

OPENING PRAYER

Dear Lord,

As we gather together this evening, we thank you for allowing us to be an integral part of the St. Charles community.

Let us be grateful for the opportunity to come together, sharing our passion, care and dedication towards serving the children and families of our school.

Please guide us and give us the strength, wisdom and understanding to be supportive role-models to the children in our care. Help us to enable them the opportunities to experience a healthy and happy year, full of growth and learning.

We ask for the light of your love to shine through us as we work together to encourage the children to be the best version of themselves.

Amen.

Welcome to Year 2

Parents' Information Evening

Tuesday 23rd September 2025



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

Miss Ryan

UNIFORM

Key Stage 1 (Reception, Year 1 & Year 2)

Boys: Mid grey shorts/tailored trousers

Girls: Mid grey tunic or skirt

Mid grey tailored straight leg trousers (not skinny fit, leggings or fashion trousers, i.e trousers that do not show the shape of the leg)

Royal blue jumper or cardigan embroidered with St Charles' school logo

Pale blue polo shirt embroidered with St Charles' school logo

Book bag with St Charles' school logo (recommended)

Socks: Boys - Grey only

Girls - Grey or white (Winter uniform)

White only (Summer uniform)

Tights: Girls - Grey (Winter uniform)

Shoes: Boys - Black only (no trainers)

Girls - Black (no trainers, ankle boots or platform soles/heels)

In Summer, girls may wear mid blue/white gingham checked **buttoned** up dresses (**no white collar**).

Optional: Reversible (fleece/waterproof) jacket embroidered with St Charles' school logo (*special order only*)

Lost Property – We will try to return property left outside. Otherwise it will be put into the blue box by the playground gate.

All items should be named.

WEEKLY TIMETABLE

	8.40 – 9:00	9:00-10:00	10:00 – 10:30	10:45 – 12:00		1:00 – 1:15		1:15 – 3:00	3:00 – 3:10		
Mon		Maths	Celebration of the Word	10:45 – 11:15 Little Wandle	Writing	MASTERING NUMBER	RE	PSHE	READING FOR PLEASURE		
Tues		Maths	Little Wandle	Class Prayer	RE		Spelling	Art/D&T			
Wed		Writing	Celebration of the Word	10:45 – 11:15 Little Wandle	Maths		Computing	PE (Paul Seuke)		Computing	
Thurs		Maths	Little Wandle	Key Stage 1 Assembly	Writing		MASTERING NUMBER	Science		Celebrate	
Fri		Maths	Little Wandle	Class Prayer	History/Geography			PE		Music	

CURRICULUM MAP

English

We will be focusing on key grammatical skills to support our sentence writing. These will include forming simple sentences, using exclamations and questions, using adjectives to add detail and using conjunctions. We will use familiar stories to support our learning. We will also be focusing on handwriting and how we present our work. We will continue with our Little Wandle Reading. For the first term there will also be a daily phonics lesson.

Science

Children will explore the differences between things that are living and things that have never been alive. We will investigate what living organisms need to stay alive and healthy. We will conduct experiments with an emphasis on how to carry out an experiment fairly. Our second topic will be exploring materials and their properties.

History/Geography

During Autumn 1 we will be learning about our seasons. We will explore how weather changes in patterns throughout the year and develop our mapping skills.

In History we will learn about the Great Plague and the Great Fire of London and how they have shaped life today.

Mathematics

We will be focusing on the children's understanding of place value, addition, subtraction, multiplication and division. Each day we have a fluency focus to practice everyday maths skills.

Children will also use Sumdog to support their learning—logins will be sent home in due course.

Homework

There will be a daily homework task this year. We will discuss this at the information evening and a timetable will be sent out in due course.

For now, Reading should be done daily.

Book change/library books days tbc.

Art/DT

We will be developing our drawing and painting skills as well as our designing and making skills. In DT we will be exploring Freestanding Structures.

RE

In Autumn 1 we will be exploring our theme of Creation and Covenant. In Autumn 2 we will be exploring our topic of Prophecy and Promise. We will also be preparing for our KS1 Nativity play.

