

The Buzz



Brighstone C.E.
Primary School

14th June 2024



Learning and Achieving Through
Love, Courage and Respect

Dear parents, carers and children,

This week, on Monday, **Honey Bee class** started their new DT unit where they tried and tested a variety of biscuits! They commented on the texture and taste of each biscuit and also discussed who they thought the target market was, based on the packaging. A very fun (and yummy) lesson indeed!



In **Reception**, Harvey and Luka Bear made a big police station in the Construction Area. They said "The police fox and the police mole are looking for baddies and putting them in jail!" During last week's Golden Assembly, Molly received an award for being super creative and so kind to her friends as she always makes things for them when they ask. Mrs Cousins has set a new rule stating that they need to make their own things now and so Molly has written instructions for them. Great work Molly! (See Facebook for more photos of Molly's creations.)



Year 1/2 have been fantastic spellers and readers this week, and we are very proud of those children who took part in the Phonic Screening Check. They all did so well! The children also wrote wonderful letters from Pete the badger, to apologise for the devastation that he caused in the forest, in the story Tidy by Emily Gravett. See later in this Buzz for some of their letters, which I am sure you will enjoy reading.

Tomorrow sees the annual **Shorwell Midsummer Fair**, which is a fun day out for all the family. Our country dancing will be performing again, for which they have been practising all week (giving up their lunchtimes, which shows great commitment!). We hope to see you there.



I hope you have a lovely weekend (and fingers crossed it stays dry for the Shorwell show).

With very best wishes, Mrs Lennon and the Brighstone team

Collective Worship - Truth and Truthfulness

This week, we have been thinking about 'Telling the Whole Story'.

Some children were given a feely bag and they had to work out which items were in there. They found it really difficult, and it was only when we brought the items out into the light that they realised what they were. They saw the truth of what they were.

We talked about how sometimes we may not say the whole truth, and leave bits out of the story of what happened. We discussed the importance of telling the whole story so we can bring the truth to light.

Truth is...

- Trustworthy words and actions
- Respect for doing the right thing
- Uncovering the full picture
- Telling it as it is
- Having all the facts

Can you think of a time when you have told only part of the truth, perhaps leaving some bits out on purpose?

Which line do you think is the best way of describing truth? Why?

Was the whole truth found out in the end? Do you think it would have been better to tell the whole truth at the start?

Shining Lights Prayer

Lord Jesus, light of the world,
Help us to shine as lights,
To be truthful and open in all we do.
Amen



Three things cannot long be hidden: the sun, the moon and the truth.

Buddha



School Dinners

Children in **Year R, 1 and 2** are entitled to a 'universal' **free** school meal everyday.

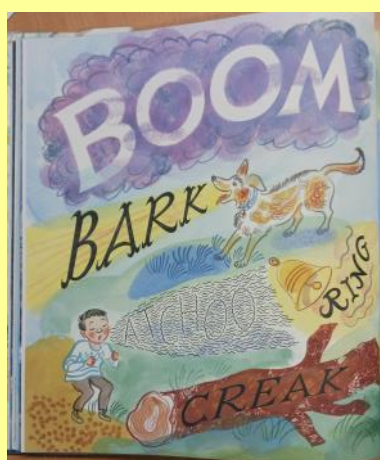
Children in Years 3-6 are charged at **£2.90** per day.

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Pizza	Sausages	Roast Chicken	Chicken Pasta Bake	Fish Fingers
Option 2	Tomato Pasta	Veggie Sausages	Ch & Onion Pasty	Veggie Balls	Quorn Dippers
Dessert	Brownie/Fruit	Jelly	Cake	Cookie	Ice Cream

Poetry Corner

Onomatopoeia

A word that's a sound! That's...
 Onomatopoeia!
 The boom in a cloud! That's...
 Onomatopoeia!
 The bark of a dog! That's...
 Onomatopoeia!
 The creak of a log! That's...
 Onomatopoeia!
 The whoosh of a breeze! That's...
 Onomatopoeia!
 The atchoo of a sneeze! That's...
 Onomatopoeia!
 The ring of a bell! That's...
 Onomatopoeia!
 The splash of a well! That's...
 Onomatopoeia!
 The tweet of a bird! That's...
 Onomatopoeia!
 A sound that's a word! That's...
Onomatopoeia!



