



Brookfields Parent Newsletter

11.09.26

Message from Head of School:

Dear Parents/Carers,

We would like to wish all of our children, families and staff a wonderful start to the new academic year.

It has been lovely to welcome all of our pupils back to school this week, and a very special welcome goes to our new Reception and Nursery children as they begin their journey with us. We have also been delighted to welcome many new families to our school community, and we look forward to getting to know you over the coming months and years.

It has certainly been a busy week as children have settled back into school life, learnt new routines, adjusted to new year groups and classes, and built relationships with new teachers and classmates. Despite all of these changes, the children have truly done themselves proud.

They have approached the week with enthusiasm, resilience and positivity, and we are incredibly proud of how well they have settled in.

*Throughout the week, our children have been focusing on what our school rules of **Ready, Respectful and Safe** mean in practice and how these help us to create a positive learning environment for everyone. They have also been learning more about our school mission of **SHINE** and how we can all work together to live out these values each day.*

We are very much looking forward to the weeks ahead as we continue our learning journey together and enjoy all of the exciting opportunities that this new academic year will bring.

Thank you for your continued support and partnership as we work together to help every child flourish and succeed.

Here's to a fantastic year ahead! ✨

Miss O'Rourke

Interim Head of School

BROOKFIELDS PRIMARY SCHOOL

OUR SCHOOL MISSION

T Together
E Everyone
A Achieves
M More
♡



SUCCESS FOR ALL



HEALTHY AND HAPPY



INDEPENDENT LEARNERS



NEVER GIVE UP



EQUALITY AND EQUITY

KIND
PEOPLE
STRONGER
TOGETHER
♡

A
BRIGHTER
TOMORROW
TOGETHER
♡

A
KINDER
BRIGHTER
BRAVER
YOU
♡



RESPECT
BELONG
ACHIEVE
TOGETHER

A place where every child can shine ♡

Learning
Together,
Growing
Together



BROOKFIELDS PRIMARY SCHOOL



Our Mission: **SHINE**

S

SUCCESS FOR ALL

We believe in ourselves, work hard and celebrate our achievements. Everyone can be successful.



H

HEALTHY AND HAPPY

We look after our minds and bodies, make positive choices and support each other to be happy.



I

INDEPENDENT LEARNERS

We are curious, ask questions, make good choices and take responsibility for our learning.



N

NEVER GIVE UP

We are resilient, keep trying, learn from mistakes and face challenges with a positive attitude.



E

EQUALITY (and equity)

We value and respect everyone. We are fair, kind and inclusive, ensuring everyone has the support they need to thrive.



A place where
every child can shine



BROOKFIELDS
PRIMARY SCHOOL

Learning
Together,
Growing
Together
♥

When in School...

We must be

Ready



- ✓ Be on time
- ✓ Bring what you need
- ✓ Be prepared to learn



Respectful



- ✓ Be kind
- ✓ Listen to others
- ✓ Use kind words and manners



Safe



- ✓ Follow instructions
- ✓ Keep hands, feet and objects to yourself
- ✓ Look after yourself and others



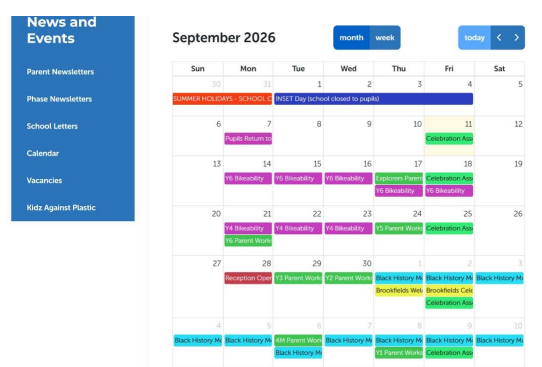
A place where
every child can shine.

School Calendar

As a school, we have now added our school calendar to the website so that you can easily keep up to date with key events throughout the term. The calendar can be linked to your own personal digital calendar, allowing you to receive updates and reminders about what is happening in school. You can access the calendar using the following link:

<https://brookfields.bham.sch.uk/calendar>

We would greatly appreciate any feedback from parents on this resource. Understanding whether you find it useful will help us to continue developing and improving it. We will also ensure that the calendar is updated regularly so that you always have access to the latest information about school events and activities.



