



Herne View Church of England Primary School including Apple Orchard Pre-School

www.herneviewschool.co.uk

Tel: 01460 52686 email: office@herneviewschool.co.uk



Newsletter number 28 Friday 28th April 2023

Archery

Congratulations to our Archery team who came first in a school-to-school tournament arranged by Premier Sport. We were very proud of our team and thanks go to our Archery lead, Vernon Higgins.



Inter School Archery Competition 2023



- 1st- Herne View Church of England Primary School – 296 pts.
- 2nd- Webbers Primary School – 280 pts.
- 3rd- Willowbank Primary School – 160pts.
- 4th- South Petherton Junior School – 152 pts.
- 5th- Langford Budville Church of England Primary School – 150pts.
- 6th- Manor Court Community Primary School – 138 pts.
- 7th- Creech St Michael Church of England Primary School – 118 pts.



Online Safety

Following on from the Online Safety talk for families this week we are attaching some posters with useful information for keeping children safe online.



Forest School

Even though it is the Summer term, please can children only wear long trousers for Forest School to protect their legs when we are walking to Herne Hill or Pretwood.



PE and Swimming

A reminder with swimming starting soon, children must not wear any jewellery on swimming days (except that worn for religious observance). Earrings **MUST** be removed and cannot be taped over as on other PE days. For other PE days children should come in with earrings taped over ready.



Arriving at school on time

We are noticing that we have more children who are regularly arriving late at school especially at the Silver St site. Please can we remind families that children need to be through the gates ready to be in class by 8.50am at Silver St and 9.00am at Ditton St.



Wellington Boots

If your child has grown out of their wellington boots please would you consider donating them to school as spares for Forest School. We are looking for any sized Junior 1 to Adult 8.



Forest School request

Please can we have any cardboard tubes given in to the school offices as Forest School will be making bug hotels.



Dates for the Diary

Mel Young of Somerset Mental Health Support Team will be hosting an online workshop for families on how to support your child through BIG emotions. A link will be sent to families nearer the time but please note the date and time of Monday 22nd May at 7pm.



Star of the Week

Congratulations to this week's recipients

Dove	Maci D & Finley G
Pippin	Nyla R & Bella M
Sandew	Millie M & Harper W

Golden	Lottie H-B & Seren B
Puffin	Hayley H & Teddy W
Camelot	Ralph W & Alex H
Hook	Florence C & Reggie D
Dunkerton	Mason S & Korey M

Morgan	Sicily H & Alice S
Ashton	Lucas S & Theodore H-W
Coker	Rocco J & Alexis C
Coopers	Mason T & Kyra C
Gatcombe	Poppy-Mae W & Henry C

Russet	Mason W & Finley W
Bartletts	Kian N & Matilda G
Kingston	Archie U & Dylan M
Stembridge	Bethany S & Darcie D
Clarinettes	Florence R & Madison W
Langworthy	Henry M & Annabelle W

Stars and certificates will be presented on Thursday 4th May at 9.30am for Reception, Year 1 and Year 2 and Friday 5th May at 9.30am for Years 3, 4, 5 and 6.

Families of the recipients are welcome to attend via Zoom and a link will be sent out to the contact emails we have for our pupils. We encourage all family members to stay until the end of the celebration if possible.

Please note if joining via Zoom no recordings or screen shots should be taken of the sessions for safeguarding and we ask you to remain on mute. **Please also be aware of your screen name and we ask that this is changed to your child's name. If we cannot see your child's name and your camera on we may have to remove you from the session.**



'I HAVE HAD A MOST RARE VISION'

**A Midsummer Night's Dream
by Herne View Primary School
at Taunton Brewhouse, 02/03/23
appraised by Martin Leonard**

I want to take this opportunity to congratulate you, Herne View Primary School for your marvellous interpretation of A Midsummer Night's Dream as part of the Spring 22/23 Shakespeare Schools Festival. It was a great night at the theatre, and I'd like to take this time here to mention a few things that I really loved!

