
Welcome to Year 3

Parents' Information Evening

Tuesday 23rd September 2025



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

Mr Clay

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.

Key Stage 2 (Years 3 to 6)

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 shirt

St Charles' school tie

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 blue and white gingham checked buttoned up dresses (**no white collar**). Our previous striped version has been discontinued. Pupils may continue to wear striped dresses until 2024.

Lost Property – Children to independently collect misplaced items from the lost property box (now on the playground) during break and lunch time.

All items should be named.


WEEKLY TIMETABLES – WEEK A

	8.40 – 9:00	9:00-10:00	10:00 – 10:30	10:45 – 12:15			1:15 – 1:30	1:30 – 3:15	
Mon		Maths	Celebration of the Word	10:45 – 11:15 VIPERS			READING FOR PLEASURE	RE	PSHE
Tues		Maths	VIPERS	Class Prayer	RE			Writing	Music
Wed		Writing	Celebration of the Word	10:45 – 11:15 VIPERS				Spanish (Senora Bowen)	PE (Paul Seuke)
Thurs		Spelling (Test)	Computing	Class Prayer	Art/D&T			Maths	PE
Fri		Maths	VIPERS	Key Stage 2 Assembly	Spelling (Rules)	History/ Geography		Science	Celebrate

WEEKLY TIMETABLES – WEEK B

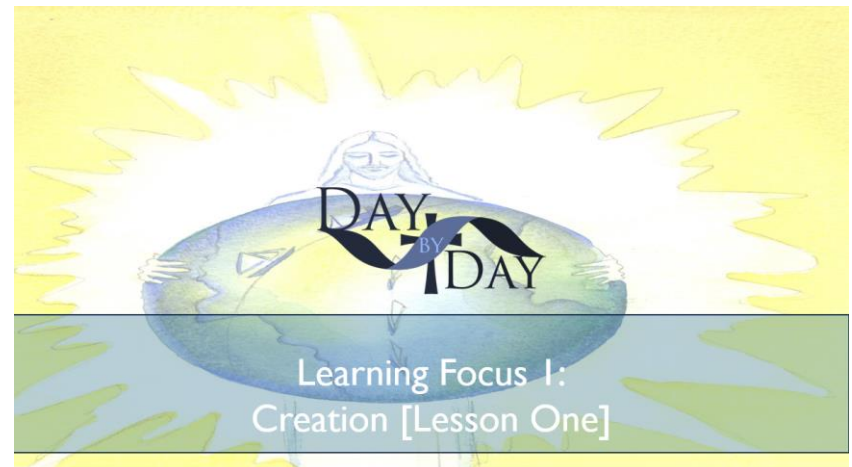
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Tues		Maths	VIPERS	Class Prayer	RE			History/ Geography	Writing
Wed		Writing	Celebration of the Word	10:45 – 11:15 VIPERS	Maths			Grammar	PE (Paul Seuke)
Thurs		Spelling (Test)	Computing	Class Prayer	Art/D&T			Maths	PE
Fri		Maths	VIPERS	Key Stage 2 Assembly	Spelling (Rules)	Writing		Science	Celebrate