Safeguarding - ICT and Online Safety in School

We are excited to share that, as a school, we have been reviewing our IT provision to ensure that our pupils have access to the very best technology to support their learning. Alongside this, we have also been carefully considering how we can continue to promote and strengthen online safety for all members of our school community.

As part of this work, we will soon be introducing **new iPads** for our pupils. I am incredibly excited about the possibilities this will open up for children in lessons and across their learning. The iPads will provide opportunities for greater creativity, collaboration, communication and engagement, helping to enrich learning experiences across the curriculum.

With increased access to technology comes an even greater responsibility to ensure our children know how to use it safely and responsibly. Throughout the year, pupils will continue

to learn about online safety, including how to stay safe online, protect their personal information, communicate respectfully and know what to do if they encounter something that makes them feel uncomfortable.

We know that online safety is most effective when schools and families work together. We encourage parents and carers to continue having regular conversations at home about online activity and to ensure appropriate supervision and settings are in place when children are using devices.

We look forward to sharing more information about our new iPads and the exciting opportunities they will bring in the coming weeks. Together, we can help our children become confident, responsible and safe users of technology.



Wrap Around Provision: Kidz Come First

Kidz Come First Childcare use our school premises to provide after-school wraparound care, as well as holiday club provision for families.

Their after-school club provides children with a safe, secure and caring environment, offering a range of structured activities, snacks and opportunities to have fun with friends after the

school day. Sessions are available until 4:30pm or 6:00pm, with additional homework support also available.

If you are interested in accessing their wraparound provision or would like to find out more about their holiday clubs, please contact Kidz Come First directly. Full booking and contact details, including their telephone number, email address and QR code, can be found on the poster.

Please note that all bookings and enquiries are managed directly by Kidz Come First rather than the school.

After School Club

LOCATION:
'Brookfields Primary School'
2 Hingeston Street, B18 7PU

We pick up from surrounding schools

What we offer

- ✓ For children aged between 4-11
- ✓ A safe, secure and caring environment
- ✓ All staff are DBS checked
- ✓ Educational, structured activities

Hours & Costs

3:15pm - 4:30pm
£9.00 per session

3:15pm - 6:00pm
£14.00 per session

1-to-1 extra homework support | £15

Activity Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Quiz Night	Arts & Crafts	Baking	Movie Night	Homework Club
Snack (Beans on Toast)	Snack (Noodles)	Snack (Veg Pasta)	Snack (Fish Finger Wraps)	Snack (Pizza & Chips)

Book via [kidzcomefirst.co.uk](https://www.kidzcomefirst.co.uk)

Kidz Come First Childcare

Ofsted Registered

@ kidzcomefirstchildcare
info@kidzcomefirst.co.uk
07947 575 090

Safeguarding Team - Meet our Safeguarding Team

Meet Our Designated Safeguarding Team

At our school, the safety, wellbeing and happiness of every child is at the heart of everything we do. Our Designated Safeguarding Leads (DSLs) are here not only to keep children safe, but also to offer help, guidance and support to our families.

Sometimes families need a little extra support, someone to talk to, or help accessing the right services. Whatever the situation, please know that our team is here for you.

Miss O'Rourke – Lead DSL

Miss O'Rourke is our Lead Designated Safeguarding Lead and leads the DSL team in supporting our children and families. She works closely with outside agencies and advocates for the children and families within our school community, helping them to access the support they need.

Miss O'Rourke also leads on pupil mental health and wellbeing, online safety and behaviour, working to ensure that every child feels safe, supported and able to thrive in school.

Miss O'Rourke is also our designated teacher and leads on PREVENT.

Mrs Kacem – Deputy DSL

Mrs Kacem is one of our Deputy Designated Safeguarding Leads and works closely with Miss O'Rourke to support pupils and families. She is always here to listen, help and offer guidance when it is needed.

Mrs Kacem leads on attendance, working with families to ensure that every child is safe, well and able to attend school regularly. She also supports families through Early Help and provides mentoring and pastoral support to our pupils.