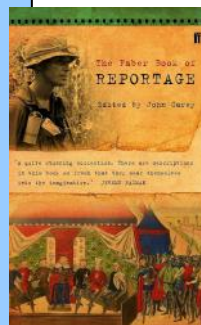
Joseph Coelho

Reading Recommendations

Each week we will include a book recommendation from a child and/or adult.

This week, Mrs Lennon recommends:

This is a fascinating book packed full of eye-witness accounts throughout history, that draws on the voices and emotions of the people who experienced some of history's most memorable events. It includes the eruption of Vesuvius, an audience with Elizabeth I, and an account of a group of women who dressed up as men and cavorted at medieval jousting tournaments. It is an engrossing read, and really opens a window into the past.



Safeguarding

If you have a concern about a child you can call the police on 999 if you feel they are at risk of immediate harm

You can contact the NSPCC:

Contact the NSPCC Helpline

If you have any concerns at all about a child's safety or wellbeing, don't hesitate to contact us.

Call us or email help@nspcc.org.uk

0808 800 5000

[Find out more](#)

Or call children's services 0300 300 0117

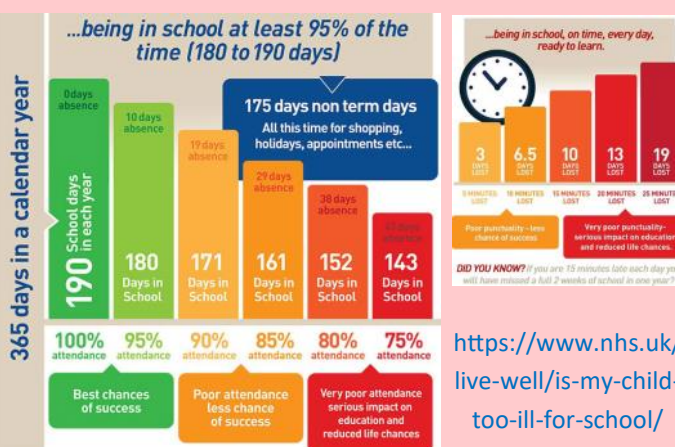
Attendance Matters!

Week Commencing 10th June 2024

Whole School attendance target: **96.5%**

Actual Attendance: 95.25%

Late marks this week: 11



Golden Book

Bumblebee	Hudson for working hard at his reading and always being excited to learn. All of Year 1 for their hard work in phonics and reading. Bram for composing an excellent letter from Pete the badger to apologise for destroying the forest in the book 'Tidy'. Evan for his hard work in phonics and reading. Theo F for his hard work in phonics and reading. Tristan for the care and attention he paid to his letter from Pete the badger. Beautiful handwriting and some excellent vocabulary within.
Honeybee	Zara for consistently showing our school values and being a great friend to others in the class.
Ivy bee	Iris and Ila for exceptional work in geometry, with accurate angle calculation with protractor and mathematically.
Sports Bee	Aria, Lucy, Leigh and Caspar for their hard work in demonstrating the catching task during PE and for being great role models.
Behaviour Bee	Grover for always showing our school values and working really hard on his reading!



SEMH

Social, Emotional & Mental Health

WHAT TRUSTED ADULTS NEED TO KNOW ABOUT: SOCIAL MEDIA & MENTAL HEALTH

Social Media is often scrutinised as having a negative impact on children's mental health. Children and young people are now growing up in a technology dominated world, and social media plays a major role in their social lives. This balanced guide focuses on both the positive and negative impacts that social media can bring to young people and their mental health.