CURRICULUM MAP

<p>RE</p> <p>We will be introducing a new RE curriculum this year. There will be two 'Branches' this term: 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.</p>	<p>Science</p> <p>At the beginning of the year, we will learn about light including natural and man-made lights, materials that are opaque or translucent and also investigate shadows. Next, we will be learning about plants including finding out how the parts of a plant help it survive, seed dispersal and how they grow. In the second half-term we will be learning about forces and magnets – exploring movement and speed and learning that magnets have attract and repel a range of materials.</p>	<p>Art/DT</p> <p>In Art we will investigate the different grades of pencil and how we can use them effectively in our drawings. We will also be using our sketchbooks to observe, collect and record visual information from different sources. In D&T we will be learning about levers and sliders and using these to make moving pictures.</p>	<p>History/Geography</p> <p>Coasts We will explore our coast lands and how they are changing over time. We will use our experiences of coasts to explore economic and social activities that take place in these areas.</p> <p>Our Local Area We will be learning about our local area and how it has changed over the years. We will visit Brooklands Museum to understand how Weybridge has influenced</p>
<p>Mathematics</p> <p>Our first term will be focused on our number skills. We will look at Place Value, Addition and Subtraction and begin to introduce Multiplication and Division. We will be exploring relationships between numbers, developing our written strategies for addition & subtraction, and solving problems. During the second half of the term, we will be focusing on multiplication and division including different ways to group and share equally, as well as a variety of representations (eg. The bar model) to support problem solving skills. In addition to this we will have a weekly arithmetic session to develop children's fluency of number and their recall of facts. We will also be learning the 3, 4 and 8 times tables.</p>		<p>Year 3</p> <p>Autumn Term</p> 	<p>English</p> <p>This term, we will be focusing on the story 'Krinklekrax', written by Philip Ridley, as well as 'The Miraculous Journey of Edward Tulane', written by Kate DiCamillo. Within reading, we will be developing our use of vocabulary, inference, prediction, explanation, retrieval and summary/sequencing skills [VIPERS].</p> <p>Leading up to our writing, at the end of each week, we continue to work on spelling, punctuation and grammar (SPAG), with a focus on sentence structures. The children will revisit how to construct different types of sentences (statement, exclamation, question and command) as well as simple and compound sentences. This will progress to including greater detail using adjectives and adverbs.</p>
<p>Music</p> <p>We will be developing our musical knowledge and skills through exploring the inter-related dimensions of music (pulse, rhythm, pitch etc.) and by listening to and appraising a range of music. We will explore different genres and start to express opinions on different pieces.</p>	<p>PSHE</p> <p>At the start of the term, we will explore the 'Zones of Regulation' and how these can be used to articulate our emotions. We will discuss our shared responsibility to understand the ways we can combat racism and work towards celebrating diversity. Within the Ten Ten 'Life to the Full Plus' programme to teach the children about the ways in which we are created to be loved by God and to love others.</p>	<p>Homework</p> <p>Each week, there will be reading comprehension, punctuation and grammar; maths and spelling homework to consolidate the children's learning. Around 20 minutes should be spent on each set homework task.</p> <p>Weekly Schedule: TBC</p> <p>Reading should be completed daily and recorded in the reading log section of homework diaries.</p> <p>Times Tables Rock Stars (TTRS) and Spelling Shed should be used frequently (ideally 3x per week) to support fluency in spellings and times tables.</p> <p>In addition to the regular homework tasks, there will be topic-based projects, which will allow the children to explore some subjects in greater detail, with the chance for more self-expression!</p>	<p>Computing</p> <p>We will be learning about the basics of programming by developing our skills in creating algorithms in a range of contexts. We will be using laptops and tablets to develop our digital literacy. We will learn how to use the internet safely.</p> <p>Physical Education (PE)</p> <p>During the autumn term, we will be developing our skills in dodgeball, working specifically on our throwing, dodging and catching skills. We will also be exploring Outdoor Adventurous Activities, working individually and as a team to complete challenges, as well as Basketball, helping us to continue developing our attacking and defending skills within invasion games.</p>

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

- **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.
- It is also about the teaching of sex, sexuality and sexual health.

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.

PE LESSONS

- PE lessons take place on a Wednesday and Thursday afternoon.
- Wednesday's PE lesson is taught by Mr Seuke.
- Please send children in in their PE kits on these days.
- Swimming in Spring Term

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.

Homework slips or task sheets, with further explanation, will be provided where necessary.

Expectations:

Homework diaries need to be in school every day.

Homework must be returned on time and will have to be completed during break and/or lunchtimes if it is incomplete.

Quality of presentation for homework is just as important as that of books at school.

HOMEWORK TIMETABLE

- TBC!
- Spelling (Handwriting)
- Maths Books – Linked to Power Maths
- CGP Books (Reading comprehension, Arithmetic and SPAG)
- Reading (See next slide)

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.

Logs will be signed by an adult from school once a week.

READING EXPECTATIONS CONT.

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

'Colour band' books are designed to help children develop fluency and these should be read aloud by the child regularly (at least 3x per week).

'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.

Where possible, the child should always record the following information in their logs each time they read:

- Date
- Title and author
- Page numbers (Eg. Pg. 23-27)
- Comment about what they have read

It is encouraged that an adult should also sign the Reading Log once a week.

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.
- To help with contextual understanding of vocabulary, as well as to encourage regular handwriting practice, children will be expected to write sentences which include each spelling word in their spelling/handwriting homework book.
- 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