Mrs Downs – Deputy DSL

Mrs Downs is one of our Deputy Designated Safeguarding Leads and works closely with parents and families, including providing support through Early Help and working alongside outside agencies to promote the wellbeing of our school community.

Mrs Downs is also our Medical Lead, supporting children with medical needs and allergies while they are in school. She is first-aid trained and works hard to ensure that children's individual health and medical needs are understood and safely supported.

Mrs Hooper – Deputy DSL

Mrs Hooper is one of our Deputy Designated Safeguarding Leads and supports children and families, particularly around attendance and wellbeing.

She has supported families in many different ways, including through home visits, and understands that sometimes having someone to listen can make all the difference. Mrs Hooper is a friendly ear at the end of the phone and is always happy to help, listen and support.

Mr Henson – Deputy DSL

Mr Henson is one of our Deputy Designated Safeguarding Leads and supports our pupils' wellbeing and safety. He also supports Enrichment and PSHE, helping to provide children with positive experiences and opportunities that support their personal development.

Mr Henson is first-aid trained and works alongside the wider safeguarding team to ensure that our pupils are safe, supported and able to enjoy a wide range of enriching opportunities.

Our Door Is Always Open

Safeguarding is about much more than responding when something has gone wrong. It is about **listening, helping early, supporting families and working together to give every child the best possible chance to be safe, happy and successful.**

Please come and speak to us if you are worried about your child, need some advice, are experiencing difficulties as a family, or simply need someone to listen. No concern is too small, and you do not need to wait until things become difficult before asking for help.

WE DO NOT JUDGE – WE SUPPORT.

We are one school community, and we are here for our children and our families.

Our door is always open.

Please find the link to our Safeguarding Policy:

<https://files.schudio.com/brookfields-primary-school/files/documents/Safeguarding - Child Protection Policy 2026 2027.pdf>

BROOKFIELDS PRIMARY SCHOOL

Safe Respectful Brighter Together

Safeguarding Team

Speak to us.
We are the child protection team and we are always here to listen to you.

Do you need someone to talk to?

Do you need help?

Mrs Kacem
DST

Miss O'Rourke
DSL/SPOC/Prevent SPOC

Mr Henson
DST

Mrs Trumpeter-Downs
DST

Mrs Hooper
DST

If you have a worry, please speak with a trusted adult. Remember, we are always here for you!

Kind People

create
PARTNERSHIP TRUST

Safe Schools Stronger Futures

Attendance - The Importance of Good Attendance

At our school, we want every child to have the very best opportunity to achieve their full potential. Regular attendance and punctuality are essential for children to make strong progress, build friendships, and develop positive learning habits.

*We expect all pupils to be in school every day and on time. Our school gates open at **8:30am** and close promptly at **8:50am**. Arriving on time ensures that children are settled, ready to learn, and do not miss important instructions and early learning activities.*

Every day in school counts. When children miss school, they miss valuable learning experiences that cannot always be fully replicated. Even a small amount of absence can have a significant impact on a child's education, making it harder to keep up with lessons, develop key skills, and maintain confidence in their learning. Over time, missed days can add up, creating gaps in knowledge that can affect attainment and progress.

Excellent attendance helps children to:

- Achieve their best academically.*
 - Build positive relationships with friends and staff.*
 - Develop routines, resilience, and responsibility.*
 - Feel included and connected to school life.*
 - Be fully prepared for the next stage of their education.*
-

We appreciate the support of all parents and carers in ensuring that children attend school every day, arrive on time, and are ready to learn. Together, we can help every child make the most of every learning opportunity.

6M - 92.4%

6C - 90.7%

5R - 83.9%

5L - 84.6%

4H - 96%

4M - 91%

3H - 87%

3W - 96%

2H - 99%

2A - 85%

1N - 88%

1C - 95%

Special Educational Needs: Message from the SENDCo

Dear Parents/Carers,

*My name is **Mrs Bibi-Aziz**, and I am delighted to officially take on the role of SENDCo at Brookfields Primary School.*

*I have been a teacher at Brookfields for the past **13 years**, teaching children from **Reception through to Year 6**. During this time, I have had the privilege of supporting pupils with a wide range of needs and helping them grow in confidence, achieve their goals and most importantly enjoy school life.*

I am passionate about inclusion and believe that every child can succeed when they feel understood, valued and supported. As someone who knows the school, the community, and many of our children and families well, I hope to provide consistency and work closely with parents to ensure every child receives the support they need to thrive, both in school and as they prepare for the next stages in their lives.

