



## AJA News – 10.11.23

### A message from Mr Dunn

Hi everyone,  
I hope that you all have had a good week.

As you know this week leads up to Remembrance Weekend and we have been thinking about this at AJA. The boys and girls have been writing some fantastic Remembrance Poems - some of which were performed in an assembly this afternoon. It was also great to see the boys and girls wearing the uniform of organisations that they belong to, such as cubs and brownies. It really brought the afternoon together.

Could I just leave you with a gentle reminder - we will be closed all day next Friday the 17<sup>th</sup> November for staff training.

Have a great weekend,  
Mr Dunn

### A message from Mrs Bower

#### CEO visit Monday 13<sup>th</sup> November

Antony Hughes, CEO of Harmony Trust, would like to invite all parents and carers to take part in our Parent Forum next Monday at 2.45pm in the main hall. We hope to see some of you then! If you are unable to attend in person, you are welcome to send me a Dojo to give your feedback and suggestions which I will pass on to Mr Hughes for you.

#### Maths news!

The winners of the week for TT Rockstars are 4CB – well done Confident Chameleons! The highest 3 players across the school were Oliver Rodger-Boam, Jenson Lunt, and Zachary Norris. Well done boys! Sumdog class winners this week were: 3MK Perfect Pandas with an average time spent on Sumdog of 1 hour and 9 minutes (WOW!)

On the back page of this newsletter there is some information on how to talk to your child about war and conflict. The news can be distressing to watch and the poster gives some top tips on how to talk about difficult and complicated issues.

I hope you all have a lovely weekend and see you on Monday!

### Important Dates

#### Thursday 16<sup>th</sup> November

Non-uniform day  
Wear yellow or spots  
£1 donation to Children-In-Need

#### Friday 17<sup>th</sup> November

INSET Day  
School closed for children

#### Tuesday 21<sup>st</sup> November

Flu vaccinations

#### Thursday 14<sup>th</sup> December

Christmas Fair 3.30pm – 5.30pm

#### Thursday 14<sup>th</sup> December

Christmas dinner

#### Monday 18<sup>th</sup> December

Year 3 Christmas Carols  
After school performance to Year  
3 parents  
6.30pm – 7.15pm

#### Thursday 21<sup>st</sup> December

Whole school visit to local  
church for carols

### Attendance

This week's attendance  
**95.23%**

Highest class attendance

**Confident Chameleons 98.5%**

# What's been happening this week?

## Year 3



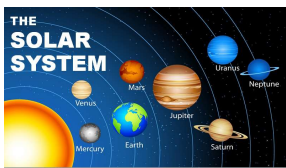
We welcomed back our Year 3 children this week and they have settled straight back into the routines and systems. This term we are learning about the Stone Age, Bronze Age and the Iron Age. Most of our work this term will be linked to this - for example our art, English and science all link to the Stone Age or rocks! However, this week, we have studied the poem 'Flanders Field' for Remembrance Day. The children really engaged with the poem and showed excellent maturity and emotional intelligence. Learning Log homework will be going home tomorrow, enjoy choosing the activities and we look forward to seeing what you produce! Have a lovely weekend. Year 3 Team.

## Year 4



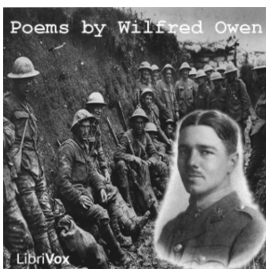
Year 4 have had a great first week back! We have written some beautiful Remembrance Day poems, with heartfelt words from the children. Maths has focused on finding 1000 more and less than, and reading has focused on fiction. We have started our Eurovision topic in geography, and our electricity unit in science, with the children now safely identifying how to use electrical items. We have also been lucky enough to have an archery lesson and this will be every Friday afternoon this term! Thank you to year 4 for all your hard work. The Year 4 Team.

## Year 5



Y5 have made a great start to the beginning of the second half of Autumn term. We have been working hard on poetry about Remembrance Day. The children have written fantastic poetry, full of emotion and empathy. Finding the best ones to share in Friday's assembly was hard! In maths, we have been working with negative numbers. Ask the children to show you what we have been learning - it's on the Y5 blog. History has been swapped for geography this half term, but our first lesson still mentioned the Tudors as we compared the Tudor map of the world with our modern maps. That's on the blog too - have a look, it's fascinating! We have launched into our Earth and Space Topic this week, by learning about the planets in our solar system. See if your child can name the planets and tell you a fun fact about the sun!