Your production began with a magical movement sequence, in which the audience were introduced to the various characters in the story. You used movement, pace and freeze-frames really well here to demonstrate different relationships and feelings. It was a great touch to have Puck moving round, manipulating different characters, both summarising one of the main plot points of the story, and highlighting his mischievous nature.

The cast stayed on stage the entire performance, which required admirable focus and meant that the story was really pacey - you jumped quickly between scenes and the energy was never dropped. I also liked that you formed different poses, even when not in the scene, meaning that the performance space was framed by various snapshots of what different characters were feeling at each point in the play.

There were some fantastically fun reactions from the cast to various moments in the play and I loved the many slapstick comedy moments in your production, for instance when Philostrate popped up behind the Duke, or the fight where Demetrius and Lysander lifted Hermia off of the ground. The play at the end was suitably brilliant/disastrous, complete with a funny roar, and two very over the top deaths.

I loved how the ending repeated the movement sequence from the start, but this time with characters more joyful or reconciled. The energetic dance number to round it off was the icing on the cake. Very Shakespearian to end the play with a jig. There was clever use of minimalist props, such as the umbrellas that were used as trees, a place to hide, the Wall, and even as an implement to commit a suitable death scene. I also really liked the glowstick glasses as a symbol of who had been enchanted.

This was a fast paced and magical production of Midsummer Night's Dream, performed with great skill by a committed and creative ensemble of actors.

We're thrilled to be back in a theatre with you again this year and have been so impressed by your commitment, bravery and resilience. We hope that you and your teachers are very proud of what you have achieved.

Looking forward to seeing Herne View Primary School in the next Festival!

**"THIS WAS A FAST PACED AND MAGICAL PRODUCTION OF
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Newsletter Number 27. Friday 28th April 2023

Design a Crown

All children at Herne View Church of England Primary School including the children at Apple Orchard Pre-Schools, are invited to design a Crown for the Kings Coronation. Children will need to bring their crowns to school for Friday 5th May to be judged. We look forward to seeing all the lovely designs the children have made.

We hope that you have all received information regarding the competition through our memos on tapestry.



Coronation Week

Don't forget this week the children are invited to wear red, white or blue, or any Royalty costumes to pre-school, should they wish to.



Cutlery

Please could we ask that if your child brings in lunch items that require cutlery that these are sent in their lunch boxes?

If anyone has any spare cutlery, especially teaspoons they are willing to send into pre-school we would greatly appreciate it.

Letters and sounds

This week to extend our letters and sounds, we have been playing a game using the children's name or objects making up phrases and experimenting with sounds.

For example – David's dangerous dinosaurs, drive down the dark road.



Nuts

Could we remind parents that the pre-schools operate with a 'No Nut Policy'?

Chocolate spread is considered a nut product and is therefore not suitable for children's sandwiches and chocolate treats due to allergies for some children.



Coming to Pre-School

Could we ask that when children arrive at the setting, they do not come in eating food? We are noticing a number of children doing this and is often very distracting for the rest of the children and for the staff to ensure the safety of the child while eating.

We ask parents to please leave your child at the door of the pre-school and not come into the cloakroom please. We have started to focus on school readiness this term and it is beneficial for the children to start to get used to being dropped off at the door and then finding their peg for belongings unaided. A staff member will always be present to help if required.



Dates for your Diary

2nd May – 5th May – Wearing Royalty costumes or Red, White and Blue

5th May – Crown Competition

8th May – Bank Holiday

25th May – End of Term

29th May – 2nd June – Half Term

5th June – Return to school

At The Warehouse Theatre

26th July – Intensive day course. Suitable for KS1 children.

£30 to include certification and moderation.