I am excited to meet more of our families and look forward to working together to help all of our children SHINE!

Mrs Bibi-Aziz

Communication and Autism Team: Parent Carer Anxiety Workshops

The Communication and Autism Team (CAT) is offering a series of free workshops for parents and carers to help develop a better understanding of anxiety and explore practical ways to support children at home and in school. These workshops are designed for families of children with a diagnosis of autism, as well as those currently on the neurodevelopmental pathway for an autism assessment. All Birmingham parent carers are welcome to attend.

There are three opportunities to attend:

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- **Tuesday 15th September 2026, 9:30am to 11:00am** at Colmers Farm Primary School, Rednal, B45 9PB (no booking required).
 - **Wednesday 16th September 2026, 9:30am to 11:00am** at Kingsthorpe Primary School, Kingstanding, B44 0BX (no booking required).
 - **Thursday 17th September 2026, 11:30am to 1:00pm** via Microsoft Teams (booking required through the Local Offer website).
<https://www.localofferbirmingham.co.uk/product/cat-parent-carer-workshop-anxiety-via-microsoft-teams-thursday-17th-september-2026/>
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These workshops form part of the Neuroinclusive Education Network (NEN) programme and provide a valuable opportunity to gain information, share experiences and learn strategies to support your child's wellbeing.

We encourage any interested parents and carers to attend. For the online session, further details and booking information can be found on the Birmingham Local Offer website.

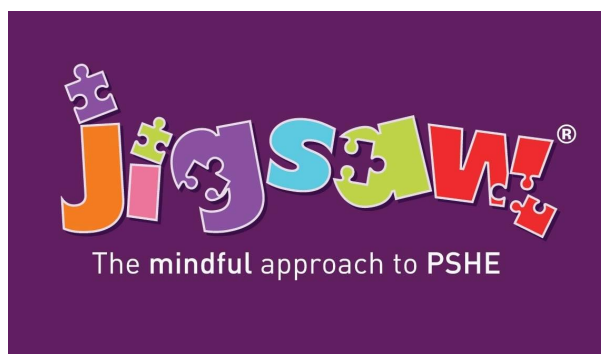
<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

Jigsaw PSHE at Brookfields

This term, children will continue to take part in **Jigsaw**, our whole-school PSHE (Personal, Social, Health and Economic Education) programme. Jigsaw helps children develop important life skills, supporting their emotional wellbeing, relationships, confidence and understanding of the world around them, alongside their academic learning.

Through engaging, age-appropriate lessons, children learn about topics such as friendships, managing feelings, celebrating differences, staying healthy, keeping safe and preparing for future transitions. Mindfulness activities are also included to help children develop self-awareness and emotional resilience.

If you would like to find out more about the Jigsaw programme, please speak to your child's class



Jigsaw PSHE: Being Me in My World

This half term, all children will be exploring "**Being Me in My World**" through our Jigsaw PSHE programme. The unit helps children settle into the new school year by focusing on belonging, friendships, feelings, rights and responsibilities, and how we can work together to create a positive and inclusive school community. Children will also learn about making positive choices, understanding the impact of their actions, and developing respect for themselves and others.

We encourage families to talk with their children about what they have been learning in school and to celebrate the positive choices they make each day

Being Me in My World - Knowledge Organiser

Puzzle overview: Being Me in My World	
In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	
Ages 3-5	Knowledge
	Social and emotional skills
	- I can name my feelings - I know how work and play with others - I know why it is important to be kind and gentle - I understand why it is important to care about others' feelings - I can make good choices - I can follow our class rules
	- I understand that people are similar and different - I am beginning to recognise and talk about different feelings - I understand that my classroom is a place where we learn and play together - I know that working together helps make school a good place to be - I understand why kindness matters and how it affects others - I know what using gentle hands looks like - I know that everyone has the right to learn and play - I understand what being responsible means - I know how we look after our classroom and resources - I can describe how they help everyone feel safe and able to learn
Vocabulary	
angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique	

