



Wenlock's Weekly Round Up

'With God's love, we are lights for the world'

Friday 19th January 2024

This Terms Value is:

COURAGE



Key dates

Thursday 25th January	Year 4 Alina Class Swimming Lesson
Thursday 25th January	Year 6 SATs parent information evening. 3.45—4.45 pm and 5.30—6.30 pm <i>Please see information below</i>
Thursday 1st February	Choir visit to Young Voices Year 4 Alina Class Swimming Lesson
Tuesday 6th February	Girls Football League
Thursday 8th February	Year 4 Alina Class Swimming Lesson
Week beginning 12th February	Mini report due home
Thursday 15th February	Year 4 Alina Class Swimming Lesson School Disco—years 3/4—3.45—5.00 pm School Disco—years 5/6—5.15—6.30 pm
Monday 19th—Friday 23rd February	Half Term Holiday
Monday 26th February	Inset Day—School closed
Tuesday 27th February	Children return to school Consultation evenings start
Thursday 29th February	Year 4 Alina Class Swimming Lesson
Thursday 7th March	Year 4 Alina Class Swimming Lesson
Thursday 14th March	Year 4 Alina Class Swimming Lesson
Monday 18th March	Year 6 visit to Chiltern Academy to see 'The Little Mermaid' 11.15—13.45
Thursday 21st March	Year 4 Alina Class Swimming Lesson
Thursday 28th March	Year 4 Alina Class Swimming Lesson
Thursday 28th March	Last day of Spring Term
Friday 29th March to Friday 12th April	Easter Holidays
Monday 15th April	Inset Day—School Closed
Tuesday 16th April	First Day of Summer Term—Children return to school

Attendance

Well done to Genesis who achieved the highest attendance last week at 98.21%

The attendance for the whole school was 95.24%

Our School target is 97%

PARENT INFORMATION

PE Days

Year group	PE Day	PE Day
Year 3 - Alpha	Tuesday	Friday
Year 3 - Omega	Tuesday	Thursday
Year 3 - Genesis	Tuesday	Thursday
Year 4 - Aurora	Tuesday	Thursday
Year 4 - Alina	Tuesday	Thursday
Year 4 - Vesper	Tuesday	Thursday
Year 5 - Lunar	Monday	Wednesday
Year 5 - Solar	Wednesday	Friday
Year 5 - Stellar	Wednesday	Thursday
Year 6 - Aviary	Wednesday	Friday
Year 6 - Arboreal	Monday	Wednesday
Year 6 - Aquarium	Wednesday	Thursday

SATs Information Sessions

There will be 2 sessions for parents to attend for information about the SATs taking place for year 6 in May.

Both sessions will take place on Thursday 25th January.

The first session is from 3.45 to 4.45 pm and the second session from 5.30 to 6.30 pm.

Parents are welcome to come to either session but we do ask that parents send an email or contact the school if they intend to come to the 5.30 to 6.30 pm session.

If not enough parents intend to come to that 2nd session it will not be able to go ahead (we will let you know if this is the case)

Thank you

Dinner money

Please top up dinner money payments in advance of your child having school dinner. The cost for school dinner is as follows: £2.40 per day or £12.00 per week.

If you have a query relating to dinner money payment, you can contact the finance team on schooldinner@wenlockacademy.co.uk

Aspens Food Festival

The meal options for children who eat school dinners will be changing after the February half term holiday.

The children in School Council have been very helpful and have looked at the meals on offer and have selected the preferred options.

We will send you the new menu's before the half term holiday.

Emailing the School Office

Please can we remind families that when emailing the school or leaving a message on the answer phone that you give your child's full name and their class and/or their teacher.

If you do not provide these details, it will lead to delays in answering or forwarding your queries.

You can report your child's absence by calling 01582 730624 and pressing option 1 or via email on attendance@wenlockacademy.co.uk

Year 5 Residential Trip to Kingswood

Just to confirm that the dates for this trip are from 15th July to 17th July.

The dates for this in last weeks weekly round up were incorrect.

Online Safety Update

What Children & Young People Need to Know about

FREE VS HATE SPEECH

Everyone in the UK has the right of “freedom of expression”. That’s the right to voice your opinions and share information and ideas with others. It’s *not* the right to say whatever you want without regard for others’ feelings and values. We all have a responsibility to use this right properly: being respectful and inclusive to those around us, rather than making offensive and threatening remarks. That’s called ‘hate speech’ and knowing the difference is incredibly important.

Free speech is a person’s legal right to share information, opinions and ideas without fear of retaliation, censorship or legal consequences. This freedom of expression is recognised in international human rights legislation, and here’s what it does for us in our day-to-day lives ...

