

Perton Sandown



First School

School Prospectus

2006 / 07



**PERTON SANDOWN FIRST SCHOOL
SANDOWN DRIVE
PERTON
WOLVERHAMPTON
WV6 7PS**

01902 742686

Perton Sandown First School is a co-educational day school catering for pupils between the ages of 4+ to 9+ years of age. It has a designated Nursery offering 26 part-time places for children aged 3-4 years.

HEADTEACHER Mrs E Threlkeld

CHAIR OF GOVERNORS Mrs S Bradley

Dear Parents,

Welcome to Perton Sandown First School

The Governors, staff and I believe that education is a partnership between school and home. Parents have it in their power to contribute a great deal to their child's success. We expect your child to work hard and to the level of his or her ability. We, in turn, work hard to ensure that your child receives the best possible education. This can only be achieved by parents and teachers co-operating with and supporting each other.

The staff work closely together to provide a secure, caring environment, where each child can confidently gain the skills, concepts and knowledge necessary for all future learning. We are seeking to establish an active and worthwhile partnership between parents and teachers for the benefit of the child. You will be invited to reinforce this partnership by signing a 'Home School Agreement'.

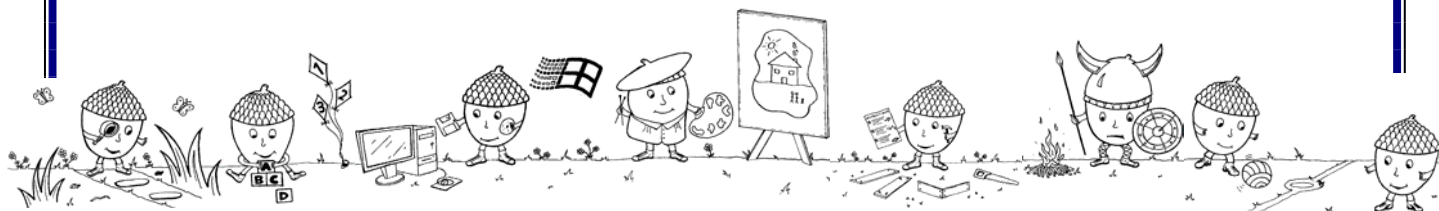
If this is your first child to enrol in our school we welcome you as parents and look forward to a successful and happy association in the coming years. We are pleased to continue and re-affirm the links with those of you who already have a child or children here.

This prospectus provides information on the school, its aims, curriculum and activities. We hope that you will take advantage of any opportunities for contact and discussion to extend your knowledge and understanding of what happens in school and follow the progress of your child.

If you require any further information please do not hesitate to contact me. The Governors, staff and I wish your child every success in our school.

Yours sincerely,

Elizabeth Threlkeld
Headteacher





Our School Mission

- Our school is a friendly, caring community in which everyone is valued and respected.
- Our school is clearly a professional establishment in appearance, manner, relationships, and its pursuit of high standards.
- We aim to create a stimulating learning environment.
- We believe each child will succeed and encourage a high level of self-esteem and independence, ensuring all reach their full potential.
- We promote education as a life-long activity and offer a relevant curriculum with flexible approaches to learning.
- We value and hope to promote honesty, co-operation, tolerance and courtes

Our school Aims:

Perton Sandown First School will:-

Set high expectations and for all children to make significant progress in knowledge, understanding and skills; in attitudes and values; as social beings and as lifelong learners

To achieve a broad, balanced and relevant curriculum throughout the school which provides a challenging framework for learning and meets the needs of children and statutory requirements

Develop technological skills for the modern world.

Enable children to enjoy their education, feel safe and practise a healthy lifestyle.

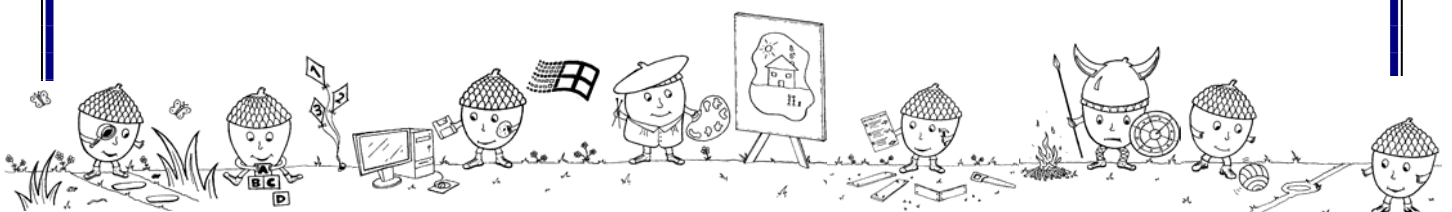
Enable children to develop responsibility and appropriate standards of behaviour.

Ensure that every member of the whole school community shall have equality of opportunity regardless of background, gender, ability, ethnicity, age religion or disability.

Develop motivation, assertiveness and aspiration to succeed.

Develop spirituality and sound moral values.

Foster children's development as individuals and develop their potential as members of society.





MISSION FOR THE SCHOOL

We have high expectations and thrive to enable every child to fulfil their potential regardless of their background or circumstances.

Each child will succeed through experiencing:

A broad and challenging curriculum

An enriching programme of extra-curricular activities and visits

A stimulating learning environment

A rich, varied and up to date range of learning resources

Innovative teaching and an investigative approach to learning

An ethos of support, challenge and encouragement to succeed

Learning partnerships between school, home and the community.

We demonstrate our commitment to working as a learning community by:

Striving for continuous improvement in all that we do

Working collaboratively towards common goals.

Investing In Our People.





MY SCHOOL

The School Building

The School was opened in September 1982 and the building was completed in January 1984. It is of a semi-open plan design and has 7 bases with quiet areas; craft areas, cloakrooms and toilets. There is also a hall, music and drama studio, ICT suite and library as well as kitchens and administration block. There is a large hard surface playground and generous sports field. The 'outside classroom' has a garden and conservation area. Nursery and Reception have adjoining outdoor play areas.

The School Badge And Logo

The school badge incorporates;-

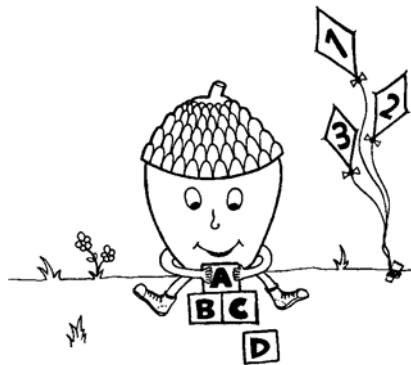
The Staffordshire Knot

An Oak Tree and Acorns

The School initials

The motto '**Multum in Parvo**' meaning '**Much in Little**' reflects our mission and belief in each child's potential.