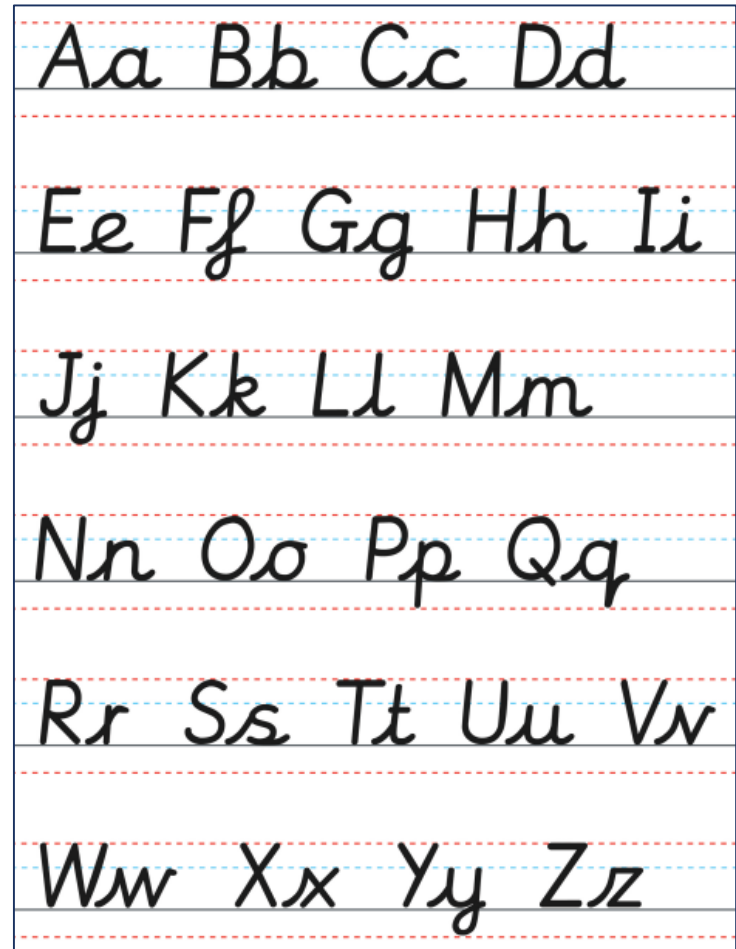
Cursive script – a copy of our presentation guidelines for cursive writing will be stuck into your child's spelling/handwriting book.

Pen licences are awarded by the class teacher throughout the year and into Year 4.

Berol handwriting pen for those with their pen licence. However, accommodations can be made to use other handwriting pens from home (eg. Ergonomic Stabilo pens).

Children must show consistent handwriting and overall presentation skills in ALL books (including homework) before they will receive their pen licence.

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



TIMES TABLES

The children are to know and be fluent in 36 key times tables facts, by the end of Year 4.

36 essential facts to learn

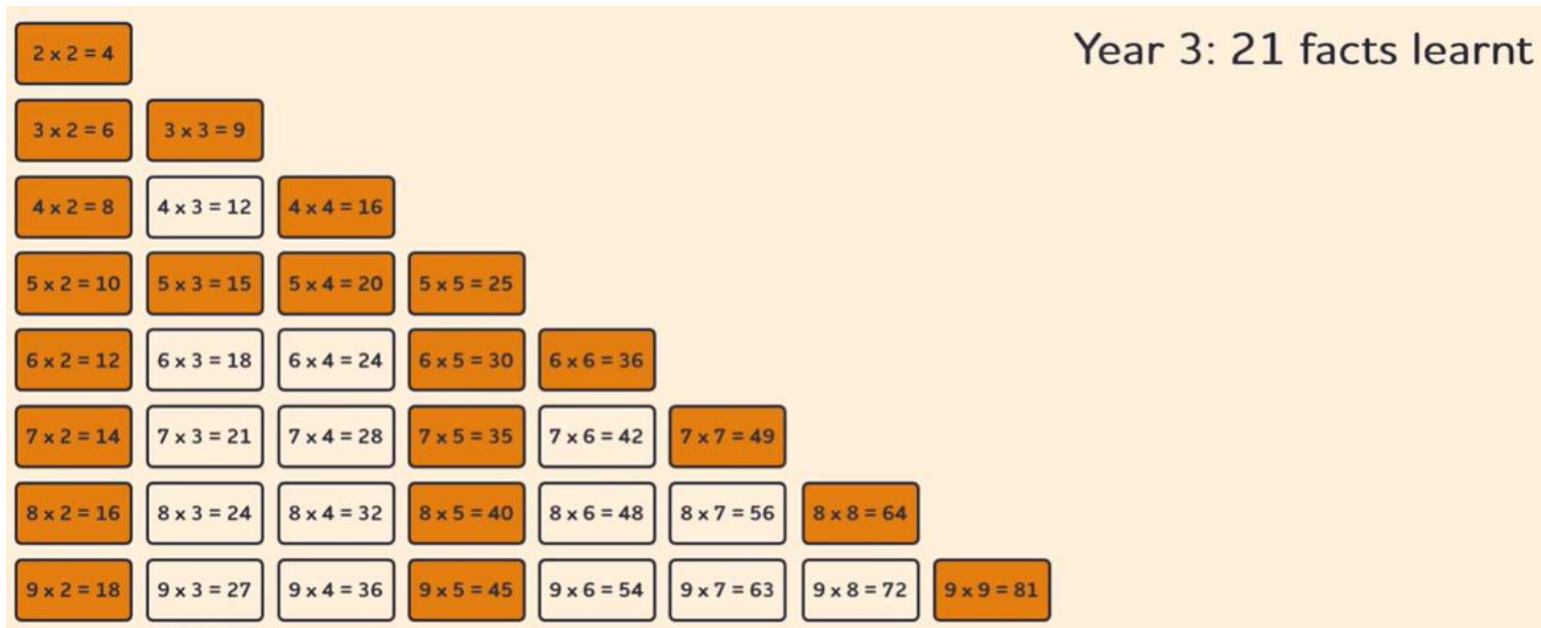
[LHS 2a The 36 essential facts on Vimeo](https://player.vimeo.com/video/810044805?quality=720p)

