



Year 1

Year 1 Class Teachers



Mrs Dias - Patel-
AHT Year Lead



Mrs White/Mrs
Begum 1B



Ms Choudhury 1C

Year 1 Support Staff



Ms Uddin



Ms Miza



Mrs Begum



Mrs



Mrs Lax



Mrs
Ahmed

Safeguarding



Ms McClelland



Mrs Rahman

At Old Palace, we place a great importance on the welfare and safety of our pupils. Our Designated Safeguarding Lead is **Ms McClelland**, whilst Ms Bowley is on maternity leave. The deputy safeguarding lead is **Mrs Rahman**. Schools have a legal duty to safeguard and protect children. Staff have a duty of care so if they have any concerns they are required to report this to **Mrs McClelland** as part of their legal duties. **Ms McClelland** also works closely with Shelly and Forida our Parent Support Workers and other external agencies in supporting families where needed. A copy of our Safeguarding policy can be found on the school website:

<https://oldpalaceprimary.co.uk/our-school/safeguarding/>

As a school we are fortunate to have a School Social Worker- Shahnaz Choudhury who is onsite every Wednesday morning. She supports with 'Early Help' interventions that a family/ child may need. It is voluntary and she will be doing a coffee morning soon to introduce herself.

Drop off and Pick up



Mobile Phones

The use of mobile phones is not permitted on the school site

Drop off

School gates will open at 8:50am and will close at 9:02am, anyone arriving after 9:02 will be marked as late.

We ask parents drop their children at the gates in the morning and then kindly move along to allow other parents to drop off. If you have an appointment or need to speak to an admin staff please make your way to the school office.

Home time (Pick up)

Gates will open at 3:20 for collection at 3:30.

Children in year 1 will be collected from the porch area, outside the classroom.

Bags and School Supplies

- Please ensure your child brings their PE kit in each week on their PE days, this will be on Tuesdays and Thursdays.
- Children may bring their book bags back and forth to school each day.

Attendance

It is important that you get your child to school every day and on time:

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

If your child is late 10 minutes a day - surely that won't matter or affect my child..

Only missing just..	That equals..	Which is...	Over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ a year
20 minutes per day	1 hour 40 minutes per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	8 weeks per year	Over 2 ½ years

Attendance

It is extremely important to let the school know if your child will be absent that day, by calling the school office on the first day of their absence- stating the name, class and reason why.

If we don't hear from you:

First day calling – the school will attempt to contact parents by telephone on the first day of absence

Home Visits – if the school has been unsuccessful in contacting the parents by telephone, a visit to the child's home will be carried out on the second day of absence.

If there is still no contact, the school's Attendance Welfare Adviser (AWA) will be notified as it will be classed as a safeguarding concern and a Child Missing in Education form will be completed.

Reminder:

If your child has vomiting/ diarrhea- they can not return until 48hrs after the last episode to help prevent the spread of viruses

Attendance

If your child's attendance is:

95%-91%- Our Parent Support Worker (Shelly) will make contact to offer ways we can support your child in coming into school.

90%- 51%- You will be invited to attend a meeting with Sonia (Attendance Welfare Advisor) to discuss any issues and support needed.

50% and below: this is considered a severe absence. The family would be required to work with an outside agency (such as social services) and the school.

Attendance

Punctuality:

It is important your child is in on time-between 8:50am-9:02am.

5 lates- Shelly will give the family a courtesy call.

10 lates- a letter will be sent.

Any further lates, could end with a fine.

Attendance

If you are having problems with getting your child to school or in on time, please let us know!

We are here to help!

Please report pupil absences to:

attendance@oldpalace.towerhamlets.sch.uk



Attendance Extended Leave

Leave During Term Time

Please inform the office.

An Application for Leave during term time needs to be completed and handed back to the office.

Evidence will be requested alongside your application.

The AWA will be in touch to discuss your application.

A Fixed Penalty Notice can be issued if the leave request is marked as unauthorised. The full cost of a penalty notice is £160 per parent per child, payable within 28 days. The cost is reduced to £80 per parent per child if it is made within 21 days.

The payment is sent to Tower Hamlets, not the school.

Attendance Extended Leave

Leave During Term Time

If further holiday is taken during term time during a 3 year period each parent can be fined again but it will automatically be £160 each.

After that, a parent can be taken to court and prosecuted and fined up to £2000.

Additionally if you have more than 10 unauthorised absences or lates in a 10 week period you could receive a penalty.

Uniform

**Please be sure to label your child's school uniform*

<https://oldpalaceprimary.co.uk/parents/uniforms/>

The uniform consists of the following:

- SCARLET jumper, kameez, sweatshirts or cardigans.
- WHITE Shirt or Polo shirt (Fred Perry style)
- BLACK or GREY trousers, skirts, salwar and jilbaab (girls) or the kurta and topi (boys).
- BLACK shoes (NOT TRAINERS)
- PLAIN head scarves white, black, grey or navy.

PE Kit

When children participate in Physical Education lessons, children must change for all activities. Articles worn indoors must include plimsolls, shorts and a T-shirt. For swimming, a swimming costume and hat are required. Jewellery must be removed before the start of the lesson and head scarves either removed or replaced with a bandana, which will come off easily if it becomes caught. The PE kit should consist of:

- PLAIN T-shirt
- Shorts or tracksuit bottoms
- Plimsolls or trainers



JEWELLERY

Children can wear small stud earrings but, no dangly earrings to be worn. Children are not permitted to wear chains, bracelets or rings.



When purchasing school uniforms please refrain from purchasing branded clothing, to support with affordability.

Medication

The school is able to administer medication as long as parents give consent
Please take the medication to the office, where you will be able to fill in the form and give consent.

If your child has a medical condition such as asthma, epilepsy, eczema etc

- Must provide a copy of the Care Plan from your GP
- Medication needs to be kept in school
- Original packaging needed, showing date and dose
- It is the responsibility of parents to ensure that medication is replaced when out of date

Allergies

- If your child has an allergy they should have a Care Plan issued by the GP
- Lanyards and badges are worn in YR-Y3
- Menu is available on the school website, this details the allergens found in each dish.