The logo used on both School and the Sandown Parents and Friends Association letters and publications is the 'Acorn Man'. The pupils used this logo to design the Nursery sweatshirts.

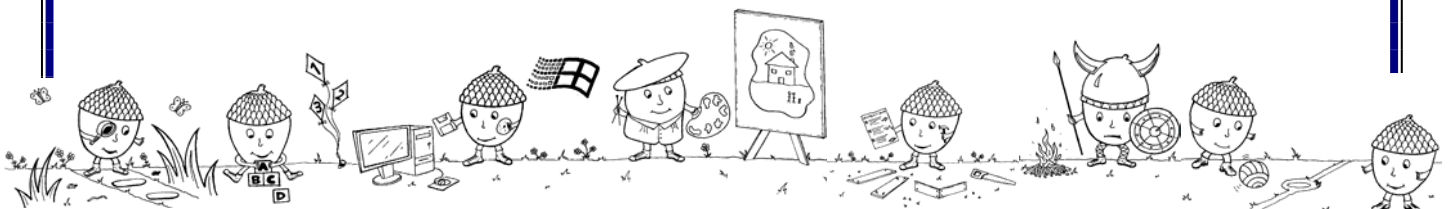


The School Prayer

Dear Heavenly Father, please bless our school, so that working together and playing together,
we may learn to serve you and one another,
Amen.

Visit Our Website

www.sandown.staffs.sch.uk





CURRICULUM

The Education Act, 1986 requires that throughout the school years all pupils should be offered a curriculum which is broad, balanced, relevant and differentiated according to each child's ability.

The Curriculum aims to:

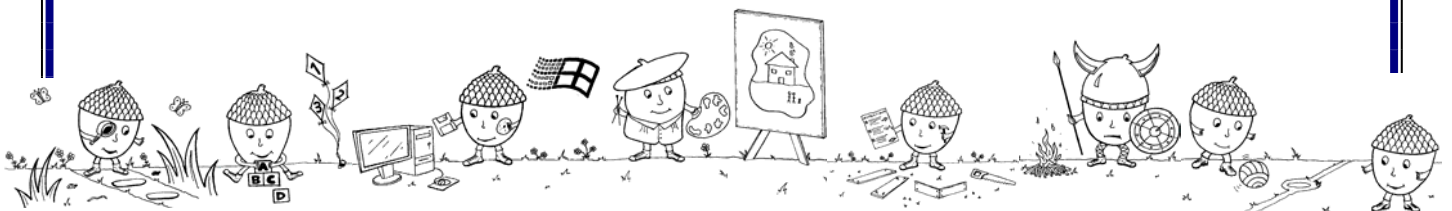
A) Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and

B) Prepare such pupils for the opportunities, responsibilities and experiences of adult life.

The Education Reform Act, 1988 introduced a National Curriculum for children aged 5 – 16 years and specified the curriculum areas to be studied. The subjects are English, Mathematics, Science, Information and Communication Technology, Design and Technology, History, Geography, Music, Art, Physical Education and Personal, Social and Health Education.

The greater part of the English and Mathematics curriculum is delivered through the Literacy and Numeracy Hours. Religious Education must also be taught. The School also has policies on Multicultural Education, Equal Opportunities and Special Educational Needs. The school's commitment to offering a 'whole' curriculum is reflected in the responsibilities undertaken by the teaching staff, and in creating and fostering a situation whereby each child can grow and develop fully within his/her capabilities.

For each foundation subject the programmes of study define the knowledge, skills and processes which are required to be taught to pupils of different abilities and developments during each Key Stage. They set out the objectives to enable pupils to meet the attainment targets for each level of achievement.





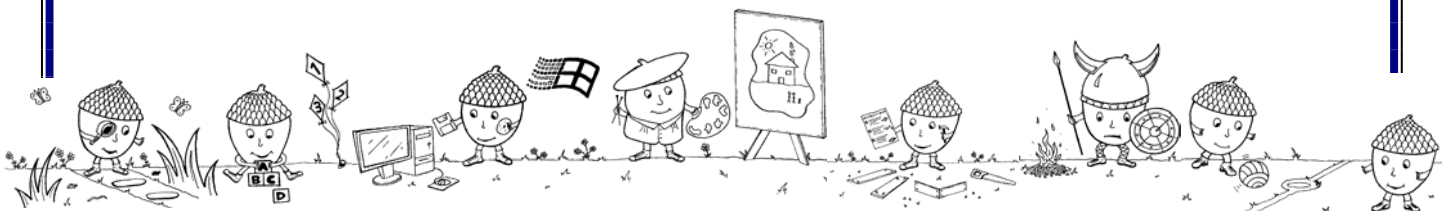
When children enter the School an assessment of their achievement is made. There is continuous assessment throughout the Nursery and reception year so that progress in the Early Years can be measured. Key Stage 1 SATs at the end of Year 2, with both Year 3 and Year 4 optional tests taking place, indicate the progress your child is making within school and compared nationally.

Children progress through different 'Key Stages'. These help parents to know what their children should be learning at various ages:

Foundation Stage		under 5 years of age
Key Stage 1	-	from 5 - 7 years of age
Key Stage 2	-	from 7 - 11 years of age

The curriculum is delivered in a variety of ways: class teaching, collaborative patterns of organisation (groups) and specialist teaching (individual). Children are set or grouped across years or classes to provide differentiation of task suited to each child's needs. Groups cater for both ends of the ability range.

In order that parents may access the attainment targets and programs of study of specific curriculum areas, the National Curriculum orders are available on-line, Dfes or on request for inspection within the school.





BASIC SKILLS QUALITY MARK

At Perton Sandown First School we recognize that children's entitlement to a rich, broad and balanced curriculum depends on firm foundations in Literacy and Numeracy.

We are committed to ensuring the continuous improvement of the Basic Skills of all of the pupils in school particularly supporting those who under attain.

Excellence and Enjoyment: Strategy for Primary Schools states that literacy and Numeracy and the children's key to the wider world of learning. High standards in Literacy are a particularly strong predictor of later successes.

We continue to embed and develop the strategies further by placing value on the discrete teaching of literacy and mathematics teaching through the literacy hour and daily mathematics lesson.





THE SCHOOL SONG

The words of the school song are as follows:-

MUCH IN LITTLE

At school we grow in many ways,
Although we're rather small,
We always must remember
The oak tree strong and tall.
We know it is so mighty,
At this we all agree,
But think back to its beginning
Before it was a tree.