<https://player.vimeo.com/video/810044805?quality=720p>

$2 \times 2 = 4$									
$3 \times 2 = 6$	$3 \times 3 = 9$								
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$							
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$						
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$					
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$				
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$			
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$		

TIMES TABLES CONT.

Times tables are explicitly taught and tested each day within our maths lessons, as part of the Number Sense initiative.



TIMES TABLES CONT.

We have limited time to focus solely on learning times tables in class, thus practising and consolidating times tables at home is vital.

Therefore, please encourage your children to access Times Tables Rock Stars (TTRS) as often as possible.



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 allude 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



Respectful



Safe



Respectful





I can use    +     to


peers.

I can use       .

      .

   + .

I can    + 











appropriately.


Ready


Respectful






Safe





Safe











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



community.








 I  use  kind  gestures  words  and  actions  with others.

 I  use  equipment  and  furniture  appropriately  and  safely,










 presenting  no  risks  to others.

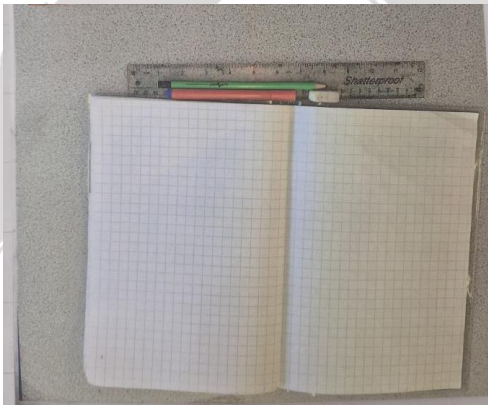
 I  make  sure  my  actions  and  wordskeep  others  safe  both


physically and emotionally.















 I  do not  use  physical  or verbal aggression  towards  others.


Ready

 I  have  all  my  equipment   books  needed for
the  day.

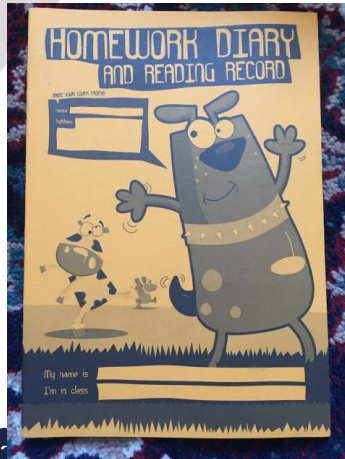


Visual Task Schedule: Sitting at Desk, Circle Time, and Arriving

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>

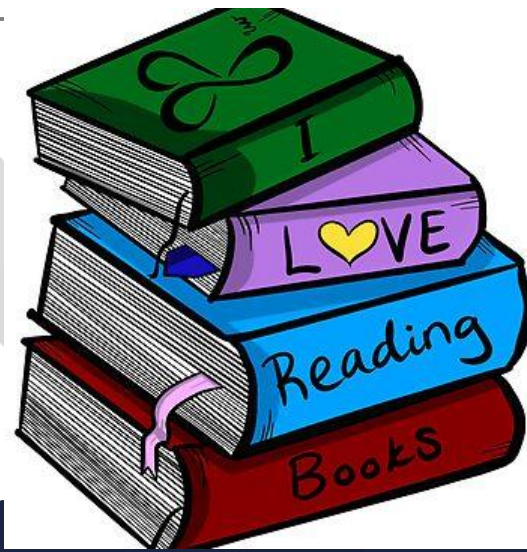


Ready



I have my homework or reading completed prior

to the lesson.












