



Pastoral Support

At Shanklea Primary School, every child matters and all children need to feel safe, valued, special, appreciated and included. We want every child coming to our school to feel happy, content and confident, ready to embrace the day in our secure, caring and friendly environment.

However, at times some children face many challenges, which means that some of their social and emotional needs may be greater than those of others. By using the **Thrive Approach**, we will help support and guide the children in our care to allow them to develop emotionally and distinguish between their feelings to help them manage these appropriately.

The school is very proud of our dedicated pastoral team that is able to offer support to both children and families with behaviour, special needs, attendance and emotional stability.

We aim to:

- Provide alternative support for children who are experiencing emotional, social or behavioural difficulties.
- Provide a safe and calm environment for children to develop their skills.
- Enable children to take pride in their achievements and enhance self-esteem.
- Help children to manage their feelings and develop skills to enjoy and participate in school life.
- Use positive approaches to manage all behaviours.

What is Thrive?

Thrive is a therapeutic approach to help support children with their emotional and social development. It offers practical strategies and techniques and is built around online assessments which identify children's emotional development and provides action plans for their individual needs.

Research has shown that how we behave is linked to how we feel and our emotions are linked to how we learn. By teaching children to recognise and notice these feelings and emotions it can help with their development and learning.

Children sometimes need some extra support with their emotional growth and this can be temporary or over a longer period of time.

Thrive promotes their emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.

Why might my child attend a Thrive session?

Many children experience difficulties during their time at school. These may include:

- Difficulties with friendships.
- Getting into trouble at playtime.
- Finding it hard to settle in the classroom.
- Finding it difficult to manage their strong feelings.
- Not knowing who to turn to when feelings are too big to manage on their own

These situations can lead to many different feelings which may seem overwhelming at times. They might include: anger, frustration, sadness, loneliness, confusion or anxiety.

All these feelings are very normal and happen to a lot of children. The Thrive sessions are to help children learn to manage their feelings and teach them strategies that will help promote their learning at school.

What will happen in a Thrive session?

The session may be on an individual basis or as part of a small group of children. During each session there will be an activity which may include

- Story telling
- Circle games
- Arts and crafts
- Sand play
- Movement and relaxation
- Hand and foot massage
- Cooking and preparing food
- Role play and puppet work
- Games

For more information about the Thrive approach see the website: www.thriveapproach.co.uk





Shanklea Primary School

"We provide a happy, caring and stimulating environment where children recognise and achieve their fullest potential"

The Government has funded the PSHE Association to support schools with **Personal Social and Health Education** and published a Programme of Study (PoS) for PSHE. This is intended as a framework to help schools develop their own Schemes of Work. The following statements from the PSHE Association PoS directly relate to Healthy Relationships and will contribute to keeping children safe from abuse and exploitation:

KS1 Our feelings

- Understand good and not so good feelings.
- Develop a vocabulary to describe their feelings to others.
- Know simple strategies for managing feelings.
- Deepen their understanding of good and not so good feelings.
- Extend their vocabulary to enable them to explain the range and intensity of their feelings to others.
- Recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

Our bodies

- Know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.
- Judge what kind of physical contact is acceptable and comfortable or unacceptable and uncomfortable and know how to respond (including who to tell and how to tell them).
- Understand that they have the right to protect their body from inappropriate and unwanted contact.
- Judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Right and wrong

- Healthy Relationships
- Recognise what is fair and unfair, kind and unkind and what is right and wrong.
- Understand the difference between secrets and surprises and when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- Understand when it is right to keep something confidential or secret, and when it is right to 'break a confidence' or 'share a secret'.
- Identify their special people (family, friends, and carers) and understand what makes them special.
- Know that special people should care for one another.
- Know about the people who are responsible for helping them stay healthy and safe and how they can get support if they have fears for themselves or their peers.
- Recognise what positive, healthy relationships are and develop the skills to form and maintain them.
- Listen and respond respectfully to a wide range of people, trying to see their point of view, and being able to constructively challenge it, when necessary.
- Develop strategies to resolve disputes through negotiation and compromise and give constructive feedback and support to benefit others and themselves.
- Unhealthy relationships
- Recognise when people are being unkind either to them or others.
- Know how to respond to unkindness, including who to tell and what to say.
- Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a

variety of sources, including people they know.

- Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel anxious or that they believe to be wrong.

Staying safe online

- Understand how to keep safe online and the responsible use of ICT.
- Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

For the full PSHE Association PSHE Programme of Study, please go to <https://www.pshe-association.org>

The **'School Health Team'** will visit school on **31st January** to deliver workshops with KS1 children around **'Safe Touch'**. Letters have been sent to parents/carers.

These materials will be used regularly at Shanklea Primary School to help your children to develop strategies for keeping safe. While these strategies are aimed at our young children, they have important life-long relevance for all of us.

In our Key Stage 1, PSHE lessons this term, we will be discussing the **NSPCC's Underwear Rule**.

This is designed to teach pupils how to stay safe from sexual abuse, without giving explicit information or telling scary stories or even using the term "sexual abuse." In the lesson, children will learn about the 'PANTS' acrostic, which stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

The lesson will be delivered in a way that's fully age appropriate.

More information about the Underwear Rule, including a short film and a parent guide can be found at nspcc.org.uk/underwearrule.



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What's happening in the next few weeks?

Monday, 3 February 2020	3.15pm Year 5 Robinwood meeting
Tuesday 4 February 2020	2.45pm Mrs Crowther's Year 6 Class Assembly. Parents and carers most welcome.
Wednesday 5 February 2020	9-10am Little Monkeys Toddler group 2.45pm Mrs Greenwood's Year 6 class assembly. Parents and carers most welcome
Monday, 10 February 2020	Year 5 Bikeability
Tuesday, 11 February 2020	11.15am Y4/5 Anti-bullying 3 x one hour sessions
Wednesday, 12 February	9-10am Little Monkeys Toddler group 2.45pm Mr Brown's Year 4/5 Class Assembly. Parents/carers most welcome.
Thursday, 13 February 2020	Friends of Shanklea Valentines Discos 5 – 7:30pm see start times below
Friday, 14 February 2020	Music Tuition in Mobile Classroom Valentine's Lunch—please pre-order on School Grid School closes for Half Term Holidays

Last week's attendance

Class of the week with **100%** attendance is **SB4/5**

Well done **Years 3**

Year Group	Average Attendance %
Reception	97.1
1/2	97.6
3	98.5
4/5	98.0
6	96.5

Year 5 Robinwood meeting

Parents and carers of Year 5 children who will be taking part in the Robinwood residential visit are invited to a meeting on **Monday 3rd February** at **3.15pm** to learn lots more about this fantastic residential visit.

At the meeting you will be given:

- Medical and personal information forms to complete (These **MUST** be returned by **10th February** as they need to be sent off for processing)
- Required kit list
- Luggage labels

We look forward to seeing you.



VALENTINE'S DAY LUNCH
FRIDAY 14TH FEBRUARY

Menu

Chicken nuggets

***Curm nuggets**

(*must be pre ordered in advance)
served with chips & beans

Valentine Biscuit & Juice



Pre order via School Grid

Friends of Shanklea

Valentine's Disco

DJ HAPPY HEARTS MIX

Thursday 13th February 2020
Reception and KS1 - 5.30pm - 6.30pm
KS2 - 6.45pm - 7.45pm

£2 entry fee to be paid via the School Gateway
Refreshments available to purchase



Out of School Club

It has been another busy week at our Out of School Clubs.. The children have been taking part in lots of fun activities including learning about water, road safety and making pizza baguettes.



Book early

Please order and pay for your child's **Valentine's Day Lunch** on the **School Grid** and **Valentine's Disco** on the **School Gateway**.