Much in little, much in little,
This is the way we grow.
Much in little, much in little
There's so much we need to know.

The acorn hid its greatness
Of beauty, strength and grace,
And so we hope in time to come
That we will take our place.
For life's a great adventure
For learning how to care
About the world around us
That everyone can share.

Much in little, much in little,
This is the way we grow.
Much in little, much in little
There's so much we need to know.

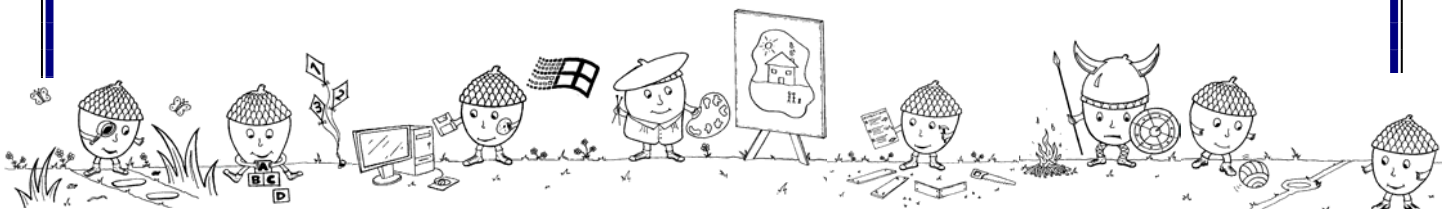


SCHOOL HOUSES

A short while after entering school each child joins a school house, the names of which are as follows:-

Chestnut	The initials spell CARE. Care for themselves, for others and the environment. The children are encouraged to develop an awareness of this important philosophy and act accordingly.
Ash	
Rowan	
Elm	

The children vote for their own House Captain and Vice Captain and house points awarded for good work and behaviour are totalled at the end of each week. A gold star is presented to the House Captain during assembly to display on the house trophy board.





ORGANISATION AND PASTORAL CARE

The school at present has a staff of 10 teachers including 4 part-time staff as well as the Headteacher, who hold various levels of responsibility related to key areas of learning. There are co-ordinators for the following:- English/Literacy, Numeracy/Mathematics, Science, Special Educational Needs, Information Communications Technology, Design and Technology, History, Music, Art, Physical Education, Geography, Religious and Multicultural Education, Library and Resources, Personal, Social and Health Education, Equal Opportunities and Gender, Home/School Links, Professional Development and assessment for learning.

The staff work in teaching teams, each team being responsible for one Key Stage :- Nursery and Early Years, Key Stage 1 and Key Stage 2 under the guidance of a co-ordinator. Phase meetings take place every week to refine and evaluate the experiences which have been planned.

Key Stage co-ordinators are responsible for the progressive work within a Key Stage; and for cross-phase liaison. The teacher responsible for Key Stage 2 also liaises with the middle school staff to ensure continuity on transfer across schools.

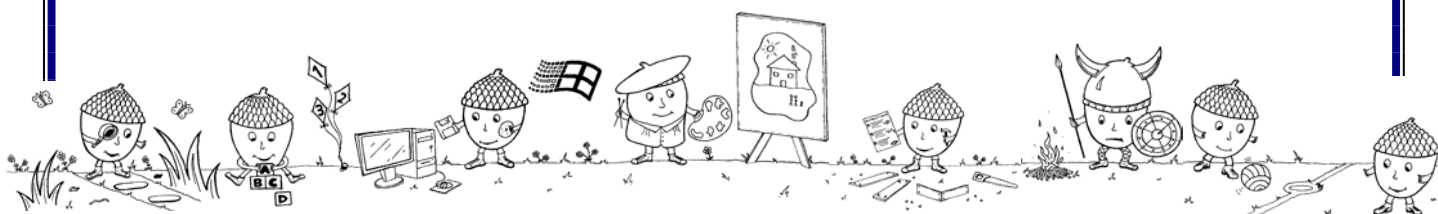
The school has a strong non-teaching workforce to support the staff and ensure the well-being, safety and development of each child – Administrative, Secretarial and Clerical staff, Teaching Assistants, Cook and Catering Assistants, Supervisory Assistants, Site Manager, Janitor and Cleaners.

PARENT HELPERS

There is always a need for adult volunteers to assist in school with routine tasks, and become actively involved in school life. An invitation is extend to any interested person to contact school for further details. All voluntary helpers have CRB checks.

MENTORING

Experienced staff may take on the role of mentors to trainee or graduate teachers and teaching assistants. We work in partnership with the University of Wolverhampton, Worcester, local colleges and high schools.





ADMISSION PROCEDURES AND ARRANGEMENTS FOR PARENTAL VISITS

The Governing Body of this school has implemented an admission policy supported by the LEA. Children enter Nursery at the beginning of the academic year in which they are 4. Pupils are admitted to Reception at the beginning of the academic year in which they are 5.

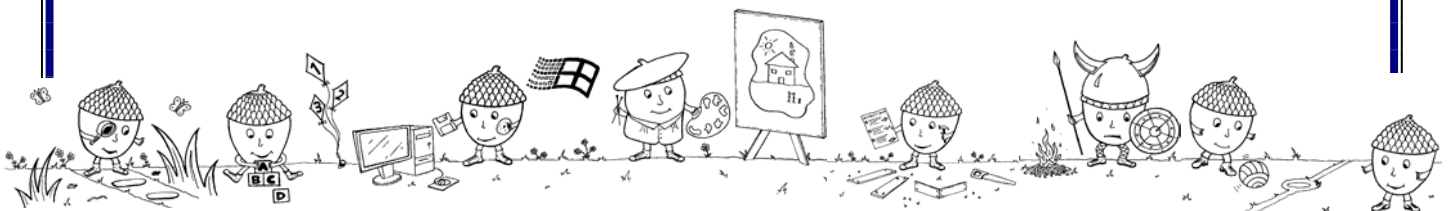
It is intended that the number of pupils to be admitted to this school at the normal age of entry in the academic year 2003/2004 and future years shall not exceed 45.

If you are considering sending your child to the school please contact the Headteacher or Secretary who will be pleased to explain admission arrangements. You will have the opportunity to make an appointment to view the school and discuss any further details. We believe in a policy of close home/school links.

Induction meetings are held for parents of Nursery and Reception children in the Summer Term and provide an opportunity to gain insight into the school and meet the staff. Induction visits for the children take place in June. These visits will help familiarise your child with the school routine and promote the aims of the school. Your child will be invited to attend induction sessions. Nursery pupils have a staggered start in September to ensure a smooth entry. For children transferring from other schools, it is hoped that a preliminary visit can be arranged.