POSITIVE IMPACTS

EASY ACCESS TO SUPPORT AND HELP

Due to delays in young people getting help for their mental health, such as experiencing low mood, or suffering from anxiety, they may sometimes reach out to access support from others online. Sharing problems or issues with friends, peers and broader social networks can be met with positive reaction, with nearly 7 in 10 teens reporting to receive support on social media during tough or challenging times. Where there are moderated communities which offer support and guidance, children can be provided with a great source of support.

SUSTAINING FRIENDSHIPS AND MAKING CONNECTIONS

There is evidence to suggest that strong adolescent friendships can be enhanced by social media interaction, allowing children to create stronger bonds with people they already know. Online relationships can actually make children more relationship-oriented, thoughtful, and empathic. By sharing comments on pictures, videos and posts, it can create long-term friendships as they can continually keep in touch, even with a distance between them.

A SENSE OF BELONGING

Support can be found in various places online; sometimes this is known as "finding your tribe". Online platforms and groups can provide a wonderful sense of belonging for children. They can find peers with similar interests and circumstances which can sometimes be difficult to find in real-life. As a result, this can create stronger connections and help to build confidence.

NEGATIVE IMPACTS

SELF-ESTEEM & BODY IMAGE

There are 10 million new photographs uploaded to Facebook alone every hour, providing an almost endless potential for young people to be drawn into appearance-based comparisons whilst online. No one is the same as how they portray themselves online as we tend to only show the best part of ourselves. The pressure to fit-in and conform is huge, which can become a driving force for children to replicate what they see from friends, celebrities and sponsored adverts. This pressure may contribute to anxiety, low mood and a feeling of inadequacy. As a result, it can lead to a feeling of low satisfaction with their own lives.

HARMFUL ADVICE

The online world provides the opportunity for anybody to upload and share photoshopped pictures, edited video, fake news and even unvetted advice. Children may stumble upon this, which could potentially encourage them make wrong decisions and not get the help that they need. It's important that you teach your child to differentiate between what is true and useful information and what is fake.

ADDICTION AND COMPULSIVE CHECKING

Social media addiction is thought to affect around 5% of teenagers. The Office for National Statistics found that children who spend more than 3 hours a day on social media are more than twice as likely to support poor mental health. Furthermore, compulsive checking due to 'Fear Of Missing Out' has been linked to poor and disturbed sleep, as well as difficulty to relax during evenings. One in five young people say they wake up during the night to check messages on social media, leading them to be three times as more likely to feel constantly tired at school than their classmates who don't use social media during the night.

CYBERBULLYING

One recent large-scale UK study showed that cyberbullying is one of the biggest challenges for young people. Other studies suggest that cyberbullying has a bigger effect on wellbeing and mental health than other types of bullying. 7 in 10 young people have experienced cyberbullying, with 37% of young people saying they experience cyberbullying on a high-frequency basis. Young people are twice as likely to be bullied on Facebook than on any other social network.

Online Safety

10 Top Tips for Parents and Educators FAIR PLAY AND FRIENDLY COMPETITION

In school sports, fair play and friendly competition are important for character development. Fair play embodies respect and integrity while good-natured competition balances rivalry with camaraderie. This guide addresses potential challenges – like the pressure to win – and offers practical tips on instilling values of fair play and cultivating a positive sporting environment for young athletes.

1 LEAD BY EXAMPLE

Parents, carers and teachers should try to exemplify fair play: demonstrating respect for opponents, coaches and officials. Children frequently learn by observing adult behaviour, so displaying a sense of fair play sets a powerful precedent for them to follow in their own actions on and off the field.

2 EFFORT OVER OUTCOME

Encourage children to focus on giving it their all, rather than basing their entire performance on whether they win or not. This fosters a growth mindset, where the journey and the process of improvement are valued just as much as the end result. It also reduces the pressure to “win at all costs”, which can be a harmful outlook in some situations.