The Human Rights Act 1988 states that everyone has the right to express themselves freely – even if their views are unpopular and might offend others.

Freedom of expression encourages listening to others and allowing opposing views to be heard. It’s important to respect someone’s opinion, even if we disagree with it. Free speech lets us engage in meaningful discussions with people who feel differently.

Any concept could potentially offend someone. Galileo’s theories were incredibly offensive to many at the time, while not everyone agrees with Darwin, even today. A frequent exchange of ideas is vitally important for a healthy society.

Free speech allows us to engage people we disagree with in a debate. The ability to challenge others’ views is healthy – while having *ours* challenged helps us learn how to deal with criticism and think deeply about what we say and believe.

Freedom of expression includes the right *not* to do something, like not standing up for – or singing – the national anthem. Even though some people would find that offensive, it isn’t illegal. By law, nobody can force you to say anything you don’t want to.

Free speech is a powerful tool for change, justice and reform. Many modern UK rights – such as women being allowed to vote, decent working conditions or same-sex marriage – couldn’t have been achieved without it.

Hate speech refers to any communication – like talking, texting or posting online – that negatively targets a group or an individual because they are perceived to be different in some way. Demonising and dehumanising statements, threats, identity-based insults, offensive name-calling and slurs would all count as hate speech. Here are some common forms it takes...

Targeting people or groups because of a protected characteristic – like race, gender identity, sexuality, nationality, religion or a disability – and verbally abusing them with slurs and name-calling. The Equality Act 2010 has more information on this.

Content that dehumanises people based on the same characteristics: referring to them as if they were animals, objects or other non-human entities, for example. Separating the target from other human beings is usually an attempt to justify the speaker’s bigotry.

Calling for violence or hatred against certain people or groups and justifying and glorifying those actions. Suggesting that a certain group should be removed from society could be seen as a call to arms, for example – potentially putting people from that group in danger.

Claiming that specific types of people are physically, mentally or morally inferior (or even that they are criminals) to encourage others to view them in the same way. This kind of thinking is always incorrect – but can be incredibly harmful to the group in question.

Spreading damaging misinformation about a person or group that the speaker views as “different” – essentially, trying to turn others against them by lying. Someone might claim that a recent tragedy is the fault of this entire group, when this is simply not possible.

Promoting the segregation of certain groups, or discrimination against them, because of who they are. This has been illegal in the UK for a long time – but some people still try to promote the exclusion of others, which can cause a huge amount of distress.

Meet Our Expert

The Global Equality Collective is an online community for homes, schools and businesses, a collective of hundreds of subject matter experts in diversity, equality and inclusion, and the organisation behind the GEC app, the world’s first app for diversity, equality and inclusion.

GLOBAL
EQUALITY
COLLECTIVE

The
National
College

NOS
National
Online
Safety®
#WakeUpWednesday

COURAGE

HOME SCHOOL VALUES

This term we will be focussing in school on the value COURAGE. We hope your family will find these ideas helpful as you explore the value and have fun together.

TALK TOGETHER about Courage

Being **courageous** can mean different things to different people. For example, one person may think it easy to speak in front of a large audience, whilst another would need to find lots of **courage** to do this. Everyone faces challenges from time to time, and we have to find **courage** to overcome them.

Talk together about:

- The different challenges that each family member faces
- Who or what helps us find **courage**?
- Is there someone that we admire because of the **courage** that they have shown?

THINK TOGETHER Words of Wisdom

"**Courage** is not the absence of fear, but the willingness to overcome that fear."

Nelson Mandela



READ TOGETHER...

The Courage of David the Shepherd Boy

One day as David the shepherd boy was carrying lunch to his older brothers in the Israelite army he heard an angry booming voice thunder across the fields. "I am Goliath, and I dare you to pick someone to fight me."

The voice was coming from the Philistine ranks and went on taunting the Israelites and their God. As David grew closer he could see the giant Goliath strutting up and down. He could also see the terrified faces of King Saul and his soldiers. This made David very angry and more than a little ashamed. He decided he must go and see the king.

"I will fight that bully Goliath!" David announced.

It was all that King Saul could do not to laugh out loud. "You are just a boy David, a small boy. Goliath has been a mighty soldier all his life."

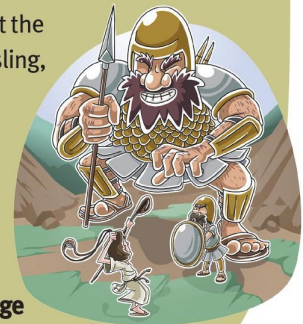
"But when the wild animals attack my father's sheep," protested David, "I fight them off with my sling and staff. I have killed many lions and bears and I will do the same to this wicked Philistine. Do not fear for God is on our side."