Ready

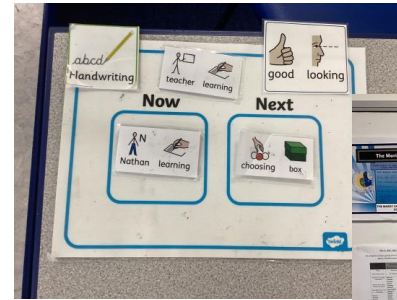


I wear my correct uniform, in the correct way.



No jewellery other than a watch and stud earrings



 +
 
 +
 
 +
 
 +
 I am calm and able to enter the classroom and


 settle to learn.





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.


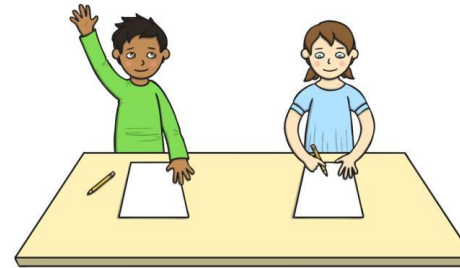


Who is showing respect or disrespect? How?

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

<p>Scissors</p> <p>Take care of your scissors. Be safe and be fair. Scissors cut paper not your hair!</p>	<p>Dry-Erase Markers</p> <p>Clean my cap and close it tight. All you have to do is turn it to the right!</p>
<p>Dry-Erase Pens & Whiteboards</p> <p>Wash me and keep me clean. So I can paint a pretty scene!</p>	<p>Eraser</p> <p>Don't break us, keep us straight. So you can color and create!</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!



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



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

I Can Respect Teacher Furniture

Even drawers need a little bit of RESPECT

Chairs

Explicitly teach your expectations

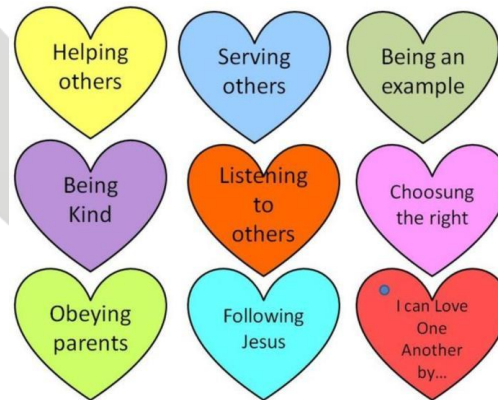
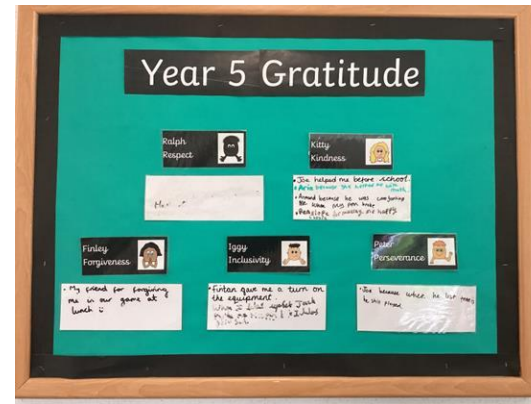
I make others feel loved and safe as part of the school



community.







Safe



I use kind gestures, words and actions with others.

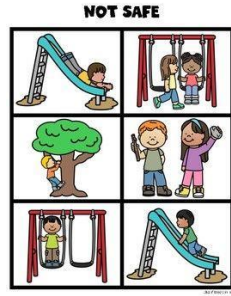
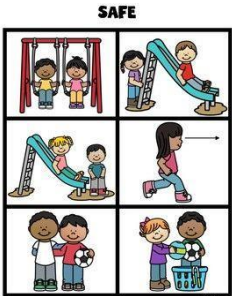


 nice meeting you	 well done!
 I love you	 perfect

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

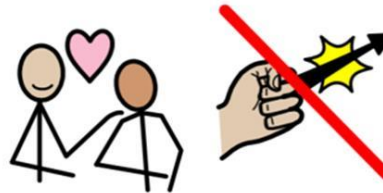
others.

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.



EDUCATIONAL VISITS

- Brooklands Museum – Autumn Term
- Stonehenge – Spring Term
- Legoland – Summer Term
- “Feet First” Pedestrian Training – Summer Term

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.
- Forgotten items – place in blue box by Office.
- 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.

HERE'S TO A HAPPY AND SUCCESSFUL YEAR!

**THANK
YOU**

Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance.

James 1:2-3