Further opportunities will be given at open days/evenings for parents to discuss pupils' progress.

Parents who wish to discuss matters with the Headteacher or members of staff, are asked to contact the school to make an appointment.





IT'S TIME FOR SCHOOL !!!

School Times

Morning Session	8.55am	to	12 noon
Afternoon Session Infants	1.00pm	to	3.15pm
Afternoon Session Juniors	12.50pm	to	3.15pm
Infants morning break	10.30am	to	10.45am
Juniors morning break	10.45am	to	10.55am

The children may use the three single gateways to enter the school grounds and walk on the pathways to the play area. Please remind them that the double gates are for vehicles and to be aware of any driving on to the car parks. For the safety of all children parents are asked not to park in the school car parks or grounds when bringing children to or collecting children from school, and observe the timed parking restrictions outside the school grounds. We promote car sharing and walking to school where possible.

We have been requested to appeal to parents when parking their cars to consider the residents of Sandown Drive and also Auden Court, where the roads and parking areas are private.

Children do not need to arrive at school more than ten minutes before the bell rings for the start of the morning and afternoon session. Teachers, although on the premises, attend briefings and have other duties to perform. They cannot be available to supervise children prior to this time. The children will soon remember which entrances they are to use in the mornings and they are allowed to come straight into school during the ten minutes before the bell rings (8.55am). Members of staff are on duty at the entrance doors. Parents are requested to leave messages or make appointments with staff at the reception office. Any child arriving after 9.00am and 1.00pm with or without an adult must report to the reception office to be signed in as "on the premises" for safety purposes etc. These entrances are indicated on the enclosed plan of the school.





SECURITY AND RISK MANAGEMENT IN SCHOOL

The Governing Body has addressed the issue of security, of the school building and, more importantly, the children and adults within it.

Surveillance cameras have been installed in school. This enables us to monitor the entrances and movement areas both outside and within the building. Many instructional and directional signs have also been placed appropriately.

All school gates, other than the main entrance, will be locked during school sessions and midday break.

There is also a need to call upon you all to support us by complying with the following requests. Some of them appear to be of minor importance, but I assure you that each one helps us to ensure the safety of children and adults.

- 8.45am Classes 1 – 3 Use entrance marked 1 (see plan)
 Classes 4 – 7 Use entrance marked 2 (see plan)
 When these doors have been locked, please use the main entrance.
- 9.00am Nursery Class enters at Door 3 (See plan)
- During school hours children will know which door to use and appropriate supervision will be arranged.
- Parents/visitors are asked to comply with door signs at all times.
- Parents arriving during school hours and all visitors are requested to report to the main office, and request attention by using the intercom at the doorway.
- All visitors staying on the premises e.g. parent helpers, peripatetic teachers, will be asked to “sign in” and will be issued with an identification badge. On leaving, the badge must be handed in and the visitors will be “signed out”. Adults on the premises without a badge will be challenged.
- Parents collecting children from or returning to school other than at the beginning or ending of the school day are requested to report to the main office. The children are “logged in and out”. This applies to children who go home to lunch at midday.
- Parents are requested not to drive onto or park on the school grounds when bringing or collecting children at the beginning and ending of the school day.

The accuracy of the number of children and adults on the premises at any given moment in time is crucially important should fire or other emergency occur.





ABSENCES

The Education Act 1993 and the Education (Pupils' Attendance Records) Regulations 1991 have highlighted the legal requirements for children to attend school regularly and on time. All absences have to be categorised as authorised or unauthorised and reasons for absence and lateness to be recorded by the school. It is important that these records are kept accurately and it has been agreed with the Governing Body that attendance registers will be computerised.

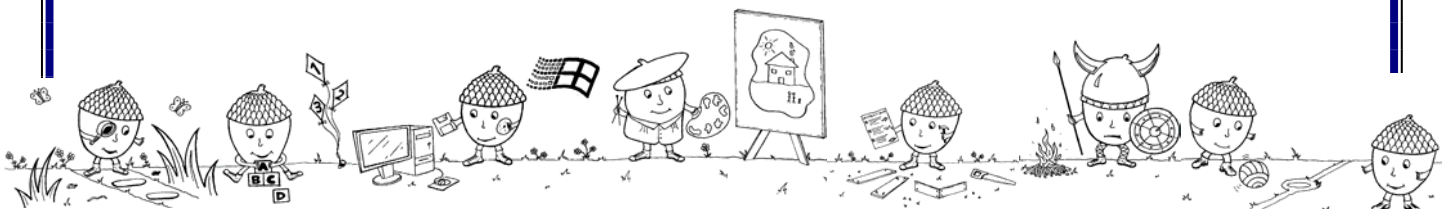
The following information will clarify the school's position in ensuring that we meet with the legal requirements.

- 8.45am** Children may enter school and go to their bases. At this point it is appropriate to remind parents that children should not be arriving at school before this time when their supervision cannot be assured.
- 8.55am** Beginning of the school session. Doors Are Closed
- 9.00am** Registration. Children will be marked present if they are in the classroom by 9.05am
ALL OTHERS WILL BE MARKED ABSENT.
- 12.50pm** Junior children enter school
- 12.50pm** Junior registration
- 1.00pm** Infant children enter school
- 1.05pm** Infant registration

In order to ensure a prompt and efficient start to the day and further refine the security procedures, parents are requested to allow children to enter the bases alone and any messages for members of staff to be given at the main office. Convenient times will be arranged with appropriate teachers for parents wishing to hold longer discussions about their child.

Any child arriving after 9.00am (1.00pm) with or without a parent must report to the main office to be signed in as on the premises for fire safety purposes etc. Children arriving after these times will be counted as LATE, and it will only be recognised as an authorised absence if an acceptable reason is given by the adult accompanying the child or by written explanation. Otherwise it will be counted unauthorised. The decision to accept the reason for an absence to be recognised as authorised rests solely with the Headteacher. **The reasons for all absences, however short, must be communicated to the school in written form.**

There is no legal entitlement to holiday leave during term time but should parents wish to take their child out of school the appropriate leave of absence form must be completed. Authorisation is at the discretion of the Headteacher.





“TEACHER, I FEEL SICK”

If your child complains of feeling unwell, he/she is cared for in the medical room. Every attempt is made to contact you or the people you have named to contact in an emergency. It is important that these names, addresses and telephone numbers are kept up to date.

There are health guidelines covering infections and contagious diseases and some medical conditions. It is recommended that 24 hours elapses prior to your child returning to school e.g. free of vomiting or diarrhea, receiving treatment for conjunctivitis. Please contact the office for further information.