Accidents

It is common for pupils to have bumps and grazes as they play

Each year group has a trained first aider. The school also has two paediatric first aiders. If a child has an accident, they are treated by the first aider. This is recorded on Cpoms which sends an alert to the office. The office will then text parents around 3pm to inform them that their child has had an accident, so they can speak to the teacher if they want further information. If an accident happens between 3-3.30pm, the teacher will report this direct to the parent.

In the case of more serious incidents which may require the child to visit A&E or for an ambulance to be called, the parent will be contacted immediately. For this reason it is important that emergency contact details are correct and that someone is able to get to the school quickly if needed. In the case of these accidents an accident report is completed and a copy of which is also sent to the local authority.

The Premises Manager carries out daily health & safety checks.

The Local Authority visits to inspect our site, policies and procedures annually.

Food & Water

We are a water only school - children should bring a **clear water bottle** to school each day, which they are able to refill no glass bottles.

Children in Yr & KS1 receive a piece of fruit each day

Children in KS2 are allowed to bring in a healthy snack

The school has a Healthy Eating policy in place, which is available on the website. This details what the children may/may not bring in to school to eat, including packed lunches

The school menus is available on the school website. There is no meat option on Mondays and we only serve a dessert on Fridays. On the other days, children can choose fruit or cheese & biscuits

We celebrate each child's birthday by giving them a card made by the class. Sometimes parents also like to send in food - if this is the case please only send fruit/ be dried food - no chocolates please- and ensure there is enough for 30 children

We relax our Food Policy during the parties held for Christmas & Eid. We are also grateful for any food donations sent in by parents. Home cooked items should be labelled with the ingredients.

Behaviour

We use the zones of regulation to support our Behaviour Policy. Children will use these at various points during the day to check in on how they are feeling and to remind them of strategies they can use to help them remain in the Green Zone



A copy of the school's Behaviour Policy can be found on the school website: <https://oldpalaceprimary.co.uk/wp-content/uploads/2022/09/Old-Palace-Behaviour-Policy-2022-.pdf>

We use the following language, when managing behaviour, to support pupils to be more reflective.

Behaviour Chart

I am asking you...

I am reminding you...

1.	? Michael
2.	? Michael ✓
3.	Reset

Time to Reset

How are/were you feeling?

Why?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
  	  	  	  
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control

What will you use to help? Circle or write your own.

Stretch fidget box count

Take deep breaths close my eyes

Any other _____

How are you now?

I am okay and ready to learn ☐

I need to talk to an adult ☐

Repair

Time to Repair

1. What happened?
2. What were you thinking at the time?
3. How are you feeling?
4. Who has been affected and how have they been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel? sad tired bored moving slowly	How might you feel? happy okay focused ready to learn	How might you feel? nervous confused stuck not ready to learn	How might you feel? angry frustrated scared out of control
What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



OLD PALACE PRIMARY SCHOOL

10, Leonard's Street, Bow, London, E8 4PP Tel: 020 7400 3000
Email: admin@oldpalaceprimary.co.uk Website: www.oldpalaceprimary.co.uk



To the parent of carer of: _____ Class: _____ Date: _____

Dear Parent/Carer,

We are concerned about how your child behaved in school today and as a result has/will attend a repair session. At the repair session they will have a restorative conversation with a member of staff. The children discuss what has happened, how they are feeling, who has been affected and how and what they can do differently next time.

The repair session was given for:

- ☐ Vexatious ☐ Verbal ☐ Discrimination ☐ Bullying ☐ Sexual Abuse
☐ Reported on behaviour ☐ Other

Other _____

Please talk with your child about what happened and the importance of following our school rules.

- Be kind
- Be respectful
- Be a great learner
- Be safe
- Be responsible

So we can be sure that you have received this letter, please sign it and send it back to school tomorrow.

Yours sincerely

Name of child _____ Class _____

I have spoken to my child about the incident, the choices they made and how they would better manage their emotions and behaviour next time.

Signature: _____

Please print your name _____ Date: _____



Headteacher: Mr G. Palmer BA (Hons)
School Business Manager: Michele Walsham

Behaviour

Parents/Carers

Work in partnership with school to ensure consistent messages are given about expected behaviours

- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to the class teacher or Year Group Leader, as well as your child.)
- Inform school about any issues at home that might affect a child's learning or behaviour

Year Group Newsletter



Old Palace Year 1 Newsletter Autumn 1

Year Lead: Mrs Dias-Patel/Mr Manalo Teachers: Ms Chowdhury (1C) and Mr Thomson (1T) PPA Ms White Support Staff: Ms Ahmed, Ms Mirza, Ms Begum, Ms Selina

Maths

Please see below the order of the topics the children will be focusing on this half term:

- Place Value-** In this unit, the children begin by sorting and grouping objects up to 10. They then count to 10 and focus on 'one more' and 'one less' before learning how to use a number line to count on and back. They will also be introduced to the 'part-whole' model, focusing on different ways of partitioning numbers up to 10.
- Addition and Subtraction-** This unit focuses on number bonds within 10 and number bonds to 10. They will also be introduced to the idea of 'count all' and 'count on'. Subtraction will be a focus in Autumn 2.



Useful Links:

<https://www.topmarks.co.uk/addition/addition-to-10>

English

Please see below the order of topics the children will be focusing on this half term:

Traditional Tales- The unit will introduce the children to stories with predictable and patterned language. They will identify the beginning, middle and end and discuss the characters, ending by writing a character profile for Goldilocks.

Familiar Settings- Using the book 'Lima's Red Hot Chili', the children will discuss familiar experiences and linking this to their own experiences.

Labels, Lists and Captions- The children will continue to develop their understanding of complete sentences and the use of capital letters and full stops.

Other Subjects

Art- Vincent Van Gogh

Music- Exploring Sounds

Computing- My Simple Story programme

Science – Materials

Geography- Types of Homes

RE- Who is a Christian and what do they believe?

