wellbeing.

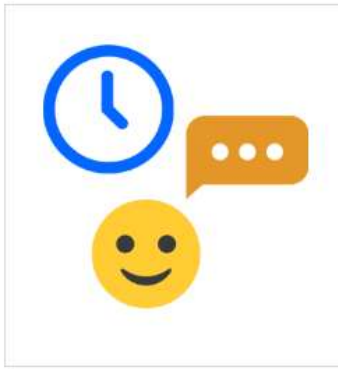
From managing screen time, the fear of missing out and body image. All these and more can affect the wellbeing of children. Internet Matters have put together a series of articles for parents aimed at 9-10 year old girls (useful for all older and younger children, boys and girls).

<https://www.internetmatters.org/advice/6-10/supporting-9-10-year-old-girls-digital-wellbeing/>

Managing screen time to support young girls' wellbeing

There are two areas of screen time impacting 9-10-year-old girls: the length of time they spend online and how they spend that time.



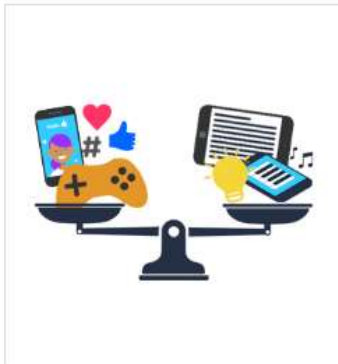


Talk about screen time limits

^ Listen and engage to support

Supporting girls' wellbeing isn't as simple as setting limits through parental controls, though it helps. Instead, talk to them about how they feel about the time spent online.

Together, create limits through parental controls, wellbeing apps and family agreements. As you do, make sure you keep having conversations to check-in on their digital lives and wellbeing. If they need support, they are more likely to reach out if they know you are there to listen.



Support balanced use

Research shows that how a child uses their devices is often more important than how much time they spend on them. For example, passive scrolling on social media is likely less fulfilling than creating digital art or learning a skill.

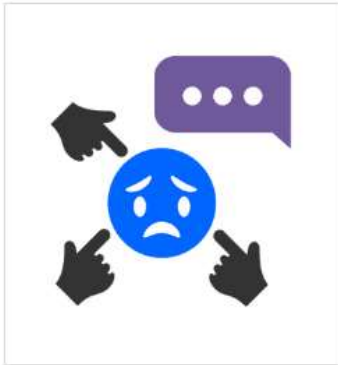
As a part of setting screen time limits, work with them to set a schedule for how much time they spend in different areas. Passive scrolling may still have a place, but that is unlikely to need as much time as time spent on homework, playing a video game or practising a skill.

Things to remember

Changing how they interact with their devices will take time. So, remember to keep talking and checking in while remaining patient and understanding.

Managing girls' fear of missing out (FOMO)

The pressure to stay up-to-date on their friends' activity on social media leads to negative impacts on girls' wellbeing and feelings of missing out.



Talk about the pressure

Girls in this age group might feel the pressure to achieve a certain amount of likes or views online. Or, they might feel left out if they miss something all of their friends saw. Additionally, young girls might worry that being 'out of the loop' could lead to bullying from classmates and friends at school.

Whatever the reason, it's important to talk to them about how they feel. Let them speak about why they feel the need to stay online. If this need has led to more screen time, ask them about how it makes them feel afterward. Do they feel fulfilled?

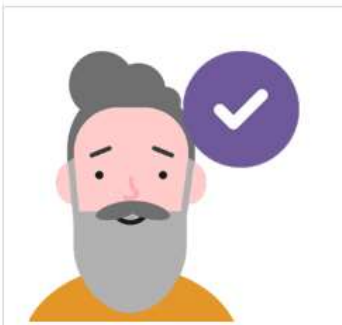
These conversations don't just help you understand their thought process. Instead, they help your child really think about the behaviours and how they make them feel. This awareness can help them realise the need for support and change.