Music

We will be developing our music skills through the exploration of simple, rhythmic patterns as well as listening to and appreciating different musical genres.

Autumn Term 2025

Physical Education

We will be developing our fitness skills. We will invent our own games. Outdoor games with Mr Seuke—Wednesday Friday - fitness skills (outdoor where possible) Children to come to school in PE kit ONLY on these days. Tracksuit bottoms may be worn in colder weather.

Computing

This term we will be looking at 'Computing systems and networks' and 'Creating media' (with a focus on digital photography). We will be developing further our keyboard skills using a range of applications, and looking at the importance of being smart and keeping safe when online. applications, and looking at the importance of being smart and keeping safe when online.

PSHE & RHE

We will be discussing our feelings and relationships with others, at home, at school and in the community. In our PSHE lessons we will explore how we belong to a community, identifying similarities and differences between us. In Autumn 2 we will explore how God created us individually, look at ways we can give thanks to God and explore British Values through the Rule of Law. We will continue to look at our Catholic Social Teaching each half term.

RE CURRICULUM – DAY BY DAY

We follow the Diocesan approved RE curriculum, Day by Day, which is made up of six branches, one per half term. The curriculum uses a spiral teaching approach, which is an educational approach where fundamental concepts are revisited at progressively increasing levels of complexity, allowing learners to build on prior knowledge and deepen their understanding over time.



DAY BY DAY BRANCHES

Creation and Covenant

In this branch, the children will learn about our Christian belief that all that is comes from God. They will explore the Creations accounts from Genesis and scientific explanations of the process of Creation. They will also explore God's relationship with his people through the Old Testament stories of Abraham and Moses.

Prophecy and Promise

In this branch, the children will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Children will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Galilee to Jerusalem

In this branch, the children will experience the ministry of Jesus. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

DAY BY DAY BRANCHES

Desert to Garden

In this branch, the children will learn about the season of Lent and the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The children will learn about the liturgical journey from the desert of Lent to the garden of Resurrection, and recognise that this Paschal journey takes us from darkness to light, barrenness to fruitfulness, death to life.

To the Ends of the Earth

In this branch, the children will learn about the events from the Resurrection and Ascension to the coming of the Holy Spirit at Pentecost. They will explore the work of the apostles and early Church, and about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Dialogue and Encounter

In this branch, the children will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about how we approach interfaith/intercultural dialogue.

PSHE/RSE

- In 2020, Relationships Education and Health Education became statutory for all primary schools in England.
- As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church.
- The education of children in human sexuality is an important, precious and privileged responsibility.



LIFE TO THE FULL

- We are introducing a new programme this year called **Life to the Full** by Ten Ten Resources.
- **Life to the Full** has been approved by our diocese. Furthermore, Ten Ten Resources have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the RHE statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.
- Further details and access to a parent portal will be sent out by Mrs Brown, our RSE Lead.



WHAT IS RSE?

- RSE is the life long learning about physical, moral and emotional development.
- It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RSE AT ST CHARLES BORROMEO

- RSE forms a part of the RE, PSHE Programme (Personal, Social and Health Education) and science curriculum.
- Our key objective is the well-being of the child.
- We believe parents are the prime educators of their children.
- The school, church and family will work together; our role as a school is to support you and not to replace you.

LIFE TO THE FULL

In Year 2 we focus on:

What makes us unique

How to look after our bodies (being clean and healthy)

What we like and dislike

Naming and recognising different feelings

The life cycle

Who our neighbour is

The communities we are part of

PE LESSONS

- P.E. lessons take place on a **Wednesday and Friday afternoon.**
- **Wednesday's** P.E. lesson is taught by Mr Seuke.
- Please send children in in their PE kits on these days.

HOMEWORK TIMETABLE

Monday	Reading Comprehension Due back Wednesday
Tuesday	Spellings Due back Tuesday
Wednesday	Grammar Due back Friday
Thursday	Writing Due back Monday
Friday	Maths Practice Book Due back Monday
Daily	Reading – can be recorded in the reading diary (homework log). This could be any book/comic etc. Spelling shed (approx 10 mins)

HOMework

Children will have some form of homework most nights.