## Year 6



We continue with our work on WWII in history this as we look at how the war changed our diet - the popularisation of the onion, crumbles, toad in the hole, coffee and the development of ready meals all have their roots in the 1940s as a result of changes required by rationing! Understanding the battles and hardships of the war is helping us to deepen our understanding as we perform our poem for English. We have selected 'Dulce et Decorum est' by Wilfred Owen (a WWI poet) a hard-hitting poem which highlights the horrors of war. We have been impressed by the confidence and creativity shown by the children, and we look forward to sharing it with you, hopefully towards the end of this term. Fractions have been enthusiastically greeted this term, a very positive start to the maths journey. You may have been asked odd questions about tongue rolling or how you clasp your hands together...this is down to our science lesson on genetic inheritance! We can explain the difference between learned and inherited behaviours as we begin to think like biologists. The children have worked hard on this first week back, we wish you all a restful weekend.



# DIGITAL SAFEGUARDING DAILY

## Are your Safe Search Filters Active?

Visit our Online Safety Centre and help protect the children and young people in your care from stumbling across harmful content online.



# Talking to your Child about War and Conflict

## Helping Children and Young People Make Sense of Distressing News

We live in a time of constant news streams and updates. It's hard not to be filled with uncertainty and heartache every time you switch on the television or look at your phone. It can be difficult to process news about wars or conflict in the world. However, it is especially concerning for children and young people.

To help you guide those in your care through this uncertain time, our online safety experts have created this support for parents, carers, teachers, and safeguarding professionals.



### How children react to distressing world events

While news can be upsetting and worrying for everyone, it is not the first disruptive event to affect the children and young people in your care: in their lifetime, they have already spent over two years adapting to a pandemic, endured lockdowns and being isolated from their friends and family. They may even have lost loved ones during this time. If someone in your care is struggling, they might be:

- **Fixated**, spending more time on phones or tablets to stay 'up to date'.
- **Anxious**, especially about future plans or dreams.
- **Irritable**, over-reacting to minor inconveniences or issues.
- **Withdrawn**, not engaging with their friends, school, or extracurriculars.
- **Distracted**, with disruptions to regular eating, sleeping, or personal hygiene habits.
- **Obsessive**, thinking over every circumstance and talking about possible outcomes.

### Why is it important to talk about what's happening?

Children and young people are naturally curious. They want to know about what is going on in the world as much as they want to know the latest TikTok trend. Even if you try to limit the content they consume, they will inevitably hear about big world events from various outlets, such as television, social media, friends, family,

and school environments. They might even overhear something from one of your conversations! If it's what everyone is talking about, their interest in the topic increases.

It's difficult to know what content the young person in your care is viewing. If you don't acknowledge

questions or concerns they may have, they could 'fill in the gaps' with the wrong information. This might cause further anxiety, ignorance, or worrisome behaviour. Educating those in your care yourself assures they know how to process news reports on their own with critical thinking and media literacy skills.

### Top Tips for how to talk to children and young people about war and conflict

**Acknowledgement** - Don't deny what is happening or negate their worries by telling them it will 'all blow over soon'. Instead, tell them their concern is completely understandable and that you want to discuss it with them.

**Honesty** - It's important that you refrain from lying in your responses or ignoring any questions or thoughts your child has. It's okay if you don't know the answer. This allows you to open up a discussion with your child. You could even suggest seeking the answer together!

**Sources** - Discuss trustworthy news sources and how difficult it is to confirm things during times of conflict.

**Validation** - It is likely these emotions are complex and confusing for them. Remind them that, in this situation, feelings like this are normal.

**Listen** - No matter how worried or anxious you are, they will look to you for reassurance.

Set your feelings aside and give the young person in your care the attention and space they need to feel heard.

**Limits** - If they feel they are unable to look away from the news, suggest they switch it off.

If this isn't realistic, advise them to only check news sources 1-2 times per day.

**Gratitude** - Discuss gratitude around the dinner table or during morning drives to school. If a young person in your care seems to struggle with guilt, remind them that they have nothing to feel guilty about - just things to be thankful for! Suggest researching places that are taking in donations to bring to refugees or other ways to help the crisis in a local capacity.

**Support** - Your reactions to their reactions are key to helping those in your care feel protected and loved.

Tell your child you love them. Give them hugs or hold their hand. Allow them space when they need it, but remind them that you are here for them.



### Every child is different.

*Their ability to process information will depend on their age, character, and resilience. As their guardian, you will know them best, but assessing their abilities can help you choose the level of information you share with them.*

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