



**Newsletter 4**  
**Spring 2023**  
**Friday 3<sup>rd</sup> February 2023**

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### **Carn Brea Class**

This week Carn Brea Class have been learning all about what plants need to survive. We explored the spring flowers coming up all around us and after discovering that plants need sunlight, soil, carbon dioxide and water to grow, we decided to conduct a little experiment. We decided to see what happened to plants when they didn't get one or more of the things they need. So we put two plants in the dark, and only gave one water, then two plants in sunlight and only gave one water.

We are excited to find out what will happen over the next few weeks. The children also predicted what they think might happen. Finally we had a lovely discussion about how it made us feel to deliberately not give the plants The things they need. We decided that because plants couldn't feel pain it was ok, but that we would keep an eye on the plants and not let them die completely. What a kind, caring and conscientious class!



### **Diary Dates:**

#### **Extra-Curricular Clubs**

**Monday 9<sup>th</sup> January – Friday 24<sup>th</sup> March. No clubs in the last week of term (27<sup>th</sup>-31<sup>st</sup> March)**

#### **Chartwells Taster Session**

**Wednesday 8<sup>th</sup> February at 3pm**  
**Parents invited**

#### **Stargazing Evening** **Tregonning Class**

**Wednesday 8<sup>th</sup> February**  
**5pm – 6.30pm**  
**Parents invited**

#### **Junior Life Skills Event at** **Tolvaddon Fire Station for** **Year 5**

**Wednesday 22<sup>nd</sup> February**  
**2023**

#### **Whole School Trip to** **Newquay Zoo**

**Friday 24<sup>th</sup> February**

#### **School Choir Visit to** **Memory Café**

**Wednesday 1<sup>st</sup> March**

#### **World Book Day**

**Thursday 2<sup>nd</sup> March**  
**Children can dress up as**  
**their favourite book**  
**character**

#### **Special Visitor in from** **Sports for Schools**

**Wednesday 15<sup>th</sup> March**



**Red Nose Day**  
Friday 17<sup>th</sup> March

**Inset Days:**  
Monday 5<sup>th</sup> September 2022  
Tuesday 3<sup>rd</sup> January 2023  
Monday 17<sup>th</sup> April 2023  
Monday 24<sup>th</sup> July 2023  
Tuesday 25<sup>th</sup> July 2023

**Extra Bank Holiday for King's Coronation**  
Monday 8<sup>th</sup> May 2023

**Attendance this week:**

Carn Brea: 89%

Godolphin: 92%

Trencrom: 93%

Tregonning: 95%

Well done to Tregonning Class for best attendance this week.



**Headteacher Awards**



**Carn Brea:** Saffron

**Godolphin:** Max

**Trencrom:** Bella

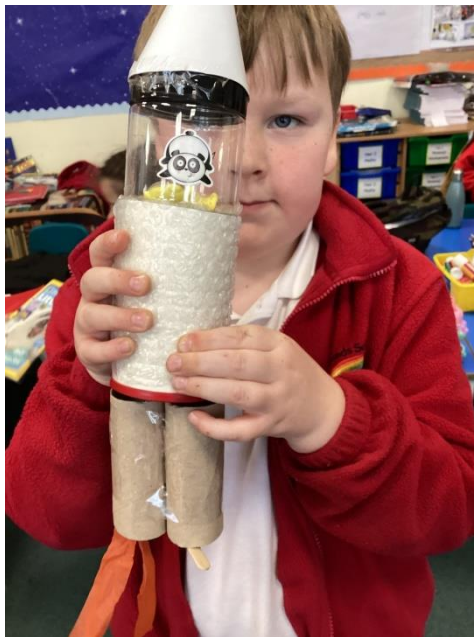
**Tregonning:** Maisy





### Godolphin Class Topic Work

Godolphin have been making some fantastic models at home based on our space topic!



### Class Awards



**Carn Brea:**  
Otis, Saffron, Skye

**Godolphin:**  
Blake, Loccy, Zaci

**Trencrom:**  
Emily G, Keegan, Emily C

**Tregonning:**  
Finnley, Freya B, Harry

### Spring

Spring is all about new beginnings and transformations – think of it as a season that symbolizes starting fresh and starting over.



How did Spring get its name?

Before Spring was called Spring, it was called Lent in Old English. Starting in the 14<sup>th</sup> century, that time of year was called “springing time” – a reference to plants “springing” from the ground. In the 15<sup>th</sup> century this got shortened to “spring-time”, and then further shortened in the 16<sup>th</sup> century to just “spring”.





## Poem Spring Party



Spring is here  
And nature cheers!  
As blossoms burst  
And shoots appear!

Longer days  
Bring warm sun rays,  
New born animals  
Frolic and play.







**Penponds School Rocks for NSPCC!**











## Top Table this Week



## World Book Day – Thursday 2<sup>nd</sup> March

Children can come dressed as their favourite book character.







# **CARN BREA JUDO CLUB**

**Members of the British Judo Council**

Affiliated to the British Judo Association



**Venue: Main hall at Roskear Primary & Nursery School TR14 8DJ**

## **TWO FREE JUDO CLASSES**

**AGES 5YEARS - ADULT**

**START TUESDAY 21st FEBRUARY 2023**

**6-7PM**

**ALL instructors are highly qualified, insured  
national and international medalists  
It is FUN; Learn new SKILLS; MAKE NEW FRIENDS  
Do a CONTACT SPORT SAFELY**

**TO BOOK YOUR PLACE  
PLEASE contact us through  
Facebook messenger**

**WE LOOK FORWARD TO MEETING YOU**





# HALF TERM **CRICKET** **CAMPS**

**CRICKET CENTRE | TRURO**



## **SOFTBALL**

**13TH-14TH FEB | 10-3PM**

**£15 PER DAY | YEARS 1-5**

To book your place - <https://booking.ecb.co.uk/d/7lq20d>

## **HARDBALL**

**15TH-16TH FEB | 10-3PM**

**£20 PER DAY | YEARS 4-8**

To book your place - <https://booking.ecb.co.uk/d/jlq204>

**BRING PACKED LUNCH & SNACKS**



# Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

## MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

## BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

## REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online, in case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

## KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

## DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online world versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

## TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

## CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

## Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSHE curriculum.



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Online  
Safety®**

#WakeUpWednesday



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