Log-in slips have been stuck in the front of your child's homework diary.

Labels will be stuck in with page numbers/due date. Homework slips or task sheets with further explanation will be provided if necessary.

Additional homework may also be sent if I think there is any area that they are not confident in. This will not have a due date and only needs to be returned to school if you want me to look at it.

Expectations:

Homework diaries need to be in school every day.

Homework should be returned on time.

Quality of presentation for homework is just as important as that of books at school. All homework must be completed in pencil.

READING EXPECTATIONS

Reading books should be at school every day.

Please encourage your children to read a range of genres and authors – we are really pushing reading for pleasure!

- Book Bingo
- 'Reader of the Month' Book Reviews
- 'Reading for Pleasure' weekly log

Home-School Reading Logs – checked a minimum of once a week at school.

Children will have the opportunity to be heard reading aloud by an adult at school through our reading practice lessons and on a one-to-one basis where possible.

READING EXPECTATIONS CONT.

Children should read at home at least three times a week, ideally with an adult.

Little Wandle books are designed to help children develop fluency and these should be read aloud by the child.

‘Sharing books’ from our school library should always be read by or with the support of an adult. Ideally, discussions through targeted questioning should take place surrounding what has been read to help develop comprehension skills.

Information about Reading will come as children leave Little Wandle.

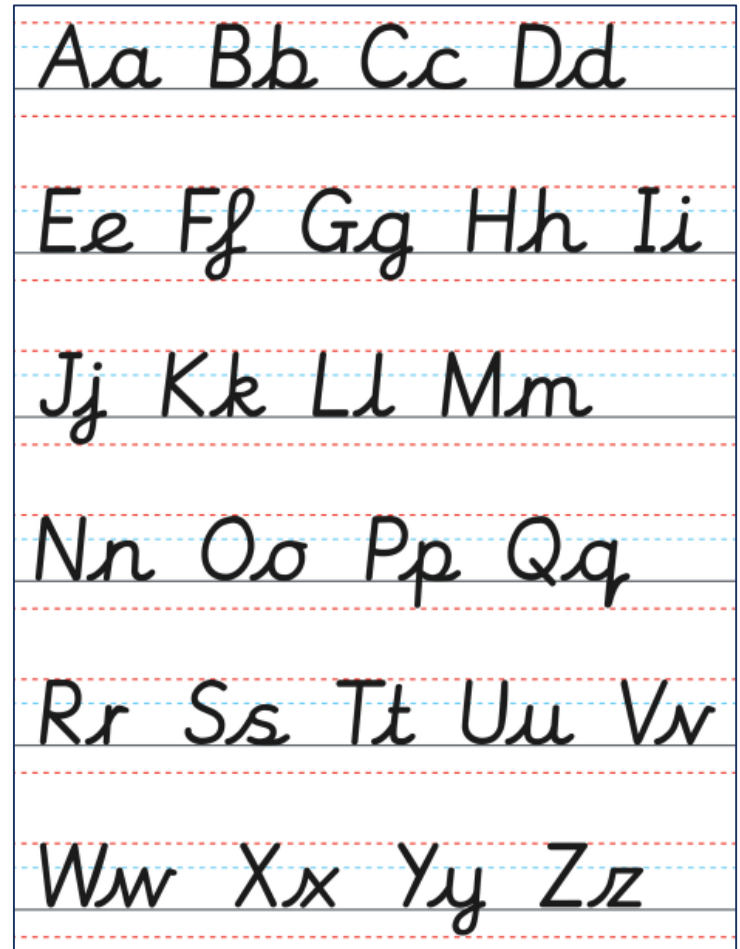
SPELLING

- A new spelling rule will be taught to the children each week. New spelling lists will be handed out on the same day each week and these spellings will then be tested the following week. We will also learn and test spellings for their particular year group on a regular basis.
- We encourage the children to use the 'look, cover, write and check' method to help them learn their new spellings.
- Spelling Shed will be used as an online resource. There will be challenges and assignments set weekly for your child to complete. These are an essential part of spelling learning as it adds an alternate context.