PE- Hit, Catch, Run and Gymnastics

PSHE- Being Me in My World

Key Dates

Museum of the Home Trip

Tuesday 15th October (1T)

Wednesday 16th October (1C)

Trips

This half term year 1 will be visiting the Museum of the Home. They will be doing a self-led walk with the teacher, exploring materials and their homes.



PE

The children need to bring in their PE bag each day when they have PE. Year 1 have PE on a **Tuesday and Thursday afternoon** please ensure they have the appropriate kit and footwear. Children will need to have trainers to take part in PE.

Vocabulary

Word of the day: here are the new vocabulary words we will be introducing to the children this half term. You may wish to practice these words at home!

Week 2	icicles	old-fashioned	organisation	booming
Week 3	mansion	addictive	professional	creeping
Week 4	tangy	energetic	deafening	wailing
Week 5	disguise	grotesque	disorganised	peering
Week 6	items	unsightly	accommodation	trawling
Week 7	carriage	luxurious	disappoint	blocked

Welcome Meeting

The year 1 welcome meeting was held on Tuesday 12th September, where all of the key information about year 1, school routines and important updates were shared. Thank you to all of the parents who were able to attend! If you were not able to attend, [you can find the PowerPoint from the meeting here:](#)

Please do keep an eye out for any future workshops! If you have any questions, the class teachers and year lead would be happy to answer these at collection time.

Flu Immunisation

Flu Immunisation team will be coming on Wednesday 9th October to administer the free flu vaccine to all eligible children, who have completed the consent form. The nasal flu vaccine is a painless and quick procedure. The benefits include protection against the flu for the children who receive the vaccine and reduced transmission of the flu in the community. The flu vaccine is our best defence against it. A text will be sent with a link to the consent form.



Homework

Year 1 will receive their homework every **Friday**.

Each week they are expected to complete the following:

- Weekly spellings
- Phonics
- Maths

They are expected to complete it by the following **Thursday**.

Children will also receive 2 library books bi - weekly on Fridays, which they take home to read. Please make sure these are returned to school on their **library day** so that they can receive new books. Teachers will remind pupils the day before book change. Please ensure your child is reading every day.

Homework will be sent out on the 13th September

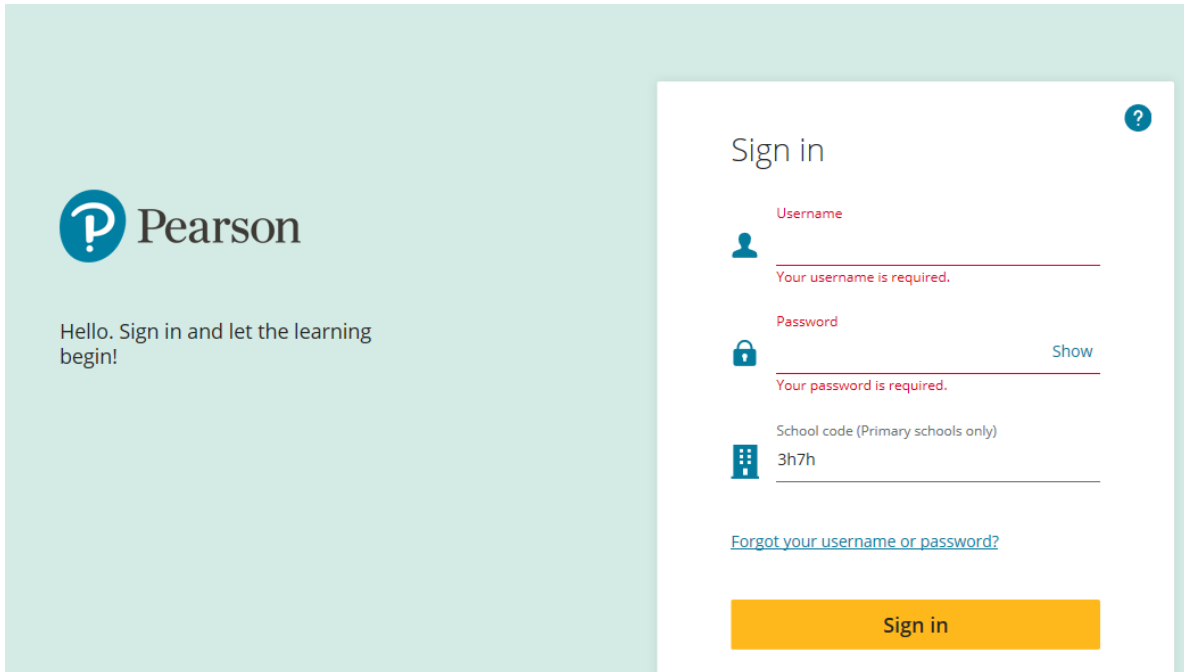
<https://oldpalaceprimary.co.uk/our-learning/homework/>

Reading at Home

Year 1 – Year 4

Pupils have access to Bug Club.

Each half term the school adds the titles to be read, which are appropriate for the child's reading level. Once children have read the book, there will be an opportunity for them to answer questions and complete a quiz. They will collect reward points as they go along which can be used to play games. Teachers will monitor pupil progress and share the information with them.



 **Pearson**

Hello. Sign in and let the learning begin!

Sign in

Username

 Your username is required.

Password

 [Show](#) Your password is required.