Explore mindfulness and wellness

Learning to be more mindful of their own emotions can help girls' wellbeing in positive ways. You can do this through regular conversations in peaceful places such as walking through a park. Or, you can use other resources such as therapy, online communities and purposeful apps. Their school may even have their own offerings to support mental health.

You can explore our [guide to wellbeing apps](#) to help. There are apps to help manage anxiety, to learn about emotions and more, which could be a good way to start.



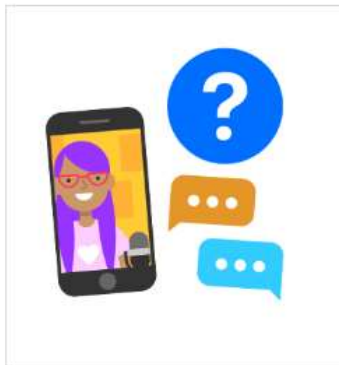
Things to remember

Remember that things which work for one child may not work for yours, so it's important to talk with them about what they need.

Most importantly, give them time to form their thoughts and share without interruption. Let them know their feelings are valid and that you want to help them find the support that works for them.

Support young girls' body image and self-esteem

Social media impacts young girls' wellbeing in various negative ways, including negative views on their own body image. This may result in low self-esteem and effects on their online identity.



Talk about social media reality

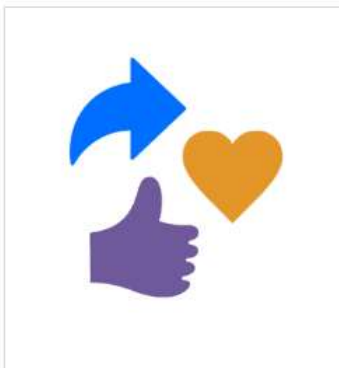
Many social media platforms are designed for those aged 13 and over. 9-10-year-old girls who use these platforms may not have the experience or media literacy skills needed to think critically about what they see. So, it's important to discuss content creators' and influencers' roles on social media.

It's important to highlight that influencers often create and edit content as their sole job. That means they have a lot more time to look a certain way or edit their photos and videos a certain way than someone who goes to school or works a different job. It's unrealistic to look how they look or do what they do when you don't have the same amount of time they do.

Additionally, they earn money by promoting products, getting companies to sponsor them or through ads around their content. Some may also offer courses to earn more income.

Behind every social media post you see, there is a lot that goes on behind scenes that makes it an unrealistic comparison for children of any age.

Talk with your child regularly about their time on social media to help them think critically about what they see.



Share supportive resources


— Helplines and counsellors

The reality is some children won't feel comfortable talking to their parents or carers about how they feel. This is normal and is not always related to your relationship. Sometimes, they might feel embarrassed or scared to speak to you. So, it's important to give them additional ways to find support.

There are many helplines with counsellors available to talk via phone, text/chat or email. This could be a good alternative for young girls to talk through their feelings. Popular helplines include [Childline](#) and [The Mix](#). You may also wish to seek the expertise of a therapist to support them.

Things to remember

If a child struggles with their body image or self-esteem, it is unlikely that one conversation or intervention will be enough. So, keep the conversation going and reach out for further support from their school or professional services when it's needed.

Remember that if you are struggling to support their wellbeing, there are also organisations like [Family Lives](#)  to support parents and families too.

What is the Wellbeing Index?

The Children's Wellbeing in a Digital World Index is an annual report tracking children's wellbeing online. The year two report saw a decrease in the positive effects of being online for children aged 9-15.

Girls aged 9-10, in particular, experienced greater negative impacts compared to other groups.

Underage social media use

55% of 9-10-year-old girls said they were using social media platforms. Furthermore, a significant number of girls in this group were using platforms with 13+ age restrictions.



Community information



Dear Parents and children,

Do you enjoy running, walking or jogging as part of a group to meet new friends and get to know what's going on in your local area?

Then please join our local park run at Pymmes Park every Saturday morning at 9.00am for free!!

My wife and I joined the Saturday morning ran and met the key organiser, Kate (the lady in the green top). We would love to encourage more parents and children to join as volunteers, walkers, joggers or runners.