Email Lucy Driver for more information

Lucydriver2000@gmail.com

Arts Award Discover **arts award**

JOURNEY

Part A: discover
Discover the arts around you
Take part in arts activities

Part B: find out
Find out about artists

Part C: share
Share what you enjoyed

ARTS LOG

Discover assessment criteria

- Art form knowledge and understanding
- Creativity
- Communication

TRINITY COLLEGE LONDON | **ARTS COUNCIL ENGLAND**

Remember to use this journey poster alongside your adviser toolkit and young people's guidance booklet or arts log



THE WAREHOUSE THEATRE

10.00 – 3.00

17TH August 2023

Heroes and Villains

Drama Workshop

Age 7 and over



**For further details please contact
Lucy Driver on 01460 55416 or email
lucydriver2000@gmail.com**



THE WAREHOUSE THEATRE

10.00 - 3.00

16TH August 2023

A one-day workshop
introducing the stories and
having fun with the Bard.
Suitable for KS2 and above.



**For further details please
contact**

**Lucy Driver on 01460 55416
or email**

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PROFESSIONAL TENNIS COACH

JUNIOR TENNIS COACHING

Starts Saturday mornings from 22 APRIL 2023

**4 – 6 years: 9:15 – 10:00 am – £70 for
11 weeks**

**7 – 10 years: 10:00 – 11:00 am – £70
for 11 weeks**

- **All abilities welcome**
- **LTA Level 4 and PTR registered Coach**
- **DBS Certified**
- **Fully Insured**
- **First Aid Trained**
- **No coaching during the School half term**

For more information and to register, please contact:

Rachel Apsey

Mobile: 07583 092811

Email: rachelatennis@gmail.com

**AT ILMINSTER TENNIS CLUB
Shrudrick Lane (behind Tesco)**

Email: ilminstertennis@gmail.com

Online Safety & Gaming

Gaming refers to playing electronic games, whether through consoles, computers, tablets, smartphones or other devices. Gaming remains one of the most popular forms of entertainment, attracting a wide range of age groups from all across the world. Gaming is always looking to develop, often improving on graphical features, accessibility and user engagement as years go by.



Unlike many other forms of media, gaming brings a sense of challenge to the player. Usually there is a degree of skill involved that players need to develop in order to progress. Depending on the type of game, it can also offer players a platform where they can be imaginative and explore their own creativity.

Some games have rich storylines and characters that are engaging and memorable. Many players also use it as an opportunity to compete and socialise with other users whether it be in person or online. More often than not though, people game, because it is fun!

Benefits of Gaming

- 1 Can develop critical and creative skills
- 2 Can bring educational benefit and awareness
- 3 Is available to most audiences and family members
- 4 Is an easy and accessible way to socialise with others



Considerations for Gaming

- 1 Have awareness of appropriate age restrictions
- 2 Parental awareness around purchasing
- 3 Active discussions around socialising safely
- 4 Reporting harmful or offensive content online

Socialising Online

A staple of gaming is the community that surrounds it. Groups and audiences can gather around a specific game, character or theme to build specific fan bases that can interact with each other. Young people may like to socialise online because:

- 1 It gives them a platform to be with friends outside of school
- 2 There is usually a competitive element at play, which can feel rewarding
- 3 It can build confidence and social skills which may not be attainable physically
- 4 It gives opportunity to young people who have difficulty socialising with friends and others



Reporting and Blocking

Gaming communities can range from supportive and educational, to toxic and harmful. In some instances, it can even lead towards more radical content being promoted. When faced with something or someone being harmful online, make sure young people know how to:

- 1 Report the player or piece of content
- 2 Mute or block the player
- 3 Manage their privacy settings or communication options
- 4 Speak with a trusted adult for support



To find out more about Gaming visit the SWGfL hub:
swgfl.org.uk/topics/gaming/

or scan the QR code



Further Support

Professionals Online Safety Helpline: saferinternet.org.uk/professionals-online-safety-helpline

Harmful Sexual Behaviour Support Service: swgfl.org.uk/harmful-sexual-behaviour-support-service/