PRESENTATION & HANDWRITING

Cursive script – a copy of our presentation guidelines for cursive writing will be sent home.

Handwriting will be practised weekly alongside spellings homework and further support will be given in school on a needs basis.



PARENTS ATTENDING EDUCATIONAL VISITS

We **always** appreciate and value volunteers on school trips – without them trips would not be able to take place.

Please be aware however that the school policy is that parents on school trips will **not** have their own children in their groups.

This is to ensure:

- The safeguarding at all times of **ALL** children in a group.
- The adult is free to focus on **ALL** children in the group for greater safety, rather than concentrating on their own child.
- Increased independence for the children who will need to be responsible for their own belongings.
- Greater social skills – School visits are great for friendship building and this does not happen for all children when they spend the day with their own parent. They are encouraged to eat and socialise in the company of their peers.
- Behaviour is better for all children when they are not with their parent.
- On occasions, there might be exceptional circumstances where we may ask a parent to accompany their child e.g. for medical or SEND reasons.

GENERAL POINTS

- Payments – online or place in red box by Office. Please mark envelopes clearly with child's full name, year group, activity & amount.
- Please check children's bags for letters.
- Absences – please try to encourage attendance.
- Holidays – please try to take holidays out of term time.

GDPR

(GENERAL DATA PROTECTION REGULATION)

- We value capturing and sharing the learning and experiences of your children using photographs. We have obtained your permission for the use of photos which may contain your children around the school and for use for a wider audience (ie. web site or newspapers).
- We would like to make it clear how photos of your children may be used within the school. They may be shown in displays. Individual and groups photos could be used in exercise books that are sent home. As already mentioned, sometimes photos may have a wider audience e.g. our website, newsletter, Xavier publication and yearbook.
- You can contact the school office should your 'permissions' preferences change at any point or if you have any questions- preferably via email.
- We are happy for photos to be taken at special school events for family sharing only. We ask parents helping around school and on educational visits to not use their personal devices for photographs.
- We ask that parents do not publicly share any photos that show other children in any way, for example on Social media platforms such as Facebook.

OTHER THINGS YOU CAN DO



Find great educational resources

Browse by subject and age group

Select Subject... Key Stage 1

All about Autumn

Featured Interactive Resources

Teddy Numbers

Symmetry Sorting



3-5 Years

5-7 Years

7-11 Years

11-16 Years

Play these fun Maths Games for 5-7 year olds

Maths

English

Choose a Category:

- Counting
- Ordering and Sequencing
- Place Value, Odd and Even
- Addition and Subtraction
- Times Tables
- Multiplication and Division
- Money
- Shapes
- Measures
- Data Handling
- Problem Solving

Counting Games

Learning to count is fun with this range of free educational games for Key Stage 1

OTHER THINGS YOU CAN DO

Practise Year 2 Common Exception Words and 2, 5 & 10 times tables regularly. These will be sent home in due course.

Talking to your child about topics they are covering in school.

Visiting the library regularly.

Visiting places, museums etc. that may be linked to our curriculum.

Encouraging your child to read/write whenever possible e.g. writing a post-card on holiday, reading comics etc.


What is the Behaviour Curriculum?

The reasoning behind the curriculum is that it creates a settled, calm environment in which all the children will learn better. It creates boundaries and structure within the classroom and playground.

At the core of our **Xavier Behaviour curriculum** sit three strands-
Ready
Respectful
Safe

We refer to this in every lesson on a regular basis, using this terminology.

All staff are involved and Miss Willcox refers to it in her Celebration of the Word.