If your child is able to return to school following an illness but still requires medication the school adheres to the LEA policy for the Administration of Medicines.

Usually there are two sets of circumstances when we are asked to administer medicine to the children at school:-

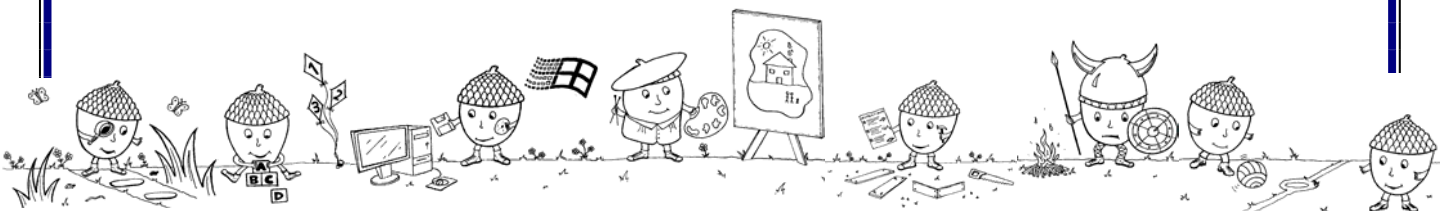
1. In cases of chronic illness of long-term complaints, such as asthma, diabetes or epilepsy.
2. Cases where children are recovering from a short term illness, are well enough to return to school but receiving a course of anti-biotics etc.

It is recommended that wherever it is practicable a child's own parents should administer medicine to a child at school, but if this is impossible the following guidelines must be followed:-

1. Clear instructions should be given concerning the required dosage. Only medicines prescribed by a doctor for a minimum of four doses per day will be given.
2. The medicine should be brought to school by a responsible adult, not the child, and taken to the Secretary's Office.
3. The parent, or adult acting on his/her behalf must be prepared to offer a written indemnity in favour of the member of staff involved in the administering of medicines. The necessary forms are available at the office.

The school may not accept responsibility for administering medicine in the following circumstances:-

1. Where the medicine or tablets are dangerous.
2. Where the timing and nature of the administration are of vital importance.
3. Where serious consequences could result if for any reason the dose is not given.
4. Where technical or medical knowledge or expertise is required.
5. The School **DOES NOT** administer purchased medicine not prescribed by a doctor.





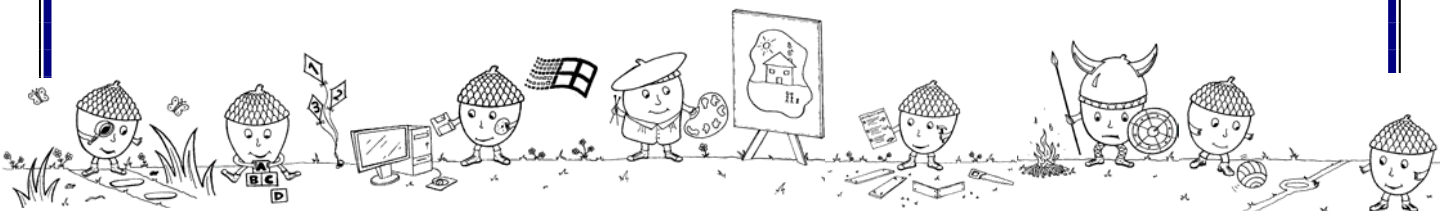
“WE’RE GOING ON A VISIT”

Throughout the year visits are arranged for the children, usually as part of the topic they are currently studying in school. For instance Year 3/4 will visit the Black Country Museum when learning about the “Victorians”; a farm is a favourite day out for the reception children.

Each parent is asked to complete a form giving permission for their child to go on these trips. No child will be taken off the premises unless the appropriate form has been signed.

A general form is completed every academic year to give permission for your child to walk to a variety of venues on Perton e.g. the Centre, the Church, the Library.

The Governing Body accept the policy of the DfES (Department for Education and Skills) relating to charging for School activities, but also recognise that there is still a need to ask parents to contribute to the overall cost. Outings can only go ahead if sufficient funds are generated.





“LOOK MUM, IT’S SNOWING”

In the event of a heavy snowfall overnight, we would be grateful for your co-operation with the following procedures:-

In severe weather conditions when school closures are being announced by Beacon Radio – without reference to Perton or Codsall Schools.

- Do not send your child until you have contacted the school.
- Contact the school direct after 9.15am. You will then be told whether the schools are open or not.
- If the school is open do not send your child until 9.30am by which time sufficient teaching staff should have arrived.

Closure of the schools in very extreme circumstances will, where possible, be announced on Beacon Radio.

Parents who have to leave home early in the morning or where both parents work, are asked to make suitable arrangements for their child’s supervision at a relative, friend’s or neighbour’s house in the event of school closure.

Once a child has been accepted by the school, he/she will not be sent home to an unsupervised house. Please remind your child that he/she should never return home whatever message is passed, if an adult is not available to supervise or an alternative arrangement has not been made by parents.

Please pass on the above information to the person looking after your child and we thank you for your co-operation should the above circumstances occur.





MIDDAY MEAL

This school has been awarded “Health Promoting School” status

Children may choose to have a meal or packed lunch prepared in our own kitchens or bring sandwiches from home.

Money for the number of meals required in any one week is payable daily. If your child brings dinner money to school, it must be placed in a dinner pot marked with your child’s name.

A cafeteria system is used and children are able to choose from a variety of main courses, sweets and drinks. A vegetarian option is always available. Young children are helped by Supervisory Assistants.

Packed lunches must be brought to school in a safe bag or container which is clearly named. For safety reasons, no glass bottles, cans or vacuum flasks with glass interiors should be used.

Children under 5 years of age are provided with “free milk”. For older children milk can be ordered and paid for half-termly.

Under a government scheme Infant children are provided with free fruit to be eaten at morning playtime break.

Juniors may bring their own fruit in for playtime snacks.

Pupils have named water bottles in class and are encouraged to drink between teaching sessions. Water bottles and replacement caps may be purchased in school.