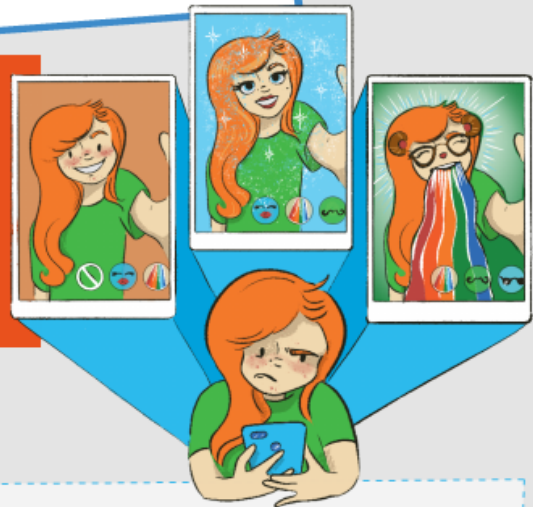
Report Harmful Content:
reportharmfulcontent.com



NOMINET

Online Safety and Social Media

Social media is an online platform that allows users to connect with others online. Depending on what platform you use, social media can allow you to communicate and share information with others with the intention to update or engage a specific audience. This can often include sharing videos, images, status updates or posts with a group of followers that can sometimes cover a global scale.



A lot of the time, social media is a positive place where users support each other. Despite this, it can also house toxic and harmful behaviours, which can be directed towards specific individuals or groups with the intention to harass, or cause upset.

Benefits of Social Media

- 1 Available and accommodating to most audiences
- 2 Can promote positivity and healthy expression
- 3 An accessible platform to connect with others
- 4 An instant platform for news and global awareness

Considerations for Social Media

- 1 Harmful and offensive content may be seen across platforms
- 2 Can be used to promote misleading information
- 3 Can promote unhealthy expectations and pressure for young people
- 4 Can impact digital wellbeing if not managed correctly

Harm on Social Media

Many social media platforms have adapted to include reporting features in order to tackle certain types of online harm. Some of these harms to watch out for include:

- 1 Fake online profiles
- 2 Misinformation or fake ads
- 3 Scamming or fraud attempts
- 4 Radical online content

Socialising Online

Social media provides a lot of freedom in how to connect with other users as well as how information and content is made available. This has provided certain platforms with worldwide appeal, giving anyone an opportunity to connect and engage with others. To promote keeping safe on social media, ensure that young people know how to:

- 1 Report harmful content online
- 2 Block and report users who are being offensive or harmful
- 3 Manage privacy settings to limit exposure to known friends and family members
- 4 Speak to a trusted adult if they are concerned about something online

To find out more about Social Media visit the SWGfL hub:
swgfl.org.uk/topics/social-media/

or scan the QR code



Further Support

Professionals Online Safety Helpline: saferinternet.org.uk/professionals-online-safety-helpline

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Report Harmful Content:
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Digital Wellbeing at School

Digital wellbeing can relate to how the use of digital technology including personal devices, social media and other apps can affect an individual's life. It can be affected by many things, such as how long we spend on devices, how we behave online, how we interact with others, how others interact with us, what we expose ourselves to, what we're influenced by and how we use technology to achieve desired outcomes. Much like general wellbeing, it can contribute to other areas such as our overall physical and mental health.



Supporting Digital Wellbeing

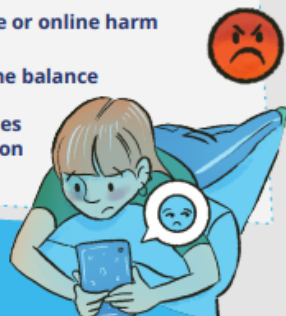
Children and young people may be introduced to technology from a very young age so it's important to know what can support them with their digital wellbeing. This can include:

- 1 Effective time away from devices
 - 2 Healthy and appropriate expression online
 - 3 Positive influences and interactions
 - 4 Critical thinking around information and online harm
- 



Poor Digital Wellbeing

There are still behaviours in children and young people that can contribute towards poor digital wellbeing. Some of these include:

- 1 An over-reliance on technology
 - 2 Exposure to abuse or online harm
 - 3 Poor online/ offline balance
 - 4 Negative influences or social interaction
- 

What Can Schools Do?