- 
- **The following slides show-**
 - **The keys messages that your children have been told and will continuously hear**
 - **The expectations of all adults in the school**
 - **How you, as parents and carers can support the school but most importantly your children**

READY

Curriculum Target Stage 1	What does the child do?	What can adults do?	What can be provided in the child's environment?
I have all my equipment and books needed for the day.	Child have access to the necessary equipment. Organise equipment on desk / environment as per required.	Provide the equipment required. Model how to organise the equipment on the desk / environment. Give clear instructions and expectations on using equipment.	Range of equipment Visual reminder / instructions Social story / manual. Individual checklist. Laminated place mat.
I have my homework or reading completed prior to the lesson.	If age-appropriate record deadline for homework and reading in diary Complete reading and bring homework to school on time as directed by teacher.	Clear communication with children and parents as to when homework and reading needs to be completed. Ensure each child can access the homework and reading.	Homework policy and timetable Reading record / homework diary
I wear my correct uniform, in the correct way.	Tucks shirt in and cardigan / blazer (if worn) is worn on the shoulders not off. Tie (if worn) is done up correctly and is an acceptable length Appropriate footwear worn and where applicable shoelaces tied.	Assist with tying shoelaces / tie if necessary. Communicate with parents if incorrect footwear is worn. Offer gentle reminders for shirts and cardigans to be worn in the appropriate way. Commend children wearing their uniform correctly to encourage others. Promote correct uniform in assemblies and newsletters	Poster / mannequin displaying correct uniform. Practice fastening shoelaces and ties.
I am calm and able to enter the classroom and settle to learn.	Enter the classroom in a calm and sensible way. Use inside voice while walking (not running) down the corridors. Where appropriate keep to the left-hand side.	Ensure staff encourage a calm sensible manner when entering the school building. Stand at the door to ensure that children are ready to enter the class in a calm way. Have available zones of regulation for children as necessary. Ensure that the classroom environment is ready for the next lesson.	Zones of regulation information. Corridor charter to remind pupils of expectations within the school building. Ready, Respectful, Safe poster in the classroom. Zones of regulation poster in classroom.

RESPECTFUL

Curriculum Target Stage 2	What does the child do?	What can adults do?	What can be provided in the child's environment?
I can use polite and kind words when speaking to peers.	Child is able to use polite and kind vocabulary.	Modelling using polite and kind words / phrases Supporting social situations between peers Adult notices / acknowledges child's use of kind words Have clear expectations.	Visual reminders Bank of kind words / phrases Adult modelling Individual reward system that encourages noticing respectful behaviour.
I can use respectful words when speaking to adults.	Child is able to use polite and respectful vocabulary.	Modelling using respectful words / phrases Adult notices / acknowledges child's use of respectful words Have clear expectations.	Visual reminders Bank of respectful words / phrases Adult modelling Individual reward system that encourages noticing respectful behaviour.
I can put my hand up when I need attention.	Child is able to gain adult attention appropriately.	Model by use of scripts e.g. "Hand up and wait" Positive reinforcement e.g. "Thank you for waiting".	Visual reminders Opportunities to practice waiting Self-monitoring sheets Promise cards
I can work quietly and calmly.	Child can work quietly and calmly in the classroom.	Set and uphold clear expectations of behaviour in the classroom, involving the children in this process. Use praise to acknowledge and celebrate upholding these expectations. Give timely reminders, using positive reinforcement. Plan and deliver curriculum content that is accessible. Effective learning seating arrangements.	Visual display of behaviour expectations (e.g. school rules, class aims). Classroom furniture arranged to facilitate calm and purposeful learning.
I can respect school equipment and use it appropriately.	Child can use school equipment appropriately and respectfully.	Set and uphold clear expectations of using equipment, books and devices. Use praise to acknowledge and celebrate the respectful use of equipment. Model how to use equipment appropriately.	Organised and accessible bank of equipment and resources to support learning. Visuals that show how to use equipment safely and respectfully.

