



WEEKLY

NEWSLETTER

MAGDALEN
COURT SCHOOL



SUMMER TERM 1 – WEEK 3

A wonderful Coronation Celebration!

A big thank you to the PAFOM team for organising and running the Coronation Celebration this afternoon. It was lovely to see the community come together in their red, white and blue outfits and enjoy a lovely afternoon of games, cream teas and craft activities! We will have lots of photos to share and a full report next week!

Outdoor Education

The learners have been really enjoying their sessions this week - helping to develop the forest school site!

Next week, learners will be travelling back to the forest school site, as well as visiting Bonehill Rocks. There, they will be enjoying a skills session of knot tying and preparing for river crossing requirements. At Bonehill Rocks, there will be teambuilding activities and low level climbing. We are forecast a bit of a wet week, so please make sure all learners are sent in with waterproofs and some spare clothing!

Coronation Bank Holiday

Reminder that Monday is a Bank Holiday and therefore, next week, school will commence on Tuesday. Have a lovely long weekend!

Headteacher's Award



This week's Headteacher's Award is given to Holly for being a role model, and displaying real maturity during her exams.

Stars of the Week!



Oak - Freddie
Larch - Ella
Beech - Toby
Holly - Jasmine
Elm - Beth
Hazel & Ash - Ruben
Post 16 - Holly

CORONATION!

As the country prepares for the Coronation this weekend, we have been asking our learners what they would do if they were the monarch for a day!

Not much, as I
wouldn't have that
much power!

Joe B

Abolish the
monarchy
Toby

Make guns illegal to
own without a permit
Lexie

I would get everyone
in the UK to read a
book!

Isabel P

I would stop funding
weapons and focus
more on
environmental issues

Make a law that means I
am now king until the next
passing of Halle's comet
Izak

Spend all the money
on books and funny
things

Arthur

Make sure all
husbands give their
wives flowers

Make Elvis Presley's
'Jailhouse Rock' the
National Anthem!

Lexie

Sit on my royal
throne and eat
biscuits!

George

Explore the World!
Eat new, expensive foods
and drink new squashes

Change the
national animal
to a pigeon

Organise a huge
dog festival!

Beech Writing

Beech class have recently been exploring mystery stories, with the task of writing their own short story! This week, we are sharing a brilliant example written by Seth - be warned, it's a little bit frightening! More stories coming next week!

The Zombie Outbreak **Warning - Viewer discretion is advised** **Violence, PG-13**

The TV suddenly switches from the static to BBC news, a sound comes from the TV. I get out of bed and go see what's going on. It was a news reporter, apparently there are sightings of people who seem to be "dead" but alive...

It has been a week since then and by now there are tens of thousands of people in hospital and over one hundred people have died. Something is very wrong. Over the passing weeks and months there have been more people dying.

The other night a noise was coming from the town's local graveyard, and the church's priest went to check it out...

He was found dead earlier today.

At that moment, I decided: there is definitely something wrong!

One year has passed, and we are running low on supplies. This zombie virus has spread to the rest of the world; we don't know how much longer we will survive with the low resources and low ammo. Today we will be getting on a plane and flying to Devon to raid the shops and supermarkets for supplies. Last week we lost our friend to a zombie bite, right before he shot himself in the head he said, "Go, go live, go save this world from this horrible infection. I will be watching from above as an angel, don't let anything get in your way."

As he handed me a weird gemstone in a necklace, he said,

"I have been hiding this from you, I found it when we looted the place but I didn't know what it was. I researched about it and found that this is what we need to stop this apocalypse."

He shot himself in the head.

We still don't know where we need to take it but all we know is that we need to find more survivors. We have made it to London? Wait that can't be right? Oh no we were shot down by anti aircraft guns. Well we will just go raid the shops here then.

What is that in the distance? It looks like people, I said:

"Are those people? Load your guns, men." We walked over and to our surprise there were survivors but not too far away where the beasts turned out they had been running from them.

"Need help?" I asked

"Yes." they said

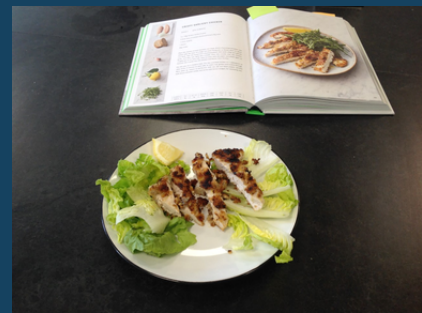
"Take these guns!" I said.

One month later: When we finally found the cave, we put the necklace on the rock altar. This altar looked at least 1 million years old. Zombies come out of nowhere blocking all the exits. We then fought for our lives before our friend pressed the button on the altar. The zombies dropped dead then turned into powder.

The end
...or is it?

Food Tech

This week in Food Tech, Elm and Holly made an egg fried noodle dish, which was adapted from a Jamie Oliver recipe. Ash class practiced their BTEC assessments and made garlicky breaded chicken and spaghetti bolognese. Oak class made a very quick and delicious curried egg and ham noodles, again adapting the recipe with extra ingredients if desired. Next week, Larch will be making sweet and sour Thai chicken. Post 16 will start practicing their chosen recipes, which means the kitchen is going to be super busy and I'm really looking forward to seeing them working with greater independence. Holly and Elm will be making a tantalising sticky ginger beef or tofu recipe. Hazel will be trying their hand at making dahl and flat breads. Ash will continue to practice and adapt their chosen recipes and Oak class will be making a spicy prawn soup on Friday.



