



Special Edition PHSE Newsletter



'PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. PSHE education helps pupils' to manage many of the most critical opportunities, challenges and responsibilities they will face growing up' -PHSE Association.



In our school, we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.



Being very aware that the Covid-19 pandemic has caused so much disruption and will continue to have all sorts of impact on children, Jigsaw has written a 'Recovery' package, which contains a series of lessons that really helped as children returned to school.

The lesson plans focused on:

- A temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement



Growth mindset vs Fixed mindset



vs.



Fixed Mindset: People with a fixed mindset believe their basic qualities like their intelligence or talent are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that **talent alone** creates success—without effort.

Growth Mindset: People with a growth mindset believe that their most basic abilities **can be developed through dedication and hard work**—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

Whether a child holds a fixed mindset or growth mindset significantly impacts their learning experience. Pupils' that hold a fixed mindset give up when they cannot solve a problem and admit defeat. This can be detrimental to students' future efforts and leads to limited student growth. With a growth mindset, students continually work to improve their skills, leading to greater growth and ultimately, success. The key is to get students to tune into that growth mindset.

At Stillness Junior School, we have encouraged children to use their Growth Mindset through **regular reminders** in and out of class, through **visual displays** and through **certificates**, which are handed out weekly.



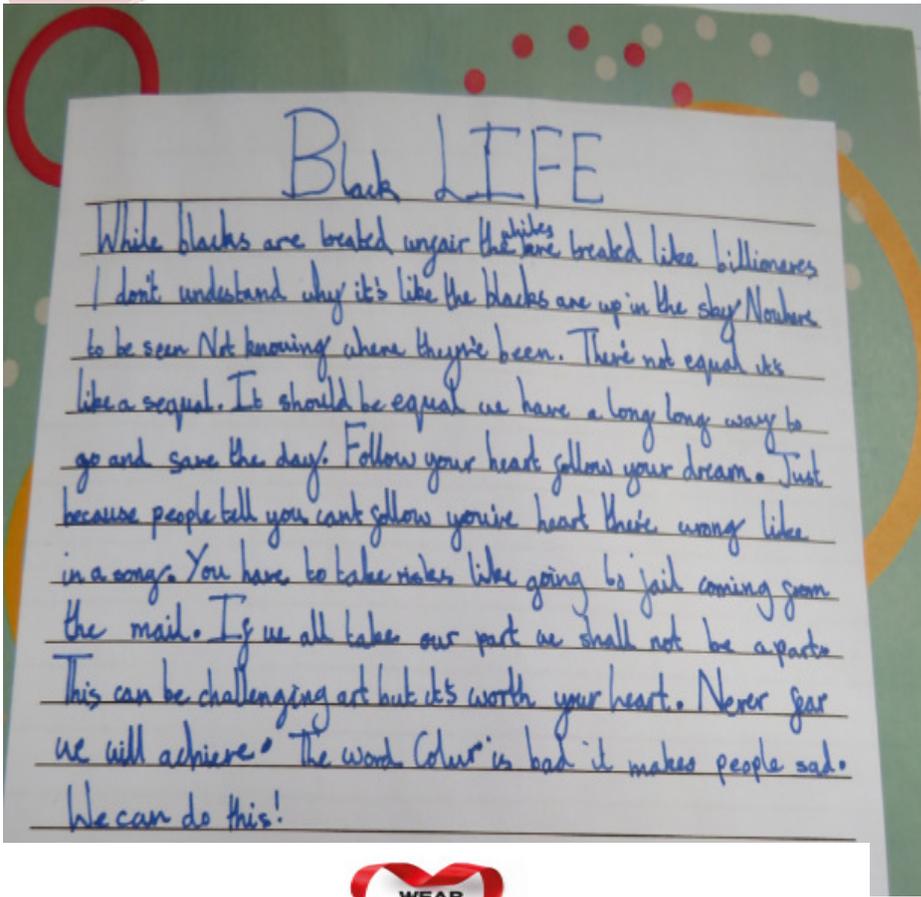
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Black History Month

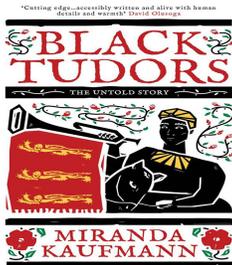


In October, we celebrated Black History Month, which also interlinked with the school's value-Equality. Children took part in a range of activities where they were given an opportunity to explore black history (which included Black British History), heritage, culture, inventors and achievements



SHOW RACISM THE RED CARD





John Blanke-the Trumpeter



Cattelena of Almondsbury

Cattelena was an independent single woman- the only record we have of her is an record of what she owned when she died in 1625.