SAFE

Curriculum Target Stage 3	What does the child do?	What can adults do?	What can be provided in the child's environment?
I make others to feel loved and safe as part of the school community.	Child can talk positively about themselves and others.	Model positive compliments. Provide opportunities to say good things. Active listening. Support and teach how to give constructive criticism.	Time for compliments. Positive displays. Photos of the people in the community. Show and tell. Circle time activities around self-esteem. Therapeutic story telling.
I use kind gestures, words and actions with others.	Child knows what kind polite and respectful language, action and gestures are and uses them in the right situations. Child knows what gestures are known to be kind or unkind.	Model positive gestures, words and actions. Teach appropriate language and gestures and when they are appropriate. Adults acknowledge and notice where children have used kind gestures, words and actions. Kind words and gestures built into everyday routines. Expectations for using these is high.	Visual reminders Bank of kind words Peer modelling An individual reward system that encourages noticing positive behaviour. Visuals that show kind and words and gestures.
I use equipment and furniture appropriately and safely, presenting no risk to others.	Child is able to understand how to use the equipment in the classroom and school safely. Child is able to see when there is a risk in the use.	Teach and explain about how to sit in a safe way. Give parameters for safety in the classroom regarding apparatus such as scissors, but also sitting on chairs, climbing. Being clear about what, when, where, and how equipment is to be used, why this is safe.	Offer alternative opportunities for movement and climbing. Visuals for managing equipment. Rules provided that are clear and concise about when equipment around the school is used.
I make sure my actions and words keep others safe both physically and emotionally.	Child keeps hands to self and has good control over personal space. Child is able to share space with others amicably. Child is able to select appropriate language in different situations. Child has an understanding of hierarchal awareness in language.	Give children seating plans that provide a level of space, predictability and routine. Give children ownership of their space. Provide learning partners that are co-operative and successful. Teach the differences in spoken language depending on audience and status.	Provide children with their own spaces. Provide additional personal spaces if needed. Opportunities to learn to share. Respectful and understanding of items children may not want to share.
I do not use physical or verbal aggression towards others.	Child is able to be physically and verbally safe with others.	Keep child safe using planned action, mindful of known or predictable triggers. Give clear, simple instructions. Model / discuss alternative strategies. Awareness of warning signs and know de-escalation strategies for children which are used regularly are familiar and may be explicitly taught. Emotion coaching used regularly. Zones of regulation used well and consistently.	Safe space with explicit ground rules. Visual reminders Social stories around kindness, gentle hands etc.. Breakout spaces, learning breaks and rest breaks, time in or out are used effectively when needed.



Ready

I have all my equipment and books needed for



the day.

I have my homework or reading completed prior



to the lesson.

I wear my correct uniform, in the correct way.

I am calm and able to enter the classroom and



settle to learn.





Ready



Safe



Respectful

I can use +

peers.

I can use

I can

I can +

I can +



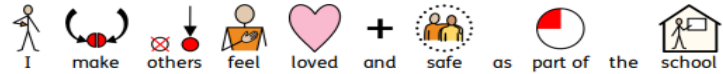
appropriately.



Ready



Safe



I make others feel loved and safe as part of the school



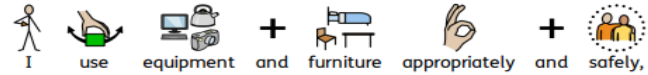
community.



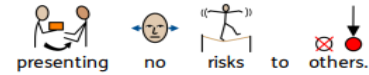
Respectful



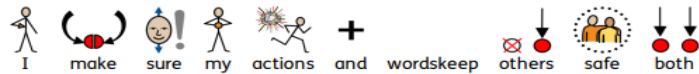
I use kind gestures words and actions with others.



I use equipment and furniture appropriately and safely,



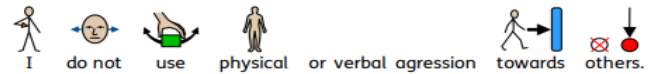
presenting no risks to others.



I make sure my actions and words keep others safe both

+

physically and emotionally.