Just Right Food - the emotional effects of food

As a staff team, we have been learning about what helps us all – adults and children - to feel more 'Just Right'. This includes thinking about what things such as foods, programs or activities help us feel good inside. Everyone is different and everyone will have preferred things that help them to feel 'just right'. To help our learners, we are encouraging them to include some of their 'just right' foods in their lunches. This could be anything from their favourite sandwich filling to their favourite fruit or crisp flavour!

Certain foods can also be helpful to regulate each learner. Sucking, crunching and chewing are really regulating - think really crunchy crisps, chewy mango or other dried fruits, bagels instead of sandwiches or even a drink with a straw that goes all the way to the bottom of the container. When we activate the receptors in our jaw (proprioception) it can help contribute to a feeling of 'Just Right'. To encourage the learners to feel alert and focused, foods like oranges, lemons and apple slices might be worth a try. Next week, we'll be featuring some useful posters with suggestions of different foods to try and how they might make us feel!

NEXT WEEK

Please find below the schedule for next week. This is part of our increased focus on communication between the school and our families, and will be a regular feature in the newsletter moving forward, as well being shared on the school social media. The schedule features the plans for Outdoor Ed, Food and Swimming.

NEXT WEEK



MONDAY Bank Holiday School closed	TUESDAY Outdoor Ed Holly & Elm (Forest school) Food Larch (sweet and sour chicken) Post 16 (BTEC practice) Hazel (dahl and flatbreads)	WEDNESDAY Outdoor Ed - Oak (Forest school) Food: Holly & Elm (Sticky Ginger Beef/tofu) Ash (BTEC practice) Swimming - Larch, Beech, Holly
THURSDAY Outdoor Ed Larch & Beech (Forest school) Swimming Oak & Elm	FRIDAY Outdoor Ed Hazel, Ash & Post 16 (Forest school) Food Oak (spicy prawn soup)	

NOTE
The Forest School site is very muddy - please ensure learners are sent in with waterproof and spare clothing for Outdoor Ed days.

Safeguarding

This week our safeguarding focus is encouraging open discussions about Digital Lives. We talk to our learners all the time about how they use the internet, the benefits and ways of using it and, most importantly, how to keep safe. The poster on the last page has some great ideas about how to speak to your young person about their digital lives.

Tips for Encouraging Open Discussions about DIGITAL LIVES

The online world is an entirely familiar and commonplace part of life for today's children and young people, far more so than for previous generations. There are many positives to children being able to access online materials, so it's important not to demonise the internet, games and apps, and limit the benefit of their positive aspects. At the same time, we do have a responsibility to educate children about the hazards they may encounter online (just as we would about real-world dangers) so it's essential that we don't shy away from talking to them about the complex – and often sensitive – subject of what they do and what they see when they're online.

Here are some suggestions for kicking off conversations with your child about their digital life ...

MAKE YOUR INTEREST CLEAR

Showing enthusiasm when you broach the subject signals to your child that you're keen to learn about the positives of their online world. Most children enjoy educating adults and will happily chat about what they use the internet for, or what games and apps they're into and how these work. Asking to see their favourite games and apps in action could help you spot any aspects that may need your attention – such as chat functions which might require a settings adjustment to limit contact with strangers. Keep listening even if your child pauses for a long time: they could be considering how to phrase something specific, or they may be gauging your reaction.

BE OPEN AND HONEST, APPROPRIATE TO THEIR AGE

At various stages, children and young people become curious about puberty and how their body changes; about relationships; about how babies are made; and about sexual health. If your child knows that they can discuss these sensitive subjects with you, they tend to be less likely to go looking online for answers – which can often provide them with misleading information and, in some cases, lead to them consuming harmful content. Don't worry if you don't immediately know the answers to their questions – just find out for yourself and go back to them once you have the facts.

REMIND YOUR CHILD THEY CAN ALWAYS TALK TO YOU

In my role I work with many children and young people who admit being reluctant to tell a trusted adult about harmful content they've viewed online. In case it leads to having their devices confiscated. Emphasise to your child that you're always there to listen and help; reassure them that if they do view harmful content, then they are not to blame – but talking about it openly will help. Children shouldn't be expected to be resilient against abuse or feel that it's their job to prevent it.

KEEP TALKING!

The most valuable advice we can give is to keep talking with your child about their digital lives. You could try using everyday situations to ask questions about their online experiences.

DISCUSS THAT NOT EVERYTHING WE SEE ONLINE IS REAL

Here, you could give examples from your own digital life of the online versus reality – for example, those Instagram posts which show the perfect house: spotlessly clean, never messy and immaculately decorated. Explain to your child that there are many other aspects of the online world which are also deliberately presented in an unrealistic way for effect – such as someone's relationship, their body, having perfect skin and so on.

TRY TO REMAIN CALM

As much as possible, try to stay calm even if your child tells you about an online experience that makes you feel angry or fearful. Our immediate emotions frequently influence the way we talk, so it's possible that your initial reaction as a parent or carer could deter a child from speaking openly about what they've seen. Give yourself time to consider the right approach, and perhaps speak with other family members or school staff while you are considering your next steps.

CREATE A 'FAMILY AGREEMENT'

Involving your whole household in coming up with a family agreement about device use can be immensely beneficial. You could discuss when (and for how long) it's OK to use phones, tablets, consoles and so on at home; what parental controls are for and why they're important; and why it's good to talk to each other about things we've seen or experienced online (both good and bad). Explaining your reasoning will help children to understand that, as trusted adults, we want to make sure they are well informed and kept safe. Allowing children to have their say when coming up with your family agreement also makes them far more likely to stick to it in the long term.

Meet Our Expert

Rebecca Jennings of RAISE (Raising Awareness in Sex Education) has almost 20 years' experience delivering relationships and sex education and training to schools, colleges and other education providers. A published author on the subject, she also advises the Department of Education on the staff-training element of the RSE curriculum.



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