Top ten lunch box tips

- 1) Make sandwiches with thickly sliced bread, or choose rolls or mini pitta breads. Go for wholegrain or wholemeal varieties when you can.
- 2) Cut down on the amount of butter, margarine or mayonnaise you use.
- 3) Pick low-fat sandwich fillings such as lean meats including ham or turkey, fish (e.g. tuna), cottage cheese, Edam, mozzarella, or sliced banana.
- 4) As well as fresh fruit such as apples and bananas, include a handful of grapes, chopped fresh fruit salad or melon pieces, or a small box of raisins or a mini tin of fruit in juice.
- 5) Rather than drinks that are very high in sugar, such as fizzy colas or 'juice drinks', go for unsweetened fruit juice, flavoured bottle water, flavoured milk and yogurt drinks.
- 6) Cut down on crisps, which are high in fat, and choose plain popcorn, breadsticks or dried mixed fruit (without added sugar) instead.
- 7) Replace cakes, chocolates and biscuits with scones, currant buns and fruit breads.
- 8) Don't forget to include some vegetables, such as cherry tomatoes, or sticks of carrot, cucumber, celery and peppers.
- 9) Remember to put some salad in sandwiches and once a week, why not go for a colourful mixed salad instead of a sandwich.
- 10) Try to vary what you put in your child's lunchbox. This won't just help make there lunchboxes more interesting, but a varied diet is important to give children all the nutrients they need to grow and be healthy.

Food Standards Agency
www.food.gov.uk





SCHOOL UNIFORM

Although school uniform is not compulsory, throughout the life of the school parents have preferred to adopt the following guidelines on dress. There are no official suppliers of these garments, nor are there specific styles or designs. It is intended to produce an overall effect of a uniform. For those who wish, ties, sweatshirts, cardigans, T-shirts with school badge motifs or logo are available from the school shop.

GIRLS (WINTER)

White/Pale blue blouse
Grey pinafore dress or skirt
Blue/White/Grey tights
Royal blue sweatshirt
Royal blue jumper or cardigan
Grey or White socks
Royal blue and White striped tie
Grey trousers*

BOYS (WINTER)

Grey/White/Pale blue shirt
Royal blue jumper/sweatshirt
Grey trousers
Grey socks
Royal blue and white striped tie

GIRLS (SUMMER)

Any Blue/White dress or skirt and blouse/T-shirt
White socks

BOYS (SUMMER)

Any Blue/ shirt /T-shirt
Grey trousers/short
Grey socks

*There is no objection to girls wearing trousers during the winter months but they should not be fashion trousers and should preferably be grey. **The wearing of trousers will not feature as part of the summer uniform.**

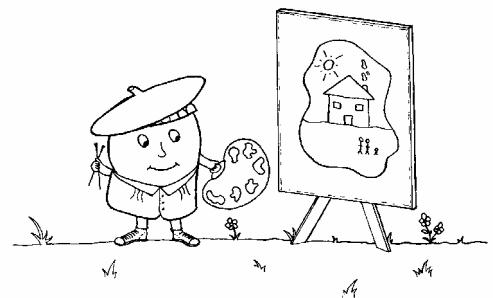
PLEASE CAN YOU MAKE SURE THAT ALL COTHING IS NAMED

Sensible School footwear is left to your discretion. Boys wear black school shoes. Trainers are not appropriate. For safety reasons shoes must not have stiletto or high heels. Open toed sandals do not offer adequate foot protection in school.

On wet days a pair of named wellingtons/boots is obviously an advantage but children will need to bring a pair of shoes to school to change into. They should not be wearing boots, wellingtons, or plimsolls for the whole day.

Blue zipped fleeces suitable for mild weather can be purchased. These are practical for outdoor play, however are not warm indoors.

Protective aprons are provided for craft activities but some children prefer to have their own apron (named) or bring an adult's old shirt to use as an overall.





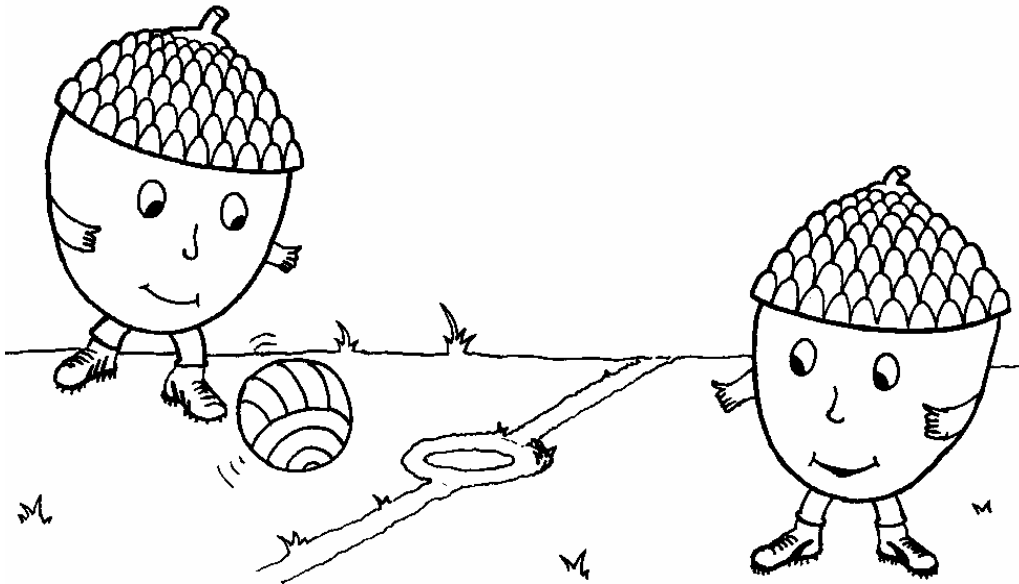
PHYSICAL EDUCATION KIT

Both boys and girls may wear a vest, or T-shirt and shorts, or girls may, if they wish, wear a leotard.

For outdoor games children may bring a track-suit to school, or any suitable trousers and top.

Black or white pumps are needed for some PE although the majority is bare foot work. Trainers may be worn for outdoor activities.

Year 4 children have swimming lessons at Codsall High School and will need swim wear, cap (request from the baths), towel and suitable carrying bag. Goggles may only be worn for medical reasons and the appropriate form from school must be completed.

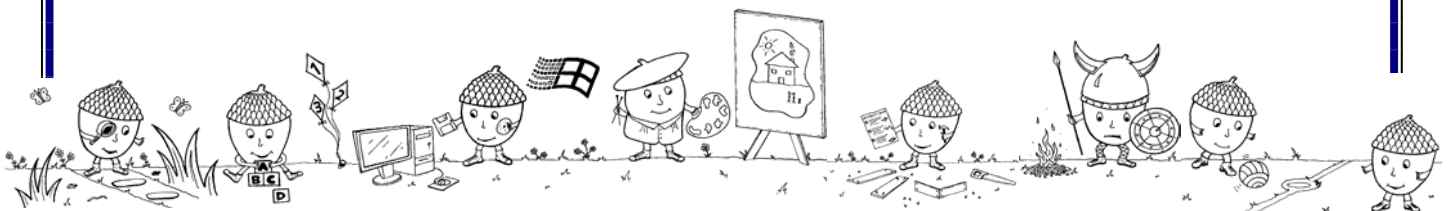


THE SCHOOL SHOP

The School Shop stocks a variety of goods at competitive prices and is open during normal school hours. For further information or to make a purchase please enquire at the office.