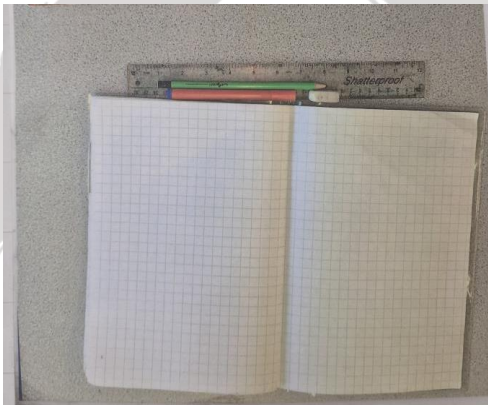
I do not use physical or verbal aggression towards others.

















Safe


Ready

 I  have  all  my  equipment   books  needed for
the  day.

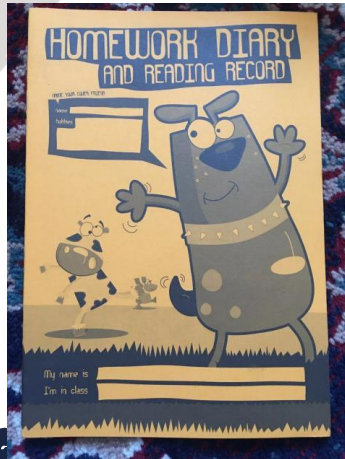


Visual Task Schedule: Sitting at Desk, Circle Time, and Arriving

Sitting at Desk	Feet on Floor 	Eyes Looking 	Ears Listening 	Quiet Hands 	Ready to Work 	
	✂					
	Circle Time	Find Spot 	Sit Nicely 	Quiet Hands 	Ears Listening 	Ready for Circle Time 
		✂				
		Arriving	Coat on a Hook 	Hang up Backpack 	Turn in Homework 	Check Schedule  <small>✓ Check Schedule</small>

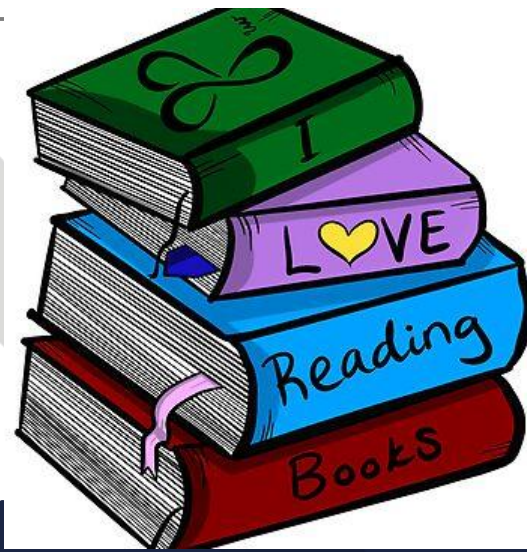


Ready



I have my homework or reading completed prior

to the lesson.





I wear my correct uniform, in the correct way.



No jewellery
other than a
watch and stud
earrings



Respectful

I can use polite and kind words when speaking to
peers.



I can use my words to say kind things.



I can use respectful words when speaking to adults.




Respectful

Respect Scenario Cards

Sarah's teacher noticed that she was struggling with her work. She asked Sarah to stay behind to offer some extra help. Sarah admitted that she needed some help and took up the teacher on the offer of more support in class.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Sean and Peter walked down the school corridor quietly. They allow Mr Stevens to pass, make eye contact and greet him. Mr Stevens greets the boys with a smile and responds.

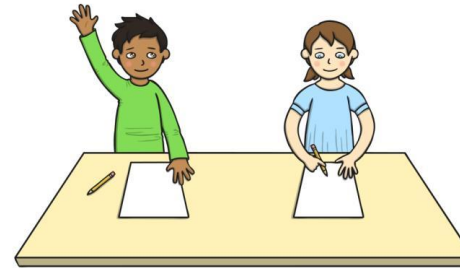


Who is showing respect or disrespect? How?

I can put my hand up when I need attention.



I need help please.



Help!

I have a problem I'm stuck!
I have a question I'm not sure
I'm confused! I need help!



Respectful








I'm OK

No problems here! All is good!
I feel great! I'm full of ideas!
I'm working well! Sorted!