Digital wellbeing plays an important part in the overall health of your school community. Understanding how technology, apps, online platforms and other spaces can affect students, staff and parents is hard, but consider the following ways to support digital wellbeing at school.

- 1 Encourage appropriate breaks away from devices
 - 2 Create safe spaces for individuals to talk through concerns
 - 3 Encourage the use of parental controls and filtering options for apps where necessary
 - 4 Appropriate offline activities in school
 - 5 Have staff maintain a good understanding of trends and popular apps
 - 6 Develop a school community approach towards online critical thinking
 - 7 Explain what harmful online content is and ways it can present itself
 - 8 Making the community aware of online reporting routes
- 



To find out more about Digital Wellbeing visit the SWGfL hub:
swgfl.org.uk/topics/digital-wellbeing/

or scan the QR code



Further Support

Professionals Online Safety Helpline: saferinternet.org.uk/professionals-online-safety-helpline

Harmful Sexual Behaviour Support Service: swgfl.org.uk/harmful-sexual-behaviour-support-service/

Report Harmful Content:
reportharmfulcontent.com



A Guide to Online Reporting



The internet is a vast ocean of information, opinions, and content. While many of us will go online and have a positive experience, we must accept that this is not always the case for everyone. So when we see something online that we know is harmful, it is time to take action and report it.



Why Should I Report?

A lot of us can witness or fall victim to online harm. If you become concerned or feel uncomfortable about something you have seen online, the following points illustrate why reporting content is always the best course of action.

- 1 Reporting can often lead towards harmful content being removed
- 2 Reporting shows why certain types of behaviour should not be tolerated online
- 3 Reporting allows control to be taken away from online perpetrators
- 4 Reporting works towards a safer internet for everyone

When Should I Report?

When you make a report, you are essentially escalating it for review around whether something should remain online or not with reference to the law or specific standards associated with online platforms. You should always report if you come across content that:

- | | |
|---|-------------------------------------|
| 1 Contains child sexual abuse material or terrorist content | 5 Contains unwanted sexual advances |
| 2 Is harmful or abusive towards yourself or others | 6 Contains violent content |
| 3 Promotes self-harm or suicide | 7 Threatens you or others |
| 4 When someone is impersonating you or others | 8 Contains pornographic content |

Help



Who Should I Report To?

Different services are required for different types of content with reporting processes available for both illegal and legal but harmful content. To get a better understanding of where you should go to for support, follow the below guide.

- 1 **Report Harmful Content** (reportharmfulcontent.com) – Reporting legal but harmful content
- 2 **Internet Watch Foundation** (iwf.org.uk) – Reporting child sexual abuse material
- 3 **ACT** (act.campaign.gov.uk) – Reporting terrorism related content
- 4 **Dial 999** – If content shows a child or someone in danger

Other Services and Support

Refer to the below services for further advice and support:

- 1 **Revenge Porn Helpline** (revengepornhelpline.org.uk) – Suitable for adults over the age of 18 experiencing or affected by intimate image abuse
- 2 **Professionals Online Safety Helpline** (swgfl.org.uk/helplines/professionals-online-safety-helpline) – Online safety issues and concerns for professionals
- 3 **Report Remove** (childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online) – Supporting under 18s to report nude images that have been shared
- 4 **StopNCII.org** (stopncii.org) – Supporting adults with protecting their intimate images from perpetrators of intimate image abuse.

For more information on reporting visit:
swgfl.org.uk/topics/reporting/

or scan the QR code