The inventory of May 1625 listed Cattelena's possessions as:

- One cow
- One bed, one bolster, one pillow, one pair of blankets, one sheet, one quilt
- Four little pots, one pewter candlestick, one tin bottle, one dozen of spoons
- Three earthen dishes, two dozen of trenchers
- One table cloth
- All her wearing apparel
- One coffer and two little boxes

1- List 4 things you can tell from this inventory:

- Four little pots
- One pillow
- A table cloth
- Single cow

It shows that she is very rich and had at maximum 25 and was smart well disciplined so she could get a good career.

Did Kaufmann's discoveries about the lives of black tudors surprise you?

Kaufmann's discoveries did surprise me because I never really thought about black tudors before and I only focused on white tudors.

Evaluate why you think it is important to learn about the lives of black people in England before the slave trade.

It is important to learn about the lives of black people in England before the slave trade because nowadays most people only learn about american black history.



The world of racism

We, the black people of Britain, we stand up for our rights. Generation after generation, the people who fought for their light. The people like Jesse Owens and also Rosa Parks. The people like Mo'farrah and Mohamed Ali.

We run as fast as a cheetah, but still, racism follows.

We run as fast as a cheetah, but racism chases us to the hollows.

We all live in 1 race and that's the human race.

	Garrett Morgan Guess what he invented... Something that is useful. Something that people use everyday. Something that is red, green and yellow.		Traffic lights!
	George Washington Carver Guess what he invented... Something that you can eat. Something that I love on toast. Something that is nutty.		Peanut butter!
	Lewis Latimer Guess what he invented... Something that you use everyday. Something that is above your head. Something that can turn on and off.		The light bulb!
	Otis Boykin Guess what he invented... Something that helps your body. Something that Mrs Downing has got. Something that beats for your heart.		A pacemaker!





Children in Need - wear spots!



In November, we took part in the annual day 'Children in Need'. As part of our support as a school, we dressed up in the theme of *Wear Spots*, so children got to come into school dressed up with item/s of clothing that had spots. Some of them even improvised and drew spots on their tops with felt tips!



Who does BBC Children in Need support?

BBC Children in Need supports children who might:

- have a disability
- have a life-changing illness
- live in poverty
- be separated from their family
- care for someone in their family



What BBC Children in Need does:

It helps us to think about things that we may take for granted.

It helps us to realise that some people are less fortunate than others.

It makes us aware of the lives of other children in the UK.



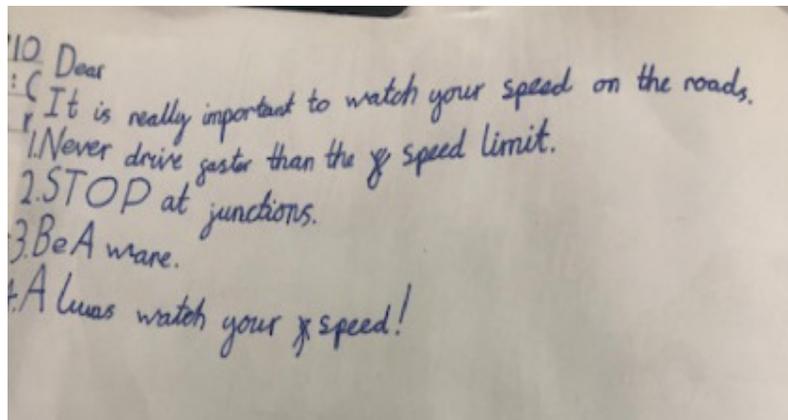




Road Safety Week



The focus of **Road Safety Week 2020** is speed, which contributes to more than one in five road crashes. We want everyone to learn that there is **NO NEED TO SPEED** and to find out just why speed matters for safe and healthy journeys. At Stillness Junior School, we used Road Safety Week as an opportunity to reinforce key road safety messages, reminding pupils to look and listen carefully before crossing roads in safe places. It was also an ideal time to talk to the children about the health and environmental benefits of walking and cycling too.





Pupil Voice



After completing many units of work, the children are pleased to share some of their thoughts on PHSE at Stillness Junior School and the cross-curricular links that have been made in their learning.



"I think it was good to learn about Road Safety in PSHE because I learnt how to be safe on the roads when I walk to school. It's important to know that roads are dangerous and we should be careful when we cross them." (Lucien)



"During Anti-Bullying Week, we were made aware of who we could talk to if we experience or witness bullying taking place. This made me feel relieved and safe". (Kitty)





"I really enjoyed learning about Black Tudors and Black Inventors during Black History Month as you don't ever hear about them. On reflection, I also realised that you can never learn about a group of people in just one month so research should be ongoing, not just in October" **(Abdoul)**



"I think it is imperative to have PHSE lessons as I feel they help with my well-being and also gives us a chance to talk about real-life issues and scenarios that we're more likely to go through or witness" **(Leo)**



"I love doing PHSE. It is great as it teaches us how to respect each other and release our feelings. It always makes me calm". **(Jayden)**