3 SET CLEAR EXPECTATIONS

Establish clear guidelines and expectations for behaviour before, during and after sporting events. Ensuring that children understand what is considered acceptable conduct helps prevent misunderstandings and promotes a positive, respectful atmosphere.

4 HIGHLIGHT COOPERATION

Underline the value of teamwork and cooperation in achieving success. Success isn't just about individual achievements, but about how well the team communicates, encourages each other and works together towards a common goal. A strong focus on cooperation fosters camaraderie and mutual support among players.

5 DISCUSS ACCEPTING DEFEAT

Help children to understand that they can't win every contest – that losing occasionally is a natural part of both sport and life in general. Teaching them to accept defeat gracefully and learn from their mistakes promotes resilience, humility and the ability to bounce back stronger from setbacks. Taking a loss in one's stride is also an admirable trait and can help children and young people garner respect in their future life.

6 ENCOURAGE INCLUSIVE PARTICIPATION

Promote an environment where all children feel welcome and valued, regardless of their skill level. Prioritise the importance of participation and enjoyment over winning, creating a supportive atmosphere where every child can thrive and develop their abilities without unnecessary pressure.

7 FOSTER CONFLICT RESOLUTION SKILLS

Teach children how to resolve conflicts peacefully and respectfully, both on and off the field. Providing them with strategies for effective communication and problem-solving helps build stronger relationships and enhances their ability to navigate challenges, which can be a huge boon to them throughout their adult lives.

8 TEACH RESPECT

Emphasise to children the importance of respecting everyone involved in the game, regardless of the outcome. Respect for your teammates, opponents, coaches and officials helps to create a positive, inclusive sports environment where everyone can feel valued and appreciated.

9 GIVE CONSTRUCTIVE FEEDBACK

Offer feedback that focuses on areas for improvement rather than unfiltered criticism. Praise what a child has done well and advise on how to improve, rather than simply pointing out shortcomings. Encouraging a growth mindset and highlighting progress helps children to develop confidence, resilience and a desire to continue striving for excellence.

10 CELEBRATE GOOD SPORTSMANSHIP

Try to avoid solely drawing attention to children's physical performance on the field. Recognise and celebrate acts of sportsmanship, fair play and kindness, too. By spotlighting positive behaviour, you reinforce the importance of such conduct and inspire children to practise this in the future, creating a culture of respect and camaraderie within the sports community that does wonders for morale.



Next meeting:

Monday 24th June at 7pm

The meeting will be held in Mrs Baker's classroom, and a Zoom link has been shared for those who can't attend in person. See the email for further information. All welcome!





*Brighstone
CE
Primary
Presents...*

SCIENCE DAY 2024

MONDAY
22ND
JULY

After the spectacular success of our Science Day last year, parents, grandparents and friends are invited to come and speak about what they do, and how science is involved, with one of our classes.

Last year we welcomed: vets; a fishmonger; an aerospace engineer; a water drainage expert; a wind turbine designer; a food technologist and enjoyed a visiting natural history museum.

ALL contributions are welcome thank you- even if you participated last year. We'd love to host you in a different class.

Please contact Mrs Denness via the school office.

Respect Charter

at Brighstone C.E. Aided Primary School

At Brighstone C.E. Aided Primary School, we believe staff, parents and children are entitled to a safe and protective environment in which to learn and work. We strive to ensure that our school offers a warm and nurturing environment. All members of the school community and visitors should demonstrate mutual respect, to feel safe, work together and to use restorative approaches as the foundation of our practice. Any behaviour that may lead to feelings of harassment, alarm or distress to members of our community, will not be tolerated and action taken.

Expectations

- That all adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no one - staff, governors, parents, carers, volunteers or children - be subjected to abusive behaviour or any form of threats from visitors on the school premises.
- That physical attacks and threatening behaviour, abusive or insulting language, verbal or written (including on social media), to staff, governors, parents, carers, volunteers, children and other users of the school premises will not be tolerated and may lead to a ban from school premises and/or police action.

