



Friday 2nd December 2022

Pennoweth News

An enormous thank you to everyone for the donations that came into school this week on Wednesday for the Christmas fair. Mrs B's 'old' office was completely full. The children's Christmas fair, arranged by the PTA, will take place on the morning of the 8th December (before our Christmas production). Each class will get time in the hall to look at stalls and buy! Children can bring money to spend (maximum of £5) in a named envelope on the day; there will be lots of different things for sale at different prices.

We are very much looking forward to our Christmas production this week; fingers crossed that the rain holds off. In the unlikely event that we can't go ahead, we will let you know. The children have been working hard to practise their carols and Christmas songs for their part of the Christmas story 'journey' around the school. We look forward to seeing you there! If you haven't returned your slip yet indicating if your child will be staying in school between the performances, please do get this back to us as soon as possible. Thank you.

Our school Christmas dinner will be on Wednesday 14th December. On that day children can come in non-uniform—either Christmas jumpers (if children already have them), party clothes or favourite outfits!

Congratulations and well done to Peggy and Fletcher (Pendeen), William and James (Porthleven), Aira (Mevagissey) and Emmie, Cory, Cody and Lukas (Newlyn) who have all achieved their Accelerated Reader targets! Keep up the great work!

Please note that club sign up for after school activity clubs in the Spring term is taking place next week; please refer to the separate letter for info.

Finally, we have received a few complaints about parking on Drump Road at drop off and pick up where cars have blocked resident driveways or parked in restricted areas. Please do take care when parking up at the start and end of the school day.

We hope you have a lovely weekend. See you next week :)

Our phase email addresses are:

eyfs@pennoweth.cornwall.sch.uk (for Nursery and Reception)

KS1@pennoweth.cornwall.sch.uk (for Years 1 and 2)

lowerKS2@pennoweth.cornwall.sch.uk (for Years 3 and 4)

upperKS2@pennoweth.cornwall.sch.uk (for Years 5 and 6)

Or contact: help@pennoweth.cornwall.sch.uk

School Lunches

Week beginning 5th
December—

week 3 of the menu



Dates for your diary

**Monday 21st NOV to Friday
16th December**

World Cup Reading Chal-
lenge

Monday 5th December

10am EY and KS1 Christingle
Trip

1.45pm Year 5/6 Christingle
trip

Tuesday 6th December

1.45pm Year 3&4 Christingle
trip

Thursday 8th December

Children's Christmas fair
(morning)

Christmas production

1.30pm + 5pm

Wednesday 14th December

Christmas dinner



Character Qualities

This year we will be changing the 4 key characteristics we are on the look out for every term. For Autumn, we are looking for children who are demonstrating the characteristics of being:






Adaptable

Generous

Honest

Pioneering

We also have our Stars of the Week, who have been classroom superstars and DNA Champions for each phase.

Quality	Children Spotted in R, Y1 and Y2	Children Spotted in Y3, Y4, Y5 and Y6
<p>Adaptable</p> 	<p>Porthcurno: Denas Gwithian: Mason TA Marazion: Harry</p>	<p>Newlyn:Larkin Mevagissey:Isaiah Porthleven:Kingsley Lizard:Adam Pendeen:Mikolaj Godrevy: Ashton</p>
<p>Generous</p> 	<p>Porthcurno: Mason Gwithian: Massen T Marazion: Lily R</p>	<p>Newlyn:Bella Mevagissey:Jacob Porthleven:Nathan Lizard:Amelia G Pendeen:Ana-Maria Godrevy: Tommy</p>
<p>Honest</p> 	<p>Porthcurno: Maisie Gwithian: Holly Marazion: Mason B</p>	<p>Newlyn: Esmé Mevagissey:Jax Porthleven:Braxon Lizard:Maddie Pendeen:Ruby Godrevy: Molly</p>
<p>Pioneering</p> 	<p>Porthcurno: Deliah-Belle Gwithian: Harper Marazion: Vinnie</p>	<p>Newlyn: Daniel Mevagissey:Jayden Porthleven: Amelia Lizard:Malakai Pendeen:Willow Godrevy: Isabelle</p>
	<p>Restormel: Elsie Tintagel:George Porthcurno:Michelle Gwithian: Lyra C Marazion: Harriet</p>	<p>Newlyn:River Mevagissey:Aira Porthleven:James Lizard:Piran Pendeen:Fletcher Godrevy:Lexi</p>

We are safe Champions: KS1: Lola A, LKS2: Nojus, UKS2: Ivy

We feel loved champions: KS1: Zakary, LKS2: Kyson, KS1: UKS2: Ava

We take responsibility champions: KS1: Lola B, LKS2: Jaxon, UKS2: Emily

We are always learning champions: KS1: Ezra, LKS2: Wyatt, UKS2: Freya

We are ready Champions: Restormel: Georgie, Tintagel: Matthew, KS1: Aliza, LKS2: Isla, UKS2: Scarlett

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enthralls young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Sources: <https://www.bbc.com/news/technology-55214515>
<https://sproutsocial.com/insights/social-media-algorithms/>

NOS National Online Safety®
#WakeUpWednesday