   + 
I can work quietly and calmly.


Respectful



Noise-O-Meter		
		Outside Voices
		Inside Voices
		Whisper
		No Voices

I can respect school equipment and use it

appropriately.

Respectful

I Can Respect Shared Supplies

Markers <p>DO: Use markers for coloring and drawing.</p> <p>DO NOT: Sharpen markers.</p>	Dry-Erase Markers <p>DO: Use dry-erase markers on whiteboards and glass surfaces.</p> <p>DO NOT: Use dry-erase markers on paper.</p>
Dry-Erase Pens & Whiteboards <p>DO: Use dry-erase pens on whiteboards.</p> <p>DO NOT: Use dry-erase pens on paper.</p>	Erasers <p>DO: Use erasers to remove mistakes.</p> <p>DO NOT: Throw erasers away.</p>

Respect the lives of your supplies!

Please don't sharpen us until we're gone you need us all year long!

Clean my cap and close it tight all you have to do is turn it to the right!

Take care of your scissors be safe and be fair scissors cut paper not your hair!

Make sure you wash and keep me clean so I can paint a pretty scene!

Do not break us, keep us straight so you can color and create!

Snap my cap so I won't dry you can do it if you try!

I Can Respect Teacher Furniture

Even drawers need a little bit of RESPECT

Chairs

Explicitly teach your expectations

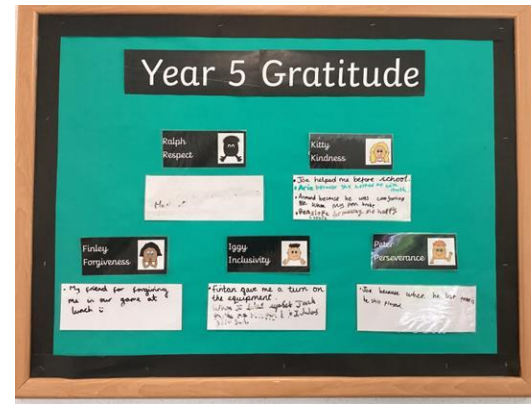
I make others feel loved and safe as part of the school



community.







Safe



- Helping others
- Serving others
- Being an example
- Being Kind
- Listening to others
- Choosing the right
- Obeying parents
- Following Jesus
- I can Love One Another by...

I use kind gestures, words and actions with others.



 <p>nice meeting you</p>	 <p>well done!</p>
 <p>I love you</p>	 <p>perfect</p>

**Kind Hands,
Kind Feet, Kind Words**











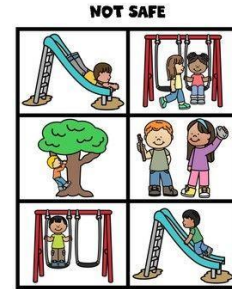
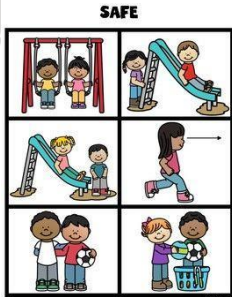
 I use equipment and furniture appropriately and







 safely, presenting no risk to others.



I make sure my actions and words keep others

safe both physically and emotionally.



Is It OK for Someone to Do This to You?



A girl in your class keeps calling you names like stupid and ugly.

Kam was taking ages on the slide. I pushed him out of the way so I could have a turn. The slide is so much fun!

Kam's thoughts:





Safe

I do not use physical or verbal aggression towards

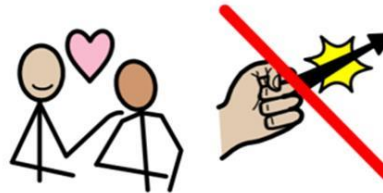
others.

Story about Playtime

At school we need to stay safe and keep other children safe.



We stay safe by using kind hands and feet. This means no hitting or hurting with hands and feet.



If someone upsets me or I get cross I must walk away and do 5,4,3,2,1. I can always ask an adult to help me.





**THANK
YOU**