Types of behaviour that are considered serious and unacceptable

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone
- Speaking in an aggressive/threatening tone
- Physically intimidating; e.g. standing very close
- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing and name calling
- Pushing
- Slapping, punching, hitting or kicking
- Racist, homophobic or other hateful behaviour
- Sexist comments or sexual innuendo
- Disrespecting religion or belief
- Inappropriate communications (posting on Social Networking sites, emails or letters, etc.) which could bring the school into disrepute or be deemed as bullying, harassment and/or a hate-related comment

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to any form of abuse in line with policy and procedure. If you choose to engage in these behaviours you may be asked to leave the site or the police may be called.

Thank you for your understanding and support

If your message is **urgent** or about **attendance** contact Mrs Pelosi in the **office**:
01983 740285
office@brighstoneprimary.org.uk
Office Hours 8am - 4pm

If you would like to speak with the **Headteacher** Mrs Lennon, you can find her at the school gate every morning or you can call 740285 to make an appointment with her



For **general enquiries** you can call or email the office, text the school messaging service or send a message to our school **Facebook** page: <https://www.facebook.com/BrighstoneCEPrimarySchool>
Our Facebook page is open so you do not need a personal account to view it

If you have concerns about your child's **learning** and progress, email the class teacher in the first instance and allow at least 1 working day for a reply:

Years R, 1 & 2 - teacher.bumblebee@brighstoneprimary.org.uk
Years 3 & 4 - teacher.honeybee@brighstoneprimary.org.uk
Years 5 & 6 - teacher.ivybee@brighstoneprimary.org.uk

If you have concern regarding **safeguarding** or your **child's mental health and wellbeing** please contact Mrs Jones. You can speak to her on the playground every morning, call into the school office or email m.jones@brighstoneprimary.org.uk
safeguarding@brighstoneprimary.org.uk

Our **Newsletter** is published every Friday with key information for parents and carers. You can find it on our school website: <https://www.brighstoneprimary.org.uk/category/the-buzz/>

Contact us



If you have a **safeguarding** concern about a child outside of school hours you can call the police on 999 if you feel they are at risk of immediate harm or contact Children's Services on 0300 300 0117

Please be reminded that all children need to wear the correct PE kit on PE days.
The correct PE kit is also needed for sports clubs.
Socks and hair accessories must be in the school colours.

School Day Timings

The school day is as follows:

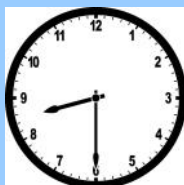
8.25am: Gates open

8.30am: School starts

3pm: School ends

3.10pm: Gates close

Many thanks.



Key dates this year

2023-2024 academic year

- Saturday 15th June: Shorwell Midsummer Fair (come and watch our country dancers!)
- Wednesday 18th - Friday 21st June: Y6 residential in London
- Friday 5th July: Sports Day
- Tuesday 9th July: Transition Day
- Friday 12th July: Y6 Leavers' Service at Portsmouth Cathedral
- Friday 12th July: Reports go home
- Tuesday 16th July: Parents Evening 3.15pm - 6pm
- Friday 19th July: Sports Day (back-up day)
- Friday 19th July: Summer Sizzler
- Monday 22nd July: Science Day
- Wednesday 24th July: Forest Day
- Thursday 25th July: Last day of term; Y6 Leavers' Service in St Mary's Church
- Friday 26th July: School closed for staff development day

STOP PRESS: School Term Dates for 2024-2025

We can now confirm that the school will be closed on the following days in the next academic year:

Day 1: Monday 2nd September 2024

Day 2: Tuesday 3rd September 2024

Day 3: Monday 2nd June 2025

Day 4: Monday 28th July 2025

Day 5: Tuesday 29th July 2025

Term dates are available on our school website:

<https://www.brighstoneprimary.org.uk/calendar/>