Ages 3-5	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Belonging and friendship - Who do you like to play with at school? What do you like about them? - What makes someone a good friend? - When do you feel happy in your class?	Feelings and emotions - Can you tell me about a time you felt happy, sad or angry at school? - How can we tell how someone else is feeling? - What helps you feel better when you feel upset?	Kindness and gentle hands - What does being kind look like in your classroom? - Can you show me what "gentle hands" look like? - How do others feel when we are kind to them?
	Similarities and differences - What is the same about you and your friends? - What is different about you and your friends? - Why is it nice that we are all a bit different?	Playing together - What games do you like playing with others? - How do you take turns when you play? - What happens when everyone works together?	Rights and responsibilities - What do you think your classroom rules are? - Why is it important that everyone can learn and play? - How do you help look after your bedroom or toys?
	Resources and additional support for Families BBC Tiny Happy People^[1] - short videos, ideas and resources to support families BookTrust^[2] – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 5-6	Puzzle overview: Being Me in My World	
	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	
	Knowledge - I know how to use my Jigsaw Journal - I understand the rights and responsibilities as a member of my class - I understand the rights and responsibilities for being a member of my class - I know my views are valued and can contribute to the Learning Charter - I can recognise the choices I make and understand the consequences - I understand my rights and responsibilities within our Learning Charter	Social and emotional skills - I feel special and safe in my class - I know that I belong to my class - I know how to make my class a safe place for everybody to learn - I recognise how it feels to be proud of an achievement - I recognise the range of feelings when I face certain consequences - I understand my choices in following the Learning Charter
	Vocabulary achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	

Ages 5-6	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Belonging and feeling safe - When do you feel most safe and happy in your classroom? - What makes your class a good place to learn? - What helps you feel calm if something feels tricky?	Being part of a class - What does it mean to belong to your class? - How can you help someone feel welcome in your class? - What do you do that helps your class be a good place to be?	Rights and responsibilities - What are your rights in your classroom? - What responsibilities do you have at school and at home? - Why is it important that everyone follows the Learning Charter?
	Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a kind or unkind choice? - How do your choices affect other people?	Feelings and rewards - What does it mean to be proud? - Can you think of something you're proud of? - How does it feel when you get a reward or praise?	Feeling valued - Have you shared an idea in class? - How do you know your views are valued? - Why is it important that everyone gets a chance to share their ideas?
	Resources and additional support for Families BBC Tiny Happy People^[1] - short videos, ideas and resources to support families BookTrust^[2] – high-quality book recommendations for children by age (including ages 5-6) including topics on feelings, friendships, belonging and behaviour - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 6-7	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge - I can identify some of my hopes and fears for this year - I know how to use my Jigsaw Journal - I understand the rights and responsibilities for being a member of my class and the importance of making contributions - I can listen to other people and contribute my own ideas about rewards and consequences - I understand how following the Learning Charter will help me and others learn - I can recognise the choices I make and understand the consequences	Social and emotional skills - I can recognise when I feel worried and know who to ask for help - I can help myself and others feel like we belong - I can help make my class a safe and fair place - I can listen to others and share my ideas - I can work co-operatively with others - I can follow our Learning Charter
	Vocabulary actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried	

Ages 6-7	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Hopes, fears and worries - What are you looking forward to this year? - Is there anything that has made you feel worried at school? - Who can you talk to if you feel worried or need help?	Belonging - What makes you feel like you belong in your class? - How can you help someone else feel included? - What makes your class a good place to be?	Rights and responsibilities - What rights do you have in your classroom? - What responsibilities do you have as a member of your class? - How do your responsibilities help everyone learn?
	Choices and consequences - Can you tell me about a choice you made at school today? - What might happen if someone makes a positive or negative choice? - How do your choices affect other people?	Fairness - What does being fair mean in your classroom? - Can you tell me about a time when something felt fair or unfair? - How can we make sure everyone is treated fairly?	Working together – Learning Charter - What is your Learning Charter and why is it important? - How does following the Learning Charter help everyone learn? - How do you work together with others in your class?
	Resources and additional support for Families BBC Bitesize (KS1 PSHE and Wellbeing)^[1] – short videos and resources to support children's understanding of feelings, choices, rights and responsibilities BookTrust^[2] – high-quality book recommendations by age and topic, including feelings, worries, friendships and belonging - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 7-8	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.	
	Knowledge - I recognise my worth and can identify positive things about myself and my achievements - I can set personal goals - I know how to use my Jigsaw Journal - I can face new challenges positively, make responsible choices and ask for help when I need it - I understand why rules are needed and how they relate to rights and responsibilities - I understand that my actions affect myself and others and I care about other people's feelings - I can make responsible choices and take action - I understand my actions affect others and try to see things from their points of view	Social and emotional skills - I value myself and know how to make someone else feel welcome and valued - I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions - I know how to make others feel valued - I understand that my behaviour brings rewards/consequences - I can work cooperatively in a group - I am choosing to follow the Learning Charter
	Vocabulary achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries	