School code (Primary schools only)

 3h7h

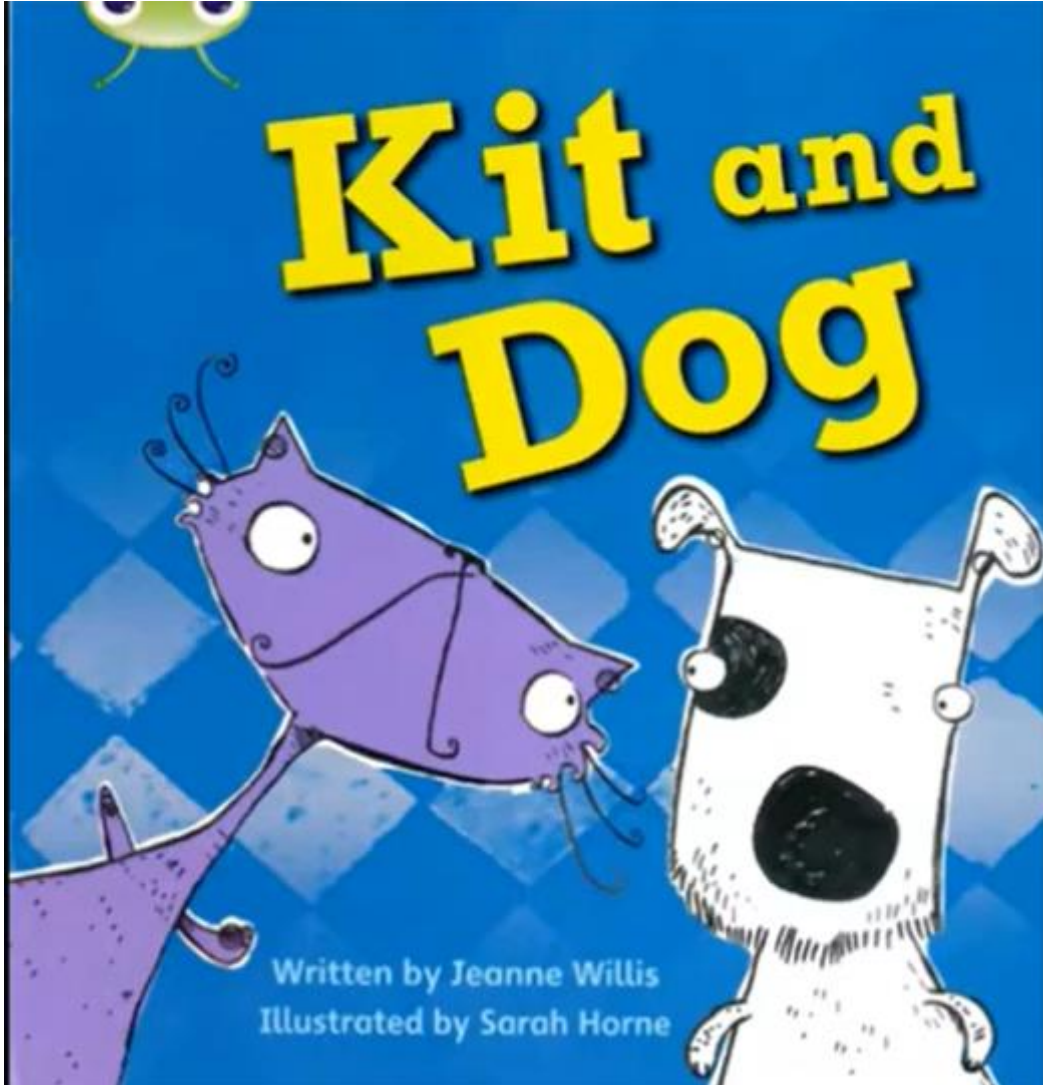
[Forgot your username or password?](#)

Sign in

Bug Club

School Code: 3h7h

Reading at Home



As children move through the phonics programme they will be reading materials closely matched to their phonics knowledge both in school and at home.

In this way, children will be encouraged to use their phonics skills and knowledge as their primary reading strategy.

What the school day looks like

	8.50 - 9.00	9.00 – 9.30	9.30 -10:00	10:00 - 10:25	B R E A K	10:40 -11:00	11:00 - 11:30	11:30 – 11:50	L U N C H	1:00-2:00	B R E A K	2:15 - 3:10	3:10 - 3:25	3:25 - 3:30
M o n	R e g i s t e r :	Phonics	Maths		10:25 – 10:40	Continuous provision/ reading groups	English		12:00 – 12:15	Word of the Day 1:00 - 1:10 Computing	2:00 – 2:15	Year 1 Playground Games 2:15 - 2:30 Art	Phonics revision Story Time	P r e p f o r H o m e t i m e
T u e s	E a r l y	KS1 Music Assembly	Phonics	English	10:40 – 11:00	Continuous provision/ reading groups	Math's		12:15 – 12:30	Word of the Day 1:00 - 1:10 P.E indoor	2:15 – 2:30	Topic	Phonics revision Story Time	
W e d	M o r n i n g	Phonics	Maths	Performan ce Assembly	10:40 – 11:00	Continuous provision/ reading groups	English		12:30 – 12:45	Word of the Day 1:00 - 1:10 PSHE	2:30 – 2:45	Year 1 Fitness 2:15 - 2:30 Topic	Handw riting Story Time	
T h u r s	W o r k	Phonics	Maths		10:40 – 11:00	Continuous provision/ reading groups	English		12:45 – 1:00	Word of the Day 1:00 - 1:10 Handwriting Topic	2:45 – 3:00	PE outdoor	KS1 Class Assemb lies- Picture News	
F r i		Phonics	Maths			Continuous provision/ reading groups	Grammar Spelling and Handwriting			Word of the Day 1:00 - 1:10 RE/Library Book Change 1W,1C	Phas e Asse mbly 2-2:25-5 min break (CT on duty)	Musi c	Story Time	

Phonics (THEP)

We follow the THEP Phonics programme. It is a structured approach to teaching phonics, designed to support early reading and writing.

Phonics every day from 9am.