A selection of the goods available is listed below:-

- School Fleece
- School Tie
- School Sweatshirts and Cardigans
- Sandown First School Pump/Swim Bags
- Sandown First School T-shirts





JEWELLERY

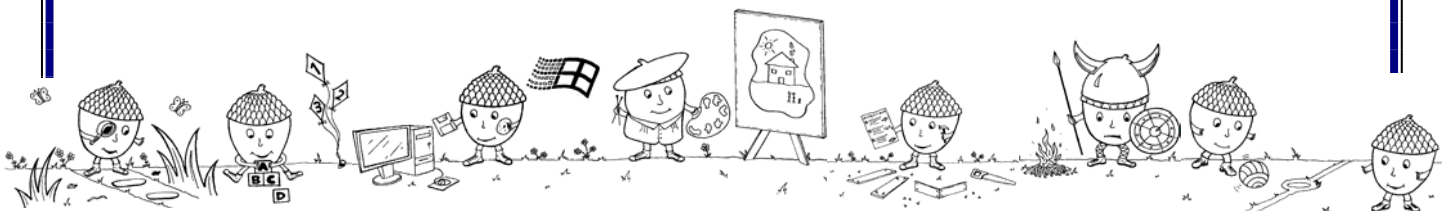
Members of staff are not responsible for safeguarding items of jewelry. Please discourage children from bringing any valuable items to school. Juniors may wear a watch, preferably analogue, but must take responsibility for it.

In accordance with Health and Safety, **NO** jewellery may be worn during Physical Education lessons including swimming.

“Pupils are not permitted to wear articles of jewellery such as rings and earrings (including sleepers) or watches and bangles, even if of religious significance whilst doing PE because they may cause injury to themselves or to their fellow pupils. It is stressed that the teacher’s prime responsibility is for the safety of the pupils, even if the discharge of that responsibility results in the pupils being withheld wholly or partly from PE.”

It would be most helpful if you would ensure that your child can cope with removing and replacing any jewellery being worn on days when PE appears on the time-table, or not wear such items on these days. All hair ornaments must also be removed and long hair tied back from the face.

I thank you for your co-operation.





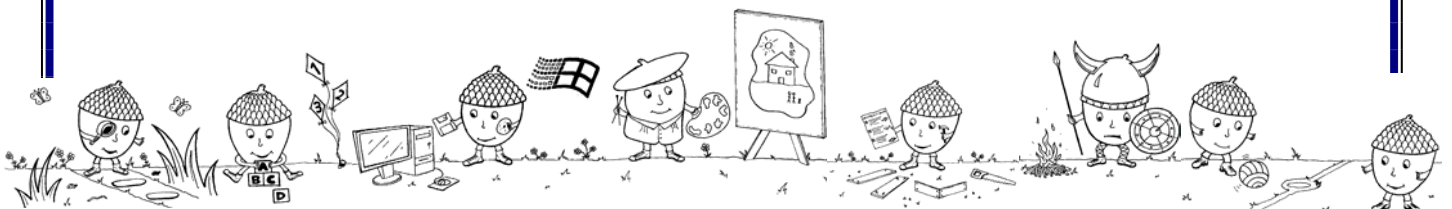
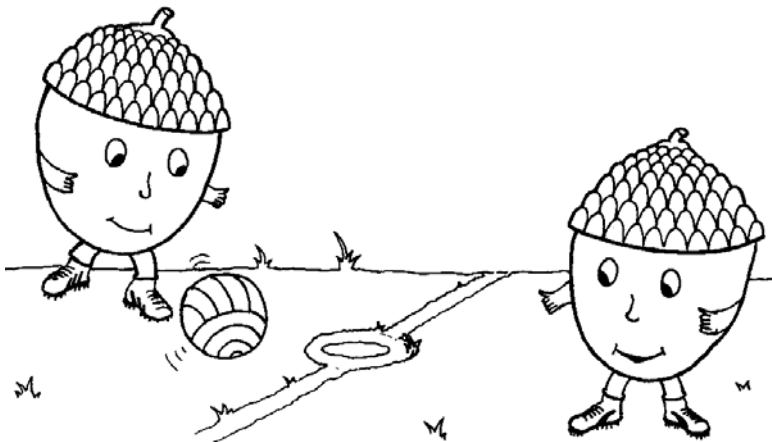
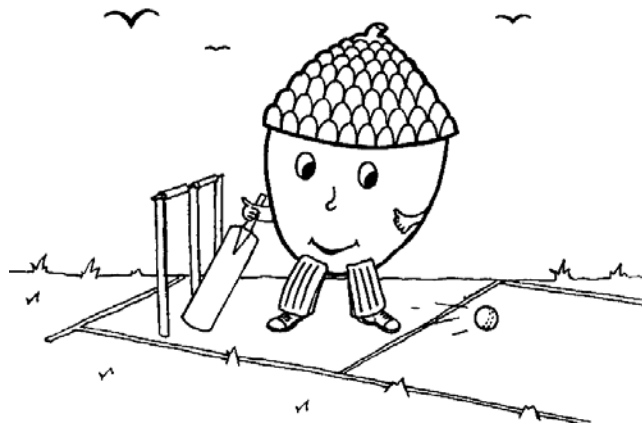
SPORTS AND SPORTING AIMS

All the children have equal opportunity to experience games and activities as prescribed in the National Curriculum Physical Education Orders. These activities develop agility, hand-eye co-ordination and manipulative skills, using large and small apparatus. Skills are practised during lesson periods both inside and outside depending on weather and season.

The children are able to use the school hall, the large tarmac playground and extensive playing fields which are marked out for team games. Both boys and girls have experience of football, netball, rounders and Kwik Cricket.

The Junior Y3/Y4 children are able to take part in team games by joining the after-school netball, football and cricket clubs. The school has regularly taken part in the Patingham Sixes football tournament, Inter-school football and netball matches and the Codsall Partnership First Schools Swimming Gala. The teams have enjoyed considerable success in these events over the years. The children have been ably trained and led by skilful and qualified teachers, sports coaches and parents.

Children are encouraged to show team spirit and a healthy attitude towards being competitive, but at all times good sportsmanship is promoted.