Ages 7-8	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Self-worth and achievements - What are you proud of about yourself? - What is something you've achieved recently? - What helps you recognise your own strengths?	Goals and challenges - What goal would you like to work towards this year? - What steps could you take to achieve it? - What can you do if something feels difficult or challenging?	Feelings, worries and support - Can you tell me about a time you felt worried or unsure? - What helps you feel calm and supported? - Who can you go to if you need help?
	Belonging and inclusion - How can you help someone feel welcome? - What does it mean to include others? - How can you show someone they are valued?	Rights, responsibilities and fairness - Why are rules important in school? - What responsibilities do you have in your class and at home? - How can we make sure everyone is treated fairly?	Working together – Learning Charter - How do your choices affect other people? - How can you work well with others in a group? - What does following the Learning Charter look like in your class?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Wellbeing)^[1] – short videos and activities to support learning about emotions, behaviour, choices and relationships - Time Travel Bill Adventures - Parliament UK Education^[2] BookTrust^[3] – high-quality book recommendations by age and topic, including feelings, friendships, confidence and belonging - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 8-9	Puzzle overview: Being Me in My World	
	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	- I know my attitudes and actions make a difference to the class team - I know how to use my Jigsaw Journal - I understand who is in my school community, the roles they play, how I fit in and how I can contribute - I understand how democracy works through the School Council - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - I understand how groups come together to make decisions - I understand how democracy and having a voice benefits the school community	- I know how good it feels to be included in a group and understand how it feels to be excluded - I try to make people feel welcome and valued - I can take on a role in a group and contribute to the overall outcome - I can recognise my contribution to making a Learning Charter for the whole school - I understand how rewards and consequences motivate people's behaviour - I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing	

Ages 8-9	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Belonging, inclusion and teamwork	Roles, responsibilities and contribution	Feelings, empathy and relationships
	- What does it mean to be part of a team? - How can you help others feel included and valued? - How does it feel when someone is left out?	- What roles do people have in your school community? - What role do you play in your class? - How do your actions contribute to your class or school?	- How can you tell how someone else is feeling? - Can you think of a time you showed empathy to someone? - Why is it important to care about other people's feelings?
	Democracy, voice and decision-making	Rights, responsibilities and respect	Choices, behaviour and consequences
	- What does democracy mean? - How can you share your ideas or opinions? - Why is it important that everyone has a voice?	- What rights do you have in school? - What responsibilities come with those rights? - How does showing respect help your school community?	- How do your choices affect yourself and others? - How do rewards or consequences influence behaviour? - How can you make responsible choices in different situations?
	Resources and additional support for Families		
	BBC Bitesize (KS2 PSHE and Citizenship)^[1] – short videos and activities to support understanding of democracy, rights, responsibilities and relationships - Disability History Month Illustrated book – Parliament UK Education^[2] BookTrust^[3] – high-quality book recommendations by age and topic, including friendship, inclusion, empathy and community - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 9-10	Puzzle overview: Being Me in My World	
	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	- I can face new challenges positively and know how to set personal goals - I know how to use my Jigsaw Journal - I understand my rights and responsibilities as a citizen of my country - I understand my rights and responsibilities as a citizen of my country and as a member of my school - I can make choices about my own behaviour because I understand how rewards and consequences feel - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community and know how to participate in this	- I know what I value most about my school and can identify my hopes for this school year - I can empathise with people in this country whose lives are different to my own - I understand that my actions affect me and others - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth	