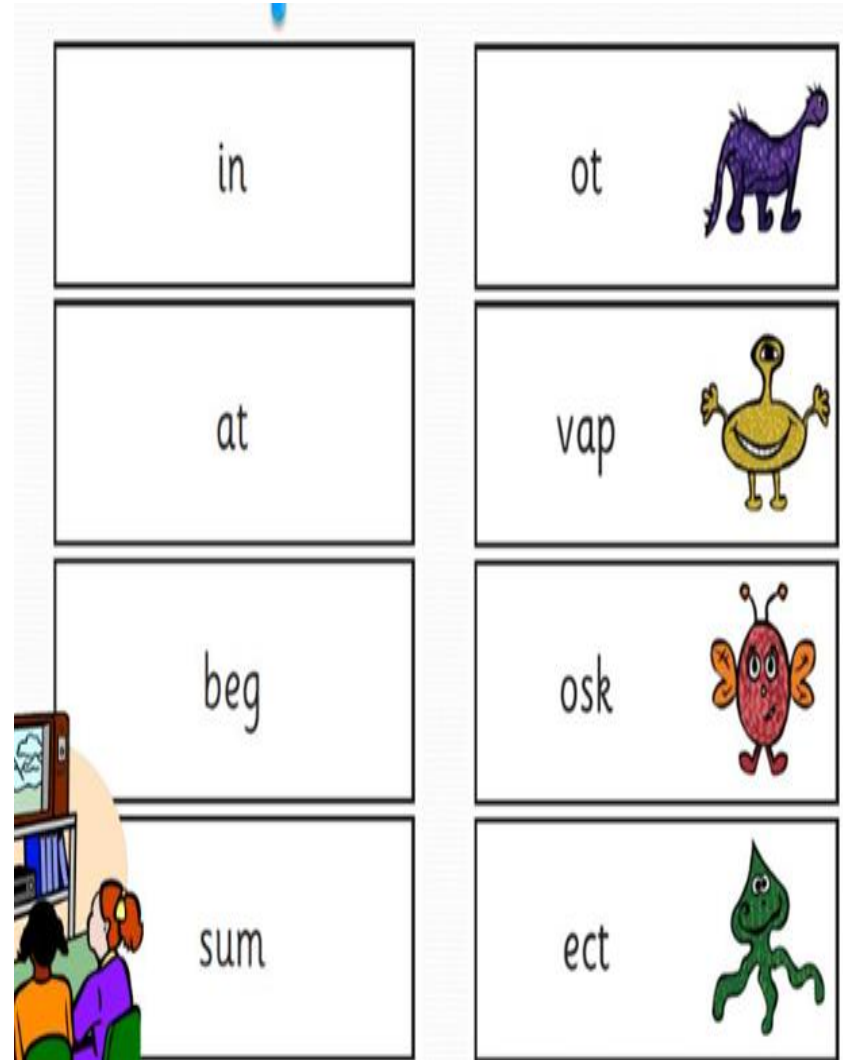
x 3 guided Reading sessions using decodable books. They will be in groups of 6 with an adult supporting.



Phonics Screening

Week commencing between
Monday 8 June 2026 and Friday 12
June 202

Phonics screening is a short,
simple assessment used to
evaluate a child's ability to decode
and read words by checking their
understanding of phonics,
including blending sounds together
to form words.



Trips

Information about trip dates, costs and links to their topic will be included in the year group newsletter sent out at the beginning of each half term. A copy of this is also saved on the school website. Please be sure to read through the newsletter and the teachers will be happy to answer any of your questions!

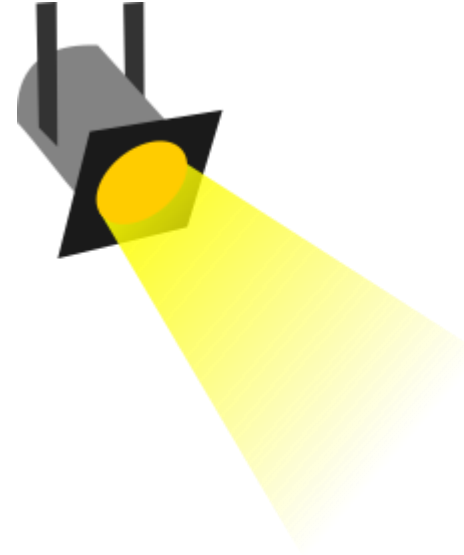
This half term Year 1 will be visiting the museum of the Home. They will be doing a self-led walk with their teacher, exploring materials and their homes.



We are visiting the Ragged Museum to learn more about what school life was like during the Victorian period. The cost of the trip is £4

We don't take cash payments for trips- please use School Money to make payment. If you are having issues, please speak to the office and they can help.

Performances



Each year the following performances take place:

1 class performance each.

1 year group festival performance- Year 1 Nativity! Will be on a Wednesday TBC

We request no filming or taking pictures during these performances to protect the safety of our children and yourselves.

We record all performances.

You have an opportunity to take pictures at the end with your child.

Clubs



Breakfast club - FREE of Charge

- Has begun and will continue like year year
- Will be between 8am - 8:30 - no prior notice needed, they can just turn up
- Buffet Style healthy breakfast (toast, low fat spread, cereal, milk) please ensure allergy badges are worn for children in Rec - Y3
- Activities include: reading, colouring, drawing, board games etc, and some digital devices will be available, to support home learning.
- Ensure your child is in by 8:30 as the gate will be closed until 8:50, children from Rec - Y3 will need to be accompanied by the person dropping them off to the Dining Hall.

After school club (sports clubs)

- Our after school clubs are due to start in week 3
- Clubs will cost £8 for the half term and will run for 5 weeks.
- Clubs will be free for our pupil premium children.

Clubs

Club nights

- We would like to launch whole school club nights this year - running once a week for 5 weeks in Autumn 2, Spring 2 and summer 2.
- In Autumn 2 and Summer 2 the club night would be on a Tuesday
- In Spring 2 the club night would be on a Thursday.
- Club would run from 3:15pm - 4pm. With collection happening at 4:00 pm.
- Children's lessons would end at 3:10 on club nights and they would be able to have a snack before their club started.
- We would like all children to attend. If your child is unable to attend the club night you will be able to collect them at 3:30.
- All members of staff will lead a club and children will be given the option to choose which club they can attend depending on availability.
- More details will be announced nearer to the time.