King Saul was taken aback. "Well, I suppose you should be given a chance. At least let me lend you some armour and a sword." But the armour was heavy and David was not used to it. He returned the armour to Saul and instead picked up five smooth stones from the stream and marched out **courageously** to face Goliath.

The giant laughed scornfully at the small boy and shouted curses at him. David did not flinch. "This very day you will be defeated and everyone here will see that the Lord does not need swords or spears to save his people."

As Goliath lowered his shield and aimed his spear at the boy, quick as a flash, David loaded a stone into his sling, spun it around above his head and sent it spinning through the air towards Goliath. The stone struck the giant on his forehead and he crumpled to the ground. Goliath was dead. There was a moment of stunned silence before the whoops and cheers from the Israelite army echoed around the hillsides.

This was a day no-one would forget, when the **courage** of a shepherd boy saved a nation.



Bible story based on 1 Samuel 17

	A	P	P	B	E	D													
F	O	R	E	H	E	A	D	F	H										
B	I	G	M	I	M	L	R	O	T										
U	A	X	N	E	L	E	X	O	S	A	U								
Q	R	K	I	V	I	J	T	N	A	I	G								
C	M	B	L	H	S	Z	Y	S	J	L	S								
P	O	N	S	S	T	R	U	C	K	O	C								
Y	U	U	M	D	I	V	A	D	L	G	Z								
H	R	I	R	J	N	W	T	D	M	V	K								
	I	S	R	A	E	L	I	T	E	G									
	C	E	D	O	G	E	N	O	T	S									
		F	A	R	E	E	B												

QUIZ Wordsearch

Find the words from the story in the grid on Goliath's shield.

- | | | |
|------------|----------|-----------|
| ARMOUR | BOY | DAVID |
| COURAGE | FOREHEAD | GIANT |
| GOLIATH | GOD | ISRAELITE |
| PHILISTINE | SHIELD | SLING |
| SOLDIER | STONE | STRUCK |





FAMILY FOCUS & HOME-SCHOOL CHALLENGE



Children of Courage

Each year awards are presented to children throughout the country who have shown outstanding bravery and **courage** in overcoming huge challenges in their lives. (Google 'UK children of **courage** awards' to see some examples.)

Design a nomination for a child that you know and believe should be recognised for their **courage**. Remember, there are different kinds of **courage** and different ways of showing bravery.

The nominations will be displayed in the Challenge Gallery at school.



Example Nomination sheet



Name of child who has shown **courage**

.....

Has shown **courage** by

.....

This bravery should be recognised because

.....

.....

★ HALL OF FAME



Bravery v. Slavery

Harriet Tubman was born nearly 200 years ago in Maryland, USA. Her family were slaves which means that they had to work for the people who 'owned' them. Slaves had no pay and no rights and they could be bought or sold like property. As Harriet grew older she was afraid that she would be sold and sent far away from her family to work for strangers. She decided to try to escape. This needed great **courage** because Harriet knew that if she was caught she would be cruelly punished. After many adventures and with the help of kind people along the way, Harriet managed to escape to Canada, where slavery was banned.

It would have been safest for Harriet to stay in Canada and make for herself a comfortable and easier life, but she was determined not to forget her family and friends who still suffered as slaves in America. She made her way back and forth to Maryland not once, but *nineteen times*, facing great danger and showing amazing bravery as she helped slaves to escape to freedom. By the end of her life Harriet had helped to free around 300 slaves!

After her death Harriet received many honours for her bravery. A ship was named after her, and in 1995 the US government issued a postage stamp to celebrate her **courageous** life.



FASCINATING FACTS

In case of emergency – Dial 999

“Help...my house is on fire!”

“Help....there’s been an accident!”

“Help.... burglars are breaking into the house over the road!”

- The emergency number, 999, was introduced in London in 1937.
- In an emergency, phoning 999 will connect you quickly to an 'emergency control centre'. An operator will ask which service you need, fire, ambulance or police. The operator will be able to track your call to discover where you are and soon help will be on its way.
- Firefighters, police and ambulance crew all risk their own lives on occasions to help other people who are in danger.
- Additional emergency services operate in some places such as mountain and cave rescue, coast guards, air sea rescue.
- Over 30 million 999 calls are made each year.
- About half of all calls are hoaxes. Not only do hoax callers break the law, they put people's lives in danger as it takes longer for real emergencies to be dealt with.