Ages 9-10	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Goals, hopes and motivation - What are your goals for this year? - What are you most looking forward to? - What helps you stay motivated when something feels challenging?	Empathy, fairness and understanding others - How can you show empathy towards someone whose life is different from yours? - What does fairness mean to you? - Why might some people have different opportunities to others?	Leadership, teamwork and contribution - What does being a good leader mean? - How can you work well as part of a team? - How does your behaviour affect a group you are part of?
	Rights, responsibilities and citizenship - What rights do you have as a child and as a citizen? - What responsibilities come with those rights? - Why is it important to take responsibility in your school and community?	Self, values and communities - What communities are you part of (e.g. school, clubs, sports, local groups)? What do you enjoy about them? - What makes a community feel safe, happy, and welcoming? - How can you play a part in your communities and support others?	Democracy, choices and behaviour - What does it mean to have a voice in your school? - How can you take part in decisions that affect others? - How do rewards and consequences influence people's behaviour?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship)^[2] – short videos and activities to support understanding of democracy, rights, responsibilities and community Influential Black Britons illustrated book - Parliament UK Education^[2] BookTrust^[1] – high-quality book recommendations by age and topic, including empathy, fairness, diversity and belonging - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Ages 10-11	Puzzle overview: Being Me in My World	
	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.	
	Knowledge - I can identify my goals for this year, understand my fears and worries about the future and know how to express them - I know how to use my Jigsaw Journal - I know that there are universal rights for all children but for many children these rights are not met - I understand that my actions affect other people locally and globally - I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities - I understand how an individual's behaviour can impact on a group - I understand how democracy and having a voice benefits the school community	Social and emotional skills - I feel welcome and valued and know how to make others feel the same - I understand my own wants and needs and can compare these with children in different communities - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - I can contribute to the group and understand how we can function best as a whole - I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
	Vocabulary behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghana, goals, hazard/risk, illegal, lawful, laws, learning charter, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud, report, resilience, responsibilities, rewards, rights, trusted adult, value, welcome, wants, West Africa, worries	

Ages 10-11	Talking Together: suggested questions to support 'Being Me in My World' learning at home		
	Goals, hopes and worries - What goals have you set for yourself this year? - Is there anything you feel worried or unsure about? - What strategies help you manage worries or challenges?	Belonging, value and inclusion - What helps you feel welcome and valued in your class or school? - How can you help others feel included and respected? - Why is it important that everyone feels they belong?	Wants, needs and global awareness - What is the difference between a want and a need? - How might children in other parts of the world have different needs to you? - Why is it important to understand how others live?
	Rights, responsibilities and global citizenship - What rights do all children have? - Why are these rights not always met for everyone? - What responsibilities do we have to others locally and globally?	Choices, behaviour and impact - How do your choices affect other people? - Can your actions have an impact beyond your school or community? How? - How do rewards and consequences help people make better choices?	Democracy, voice and the Learning Charter - What does it mean to have a voice in your school? - How does democracy help create a fair community? - How can you model the Learning Charter and influence others positively?
	Resources and additional support for Families BBC Bitesize (KS2 PSHE and Citizenship)^[2] – short videos and activities to explore rights, responsibilities, democracy and global issues - Introduction to UK Parliament, video - Parliament UK Education^[2] BookTrust^[1] – high-quality book recommendations by age and topic, including empathy, global awareness and identity - Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.		
	School-based and local resources (editable box for teachers):		

Key Dates:



Monday 14th September - Friday 18th September: Y6 Bikeability

Thursday 17th September: Explorers Parent Workshop

Monday 21st September - Friday 24th September: Y4 Bikeability

Monday 21st September: Y6 Parent Workshop (9am - 10am)

Thursday 24th September: Y5 Parent Workshop (9am - 10am)

Tuesday 29th September: Y3 Parent Workshop (9am- 10am)

Wednesday 30th September: Y2 Parent Workshop (9am-10am)

Friday 2nd October: National Poetry Day (We will be celebrating this in school)

Recognition Assembly - every Friday morning