Clubs

Wrap around club

- 8 O'clock they can join breakfast club at Old Palace for free.
- We will now be able to offer after school wrap around care and this will take place on our Children's House site.
- Wrap around care will cost £8 per session, no concessions for absence or early pick up and you would need to book your place the week in advance.
- At 3:30pm, children attending wrap around club will be escorted to Children's house by a member of school staff.
- They will be provided with an after school snack and get to take part in activities.
- Wrap around care will go until 5:45, children can be collected before this time, but early collection does not change the cost per session.
- You will need to collect your child from Children's House Nursery

Online Safety Mental Health

Since the Covid-19 pandemic we have seen a big increase on the use of social media and its influence on mental health, particularly in children.

Viral influencers on platforms like TikTok, Youtube and instagram have been linked to a rise in mental health concerns among young people.

There has also been an increase in the spread of misinformation, dis-information and conspiracy theories. This has resulted in an increase in both online and in person incidents of discrimination nationally.

Online Safety: Mental Health

During the pandemic, children and young people were driven online to maintain social communication. Some very young children now have regular unsupervised access to apps like WhatsApp, Snapchat, TikTok, Youtube and Instagram.

There are age limits on social media platforms for good reason, as according to their age and stage, children are often not emotionally and socially mature enough for social media.

Many children are reluctant to disclose incidents that happen online, such as cyberbullying or exploitation because they fear that they will be banned from using social media or their devices will be taken away.

It is important to ensure that we are monitoring our children at all times when they are on line and having open discussions with children about what they are doing and seeing online.

Online Safety: Mental Health

Recent studies have shown that often children do not perceive their phones as being online. They mentally separate online safety from their phone usage, viewing phones as somehow more private and safer.

This is not the case, any device that provides a child access online can put them at risk.

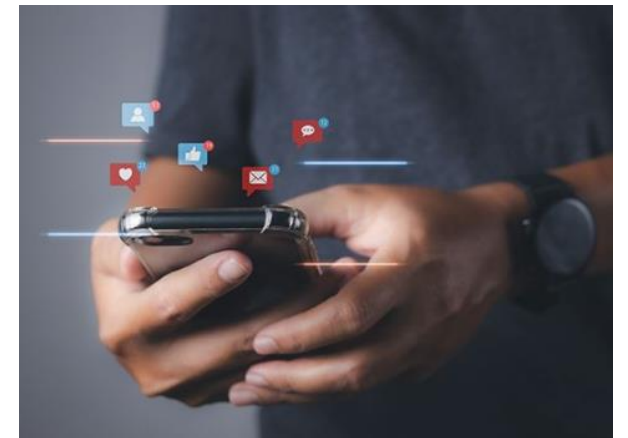


Online Safety: Mental Health

Children's concentration and coping strategies can also be affected by the amount of time they spend on digital devices and looking at screens.

Phones have been designed to both capture and hold attention. Social media, for example, uses persuasive design to the viewers attention. This can be from the bright colours, the pop ups and notifications. Always providing some to look at or get attention. Users checking their phones and devices because they cannot predict when they might receive a notification.

On average, people touch their phones 2,600 times a day. Teenagers and children are particularly affected by digital distractions, which can disrupt their concentration.



Online Safety: Mental Health



YouTube shorts is just one example of an app that uses these strategies to 'hook in' children. It has a feature that allows users to create short videos not longer than 60 seconds. Meaning children can get caught in a cycle of endless scrolling with something new to see every 60 seconds.

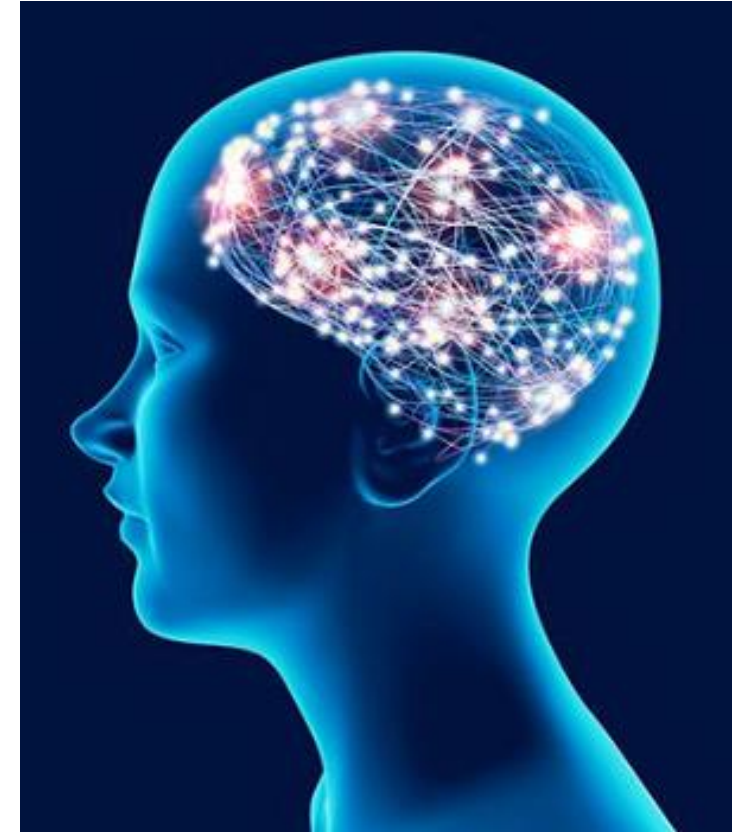
An additional danger of letting your kids watch and upload YouTube Shorts is that there's no privacy whatsoever. If your kid uploads a YouTube Shorts video, anyone can view and use it.

There are several harmful and inappropriate content continually popping up on YouTube Shorts. Although there are several fun videos to be found on YouTube Shorts, you can't control the content that pops up when you're on the feed

Online Safety: Mental Health

Scrolling on app and in games offers frequent dopamine hits (A dopamine hit is your brain's way of sending a "feel-good" message, like a reward). This creating a cycle of craving device use and withdrawal when they are not able to use their devices. Too much screen time can result in experiencing feelings of irritability, anxiety and a constant sense of restlessness.

One in four young people now shows signs of behavioural addiction to their phones. Especially for minors who may lack consistent boundaries and routines around device use.