All you have to do is register on line (to get a bar code so that you can find out your time and position) and show up on time.

There will be snacks at the end to replenish your energy!

<https://www.parkrun.org.uk/register/>



Mr Senkatuka: Year 4 teacher

The Incredible Years parenting programme

The Incredible Years Parenting Programme 4-11 years



Develop a positive parenting tool kit

- ☐ Support your child to manage their feelings, and deal with difficulties
- ☐ Better awareness to manage your own emotional responses
- ☐ Help your child to listen to and cooperate with instructions
- ☐ Foster a more secure relationship and strengthen trust
- ☐ Build your child's self esteem
- ☐ Experience more joyful parenting

Join a supportive weekly group to share this 12 week programme
Taking place at Bush Hill Park Primary School
Starting: **FRIDAY 20th October 2023**
To register your interest, and to receive a follow up call, please visit your child's school to ask for a registration form
Limited spaces are available

Delivered by accredited Incredible Years' Practitioners from Enfield Primary Behaviour Support Service **SWERRI** Team
Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning
Email: Office.BSS@enfield.gov.uk
In partnership with Enfield Educational Psychology Service

For more information email
Office.BSS@enfield.gov.uk
www.enfield.gov.uk



Save the Date!



**Thursday 2nd November
2023 at 9.15am (come in
after drop off) Junior Hall**

Want to help your child to be
happy in school?

Come and join school staff and meet the My Young Mind Enfield
(MYME) Team at our coffee morning.

Light refreshments available and an opportunity to meet other parents and
professionals from MYME to talk about emotional wellbeing!

We look forward to seeing you there.

Dates for your diary

Please make sure you check these dates regularly as additional events may be added.

Tuesday 26th Sept: Individual school photographs

Wednesday 18th Oct: Parent teacher meetings. No school for the children

Friday 20th Oct: Break for half term at 3.15pm

Monday 30th Oct: Children return from half term

Friday 15th Dec: Break for Christmas holiday at 1.30pm

If you have any queries about information in the newsletter please do not hesitate to contact
school via the office or to ask one of the staff team in the playground at the beginning and end
of the day.

Best wishes

Katy Brennan

Head teacher

In our school we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life of love, following the example of Christ. He loved us and offered himself as a sacrifice for us”





September
2023

Dear Parent/Carer,

ANNUAL SCHOOL MAINTENANCE FUND 2023/4

As we are a Voluntary Aided School, and the buildings belong to the Church of England, the Local Authority does not fund the upkeep or insurance of the school buildings. The school has to raise funds to pay for these necessary areas of expenditure from our families.

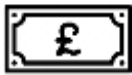



The LDBS (London Diocesan Board for Schools) runs an **annual** maintenance fund scheme for the upkeep of the buildings into which the school pays and from which the school benefits.

As with other Voluntary Aided schools, the contribution to the fund made by Latymer All Saints is based on the number of children attending the School.

For the school year September 2023 – July 2024, Governors are required to ask for an annual maintenance fund payment of £40 per pupil.

The maintenance fund is used to ensure that the school is safe and remains an effective learning environment and unfortunately if this maintenance is not paid by parents, we will be left with no option but to take funding from other areas of the school budget which will have a direct impact on the quality of provision your child receives.

We have a number of ways in which you can pay this fee:

	Cash and Cheque via the School Office (With child's name and class on the reverse of the cheque)
	All major Credit and Debit cards via the School office
	ParentPay – www.parentpay.co.uk (if you have difficulty with your parent pay account, please contact the school office where we will be more than happy to help you)
	Via Bank transfer to HSBC Latymer All Saints PS, Account: 51503200, Sort code: 40-20-23 (Using your child's first initial and surname as a reference)
If you have any questions, please contact the school business manager BYRON RUSSELL via the School Office at Office@LatymerAllSaints.Enfield.Sch.Uk	

Kind Regards
Stella Mwa
Chair of Governors