SEX AND RELATIONSHIPS EDUCATION (SRE)

The school is legally required to teach certain aspects of Sex and Relationships Education as part of the National Curriculum in Science. Wherever possible the school nurse supports this program.

SCIENCE

Life Processes and Living Things

Key Stage 1

- that animals, including humans, move, feed, grow, use their senses and reproduce.

Key Stage 2

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.

Humans And Other Animals

Key Stage 1

- to recognise and compare the main external parts of the bodies of humans and other animals.
that humans and other animals can produce offspring and that these offspring grow into adults.

Key Stage 2

- about the main stages of the human life cycle.

PERSONAL, SOCIAL AND HEALTH EDUCATION

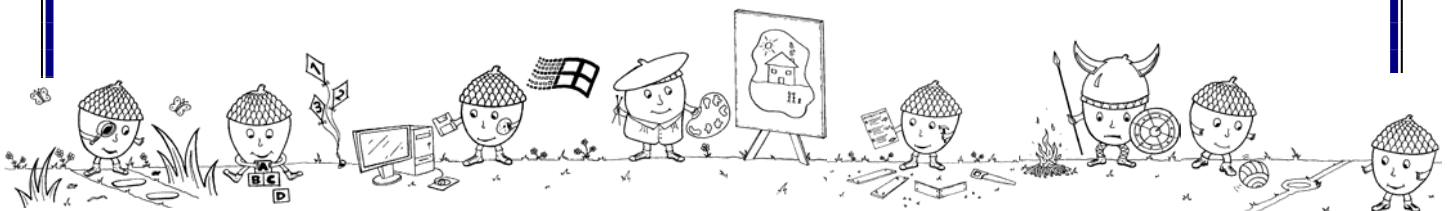
Aspects of Sex Education which appear in the recommendations of Curriculum Guidance 5 Health Education are included in the programmes of study of the school's P.S.H.E curriculum policy.

Key Stage 1

- know that humans develop at different rates and that human babies have special needs.
be able to name parts of the body.
- know about personal safety e.g. know that individuals have rights over their own bodies and that there are differences between good and bad touches; begin to develop simple skills and practices which help to maintain personal safety.
- appreciate ways in which people learn to live and work together, listening, discussing, sharing.

Key Stage 2 - in addition to the above

- begin to know about and have some understanding of the physical emotional and social changes which take place at puberty.
- know that there are many different patterns of friendship; be able to talk about friends with adults.





RIGHTS AND RESPONSIBILITIES

- We have the right not to be bullied in any way, shape or form.

We have the responsibility not to bully others and to report any bullying we see.

- We have the right to feel safe in and around school.

We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.

- We have the right to an education and to learn according to our ability.

We have the responsibility not to ridicule others for the way in which they learn, or to disturb the learning of others.

- We have the right to be treated with respect by all people irrespective of age, gender, colour or creed.

We have the responsibility to respect all others within our community.

- We have the right to express our own opinions and to be heard.

We have the responsibility to allow others to express their opinions and to be heard.

- We have the right to expect that our possessions will be secure in and around school.

We have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that we see.

- We have the right to choose our friends.

We have the responsibility not to force our friendship upon others or to abuse the friendship.

- We have the right to play in safety and without interference.

We have the responsibility not to disrupt, or endanger, the play of others.





RELIGIOUS EDUCATION

In accordance with the Education Act, 1994, re-enacted and reinforced by the Education Reform Act, 1988. Religious Education is a compulsory part of the curriculum. There is a daily collective act of worship for the whole school, part of the school, or class of a broadly Christian character. Religious Education is also a curriculum subject area for pupils; teaching is non-denominational. The multicultural aspect of our society is addressed and efforts are made to ensure promotion or respect, understanding and tolerance for those who adhere to different faiths.

Any parent has the right to ask for his/her child to be withdrawn from religious education and/or the act of worship. It is asked that the school be informed of this decision.

These curriculum areas form part of a much wider cross-curricular programme of PSHE within school, supported by a range of policies, copies of which are available from the school office on request. Please see the following list:-

- Combating Bullying
- Pupil Behaviour and Discipline
- Rights and responsibilities
- Homework Policy and Guidelines
- School Expectations
- Child Protection

CHILD PROTECTION

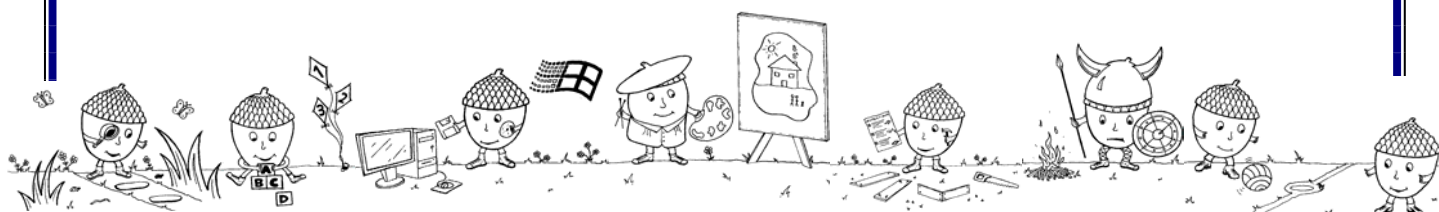
Perton Sandown First School recognises its **legal duty** to work with other agencies in protecting children from harm and responding to abuse.

The staff seek to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Staff hope that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home. Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If staff have significant concerns about any child which may indicate physical abuse, emotional abuse, sexual abuse or neglect, they are **required** to discuss them with the agencies responsible for investigation and child protection.

Staff who observe injuries which appear to be non-accidental, or who are told anything significant by a child, **must** report their concerns to the **designated teacher. Mrs Threlkeld.**

School staff do not, however, carry out investigations, or decide whether children have been abused. **This is a matter for the specialist agencies.**





SCHOOL FUND

Fund raising covering a variety of activities takes place throughout the school year. The money raised buys items for the children's use or supports seasonal activities and some sporting events. Children may participate in an annual sponsored spell to raise money for chosen items.

SANDOWN PARENTS AND FRIENDS ASSOCIATION

The association was formed to promote the education and well-being of the pupils by providing and assisting in the provision of resources. It seeks to foster more extended relationships between staff, parents, the community and the SPFA in fund raising activities to support the school.

Items purchased by the Association for the use of the children have included ICT equipment, sports equipment and clothing, musical instruments and library books. Much of the large play equipment in the Reception area was bought by the SPFA, as were the new hall curtains. Funds have also been raised to support minor building projects e.g. library and window blinds.

A dictionary is annually presented to the fourth year children leaving to attend the middle school.

All parents are automatically members of the Association and your support and involvement is welcomed.