Sleep

A young person with dark hair is lying in bed, partially covered by a grey blanket. They are looking down at a smartphone held in their hands. The room is dark, with light coming from the phone's screen. The person is wearing a light-colored, striped shirt.

Sleep is essential for brain development, emotional regulation, memory consolidation and overall wellbeing, especially in children and adolescents.

Sleep deprivation in young people is associated with poorer concentration, lower academic performance, mood swings, increased risk of anxiety and depression and even physical health issues like obesity and weakened immune function.

Yet, smartphones are a major disruptor of healthy sleep.

Sleep

One key factor is blue light, emitted by screens, which interferes with the body's production of melatonin, the hormone that signals it is time for sleep.

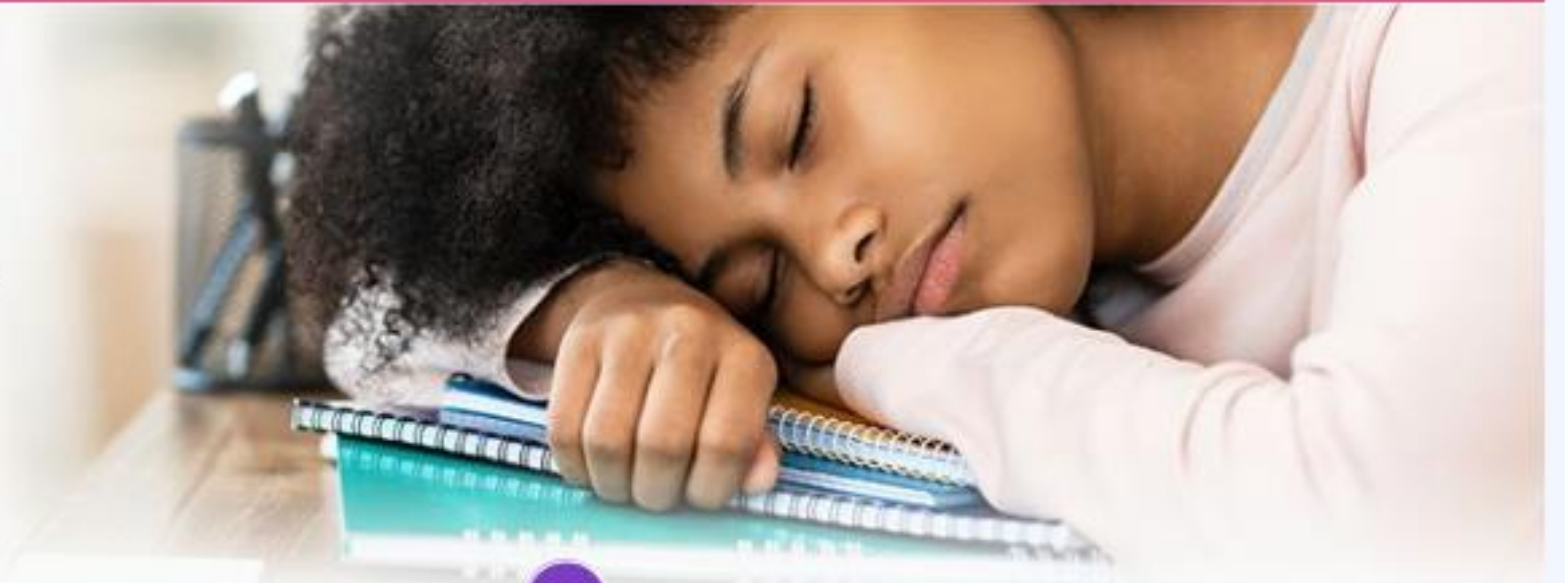
Exposure to screens in the evening delays this signal, confusing the body's internal clock and making it harder to fall asleep.

This increases sleep latency. This is the time it takes to fall asleep and therefore reduces overall sleep quality.



Sleep

A study by the University of Glasgow involving **12,000 UK teenagers aged 13 to 15** found that those using social media for more than **three hours** daily were more likely to experience disrupted sleep patterns.



0

1

2

3

4

5

Online Safety: Mental Health

It is suggested that you:

- check their child's phone, tablets and digital devices
- talk to your child about online safety regularly
- set up parental controls to protect children from harmful content ie
- limit the amount of time your child spends on digital devices
- store devices in a secure location, not in children's rooms and not accessible to them during the nights
- remove childrens devices at least an hour before bedtime to support their sleep and mental health
- turn off the online router at night if possible
- be aware of the age restrictions for different apps and websites

*please see <https://www.net-aware.org.uk/> to find out more information about the age restrictions, how safe the app is and what they are mainly used for.

Online Safety!

Should you your child need to report any inappropriate or dangerous behaviour online please ensure they take a screenshot and report it to either www.ceop.police.uk, a member of staff or the admin of the app.

To report any online concerns regarding children in the school please screenshot your concerns and bring the screen shot into school.

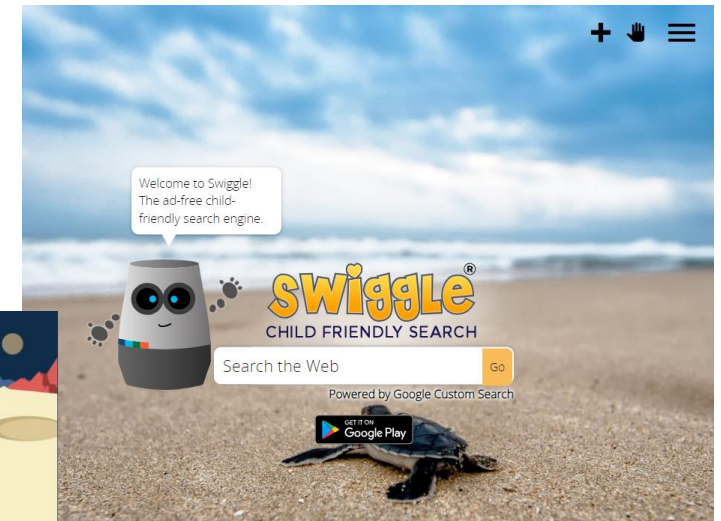
Any additional information, including user names, dates, times and details will also support us in best helping you address these concerns.

Searching Online

When searching it is always good to take extra precaution. Using a child friendly search engine helps to further reduce the potentially harmful content your child could be exposed too. No search engine or app is 100% effective at filtering so do always monitor!

<https://swiggle.org.uk/>

<https://www.kiddle.co/>



Social Media

An important part of teaching children how to be safe online is by modelling safe online behaviour. As a school we aim to do this through the use of our school social media accounts.

You can check out our Old Palace Facebook and Instagram pages to see some of what is going on in school each week.

Viewing our page together with your child and talking about things that their year group has done is a great way to show how to be safe online and hear more about their day/ week at school.

If you would like to update your child's social media consent please email the school admin.



Parental Engagement!

Parent Council coming soon!

Coffee morning is on a Thursday. Often these have a guest speaker. Once each half term, we also have a parents' voice event, where parents have the opportunity to provide feedback and suggestions.

The school provides a range of curriculum workshops. These are added to the calendar on the school website and details are also sent out via text.

If you email the school, it can take up to 10 working days for the school to respond. Therefore if the matter is urgent, it is best to telephone the school

Science curriculum and safeguarding

National Curriculum	Key Stage 1:
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Science (Statutory)	• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
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When resourcing lessons, the school is committed to using diagrams, rather than photographs. The school will not use external speakers or published schemes to deliver RSH lessons. Instead Old Palace school will develop bespoke resources. These will be shared with parents, at year group meetings, prior to the commencement of RSE lessons.

Safeguarding and the curriculum

Safeguarding - LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

At Old Palace school we have chosen to place the naming of the sexual body parts into the **statutory** part of the (Relationships Education / Science) curriculum in KS1. This vocabulary will be taught using a doll of a boy and a doll of a girl. The children will not be asked to read or write the words. The recommended words to be taught in Key Stage 1 are:

- Nipples
- Penis
- Testicles
- Vulva
- Vagina
- Anus

Previous Learning: The children explored senses in depth in

Educational Visit: Science Museum

Key Knowledge & Concepts
• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Understand the impact of a loss of one of the 5 senses • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials linked to their own houses • compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify using specific materials for specific functions around their homes



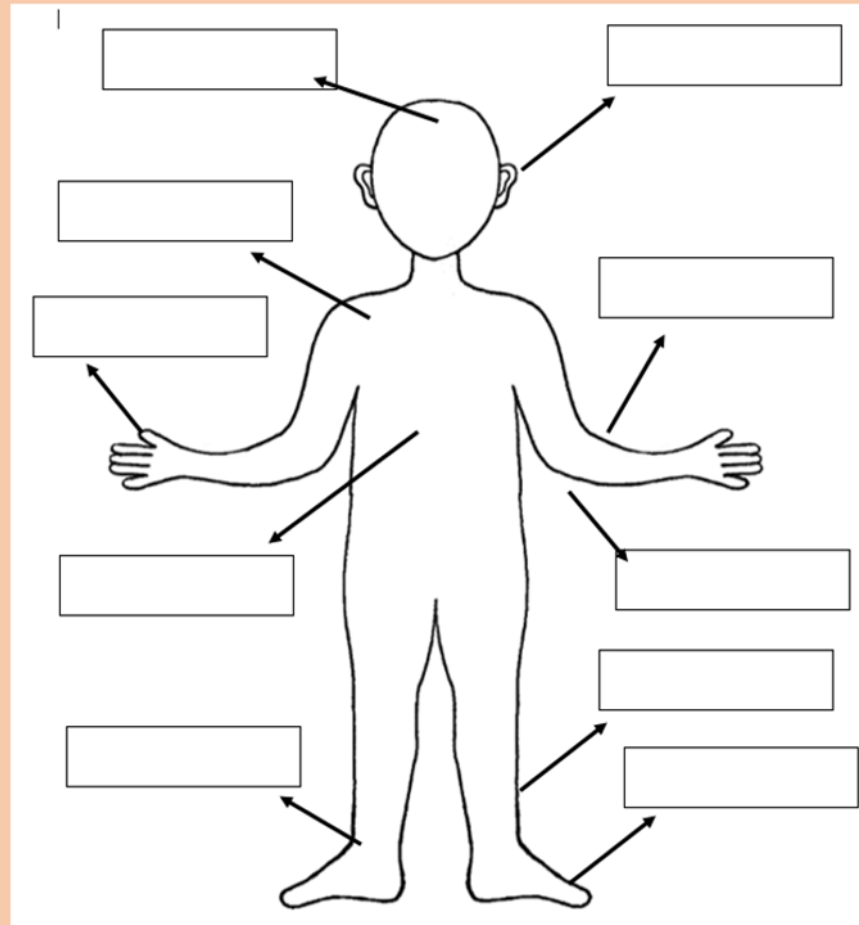
Privates are private



Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.

Naming the body parts

Can you
label the
body parts?



ankle
shoulder
leg
arm
feet
hand
head
ears
elbow
chest

Science curriculum

Let's recap what we have learned so far:

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h>

What does each body part help us to do?



see



hear



smell



feel/touch



taste

At Old Palace we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

At Old Palace School we have chosen to follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence, this has been placed into the **statutory** part of the curriculum in Year 1, when children receive factual information about different types of families, including single parents, same sex parents, adoption and those living alone.

The Family Book

To know who lives in a home

In my house, I live with my...

Text Messages and Parent Pay

If you have downloaded to parent portal all, please be sure to check it once a day as you may not get notifications that you were sent a message.

To help do our part to reduce paper waste our main form of communication for sending information is via text message.

This can include:

- School Newsletters
- Injuries in school
- Overdue books
- Trips
- Workshops available
- Reminders and Updates

Please make sure the office has your most up to date mobile numbers. Two phone numbers per family can receive text messages.