



*We are an inspiring learning community with high expectations, where all feel safe and happy and everybody has the opportunity to unlock and realise their potential*

### A message from the Headteacher

Autumn has definitely arrived, almost blowing my umbrella down the road with it this morning! A big ‘Well Done!’ everyone for battling the dingy weather to get to school on time.

Next week, the children will begin their Black History Month learning. Every year we have a different focus and this year, the children will explore and investigate iconic imagery and portraiture, before producing an extended writing piece. In Key Stage 1, the children will use the book *The Snowy Day* to stimulate their learning, Years 3 and 4 will be exploring Norman Rockwell’s ‘The Problem We All Live With’, and in Years 5 & 6, the children will be comparing modern and historic portraiture. I very much look forward to sharing some of the images, discussions and extended writing with you throughout the month.

I do hope that you found the ‘Meet The Teacher’ events useful this week. All of the information is up on the website for you to refer to if you were unable to attend the live session, or if you simply need to refer to it again. We are currently compiling FAQ documents to sit alongside the presentations, which should provide an added layer of helpful and relevant information. There will be further information sessions to look forward to, including Secondary School Transfer and SATs information – do please keep an eye on the events calendar.

This week, we also had our first whole school festival assembly to celebrate Harvest. Thank you to the parents who have already been able to provide some feedback. Hosting online events in this manner is very new for all of us, and we are keen to learn how we can improve these further. We have been delighted to receive and pass on all of your very generous contributions to The Upper Rooms.

I want to finish this week’s newsletter with a special mention to Miles Early, who completed Year 6 in the summer term before moving on to Kew House. Miles and his family have very generously donated £200 to the school to say thank you for his time with us. I want to ensure that we use this donation in a way that builds a special learning resource that benefits all of the children attending our lovely school. Last year, I put forward proposals to FOWHS Board to develop our Computing and Design Technology Curriculum using Lego Education Resources. In total, we would need to fundraise £4,500 to purchase a whole school set of resources. The equipment that we would like the children to have access to are:

- 16 x WeDo 2.0, and
- 16 x Early Simple Machines

Our plan is to use Miles’ donation as the kickstarter for this campaign. I am currently exploring whether the Go Fund Me or Rocket Fund platform will be the best for this fund-raising activity and I will update you shortly with this information. In the meantime, if you would like further information or would like to make a contribution, please contact the school office who will be happy to help.



LEGO® Education WeDo 2.0 Core Set

Early Simple Machines Set by LEGO® Education  
\$174.95

- ✓ Bricks
- ✓ Curriculum

5+ yrs 2 102

MORE INFO

ADD TO CART

Enjoy your weekend!  
Ms Stockley

## Superstars of the week

**H** – Happiness **O** – Optimistic **G** – Generous **A** – Ambition **R** – Resilience **T** – Togetherness **H** – Hard – Working

The children below have demonstrated the Hogarth attributes and values this week. All of the children have shown optimism in their learning this week.

Rothko	Zara	For always willing to participate in all activities indoors and outdoors.
Mondrian	Hassan	For his optimistic nature and bringing that Hogarth value to his work.
Matisse	Lara	She has a brilliant outlook on her learning. She has spread hope each day this week through her encouraging comments.
Picasso	Mara	Whether it's sunny or even a cloudy day, you always greet me in the morning in such a polite, happy and optimistic manner. I love your curiosity for learning and zest for life – I think we should all try be a bit more like you! Well done Mara.
Blake	Sulaiman	Always smiley, Sulaiman always bounces back and looks at the sunny side of life and a smile is never too far away.
Shonibare	Oliver	Oliver has been hopeful and confident in his learning since beginning year 5. Well done Oliver, keep up the optimistic start to year 5.
Riley	Kaitlyn	Kaitlyn has severely injured her hand this week and yet her determination and resilience have meant that she has attended school regardless. Outstanding commitment Kaitlyn.

## Attendance and Punctuality

CLASS W/C 28.09.2020	WEEKLY ATTENDANCE %	WEEKLY NUMBER OF LATES
REC ROTHKO	91.18%	0
1 MONDRIAN	96.83%	0
2 MATISSE	95.81%	0
3 PICASSO	97.44%	1
4 BLAKE	96.03%	0
5 SHONIBARE	90.59%	0
6 RILEY	95.90%	6

## Year 6

Over the past two weeks, Year 6 have been working hard to cement the learning attitudes and approaches that they shall need to be successful in their final year of primary education. The students have developed an excellent and mature approach to their learning and every member of Riley class has been enthusiastically exploring every topic. We have followed the Story of Jim Jarvis, a young boy trying to survive in the cold and unfeeling world of Victorian England and in doing so developed a deeper understanding of sentence structure and authorial intent. In mathematics, we have explored place value in greater detail than the students had previously and our humanities lessons have generated some excellent debates around class systems during the Industrial Revolution.

A class of budding physicists have emerged as we have experimented with static electricity and circuitry and the engagement with the learning here has been simply outstanding.

It has been a fantastic start to the year and I am confident that every member of the class will maintain this approach and ultimately achieve great success by the time they leave William Hogarth and move on to their next chapter in their educational journey.



**Images above:** *Static electricity causes water to bend, positively charged confetti to be attracted to a negatively charged balloon and a plastic ring seems to float above a balloon.*

"Hi guys, who enjoyed writing the chapter of Jim Jarvis' escape? I did!"  
Emma - Google Classroom

"In year 6, my favourite thing I've done in these past few weeks is when we completed the experiment of Wingardium Leviosa and the water bending experiment because we had to make new independent variables by rubbing the balloon and I learned a lot of information about science!" - Natalia - Google Classroom

"So far in Year 6, my favourite thing has been acting as a policeman and interviewing a Victorian man/woman witnessing Jim Jarvis escape from the old, horrible workhouse!"  
Ergis - Google Classroom

## **Harvest Festival Collection – Thank you!**

We were absolutely amazed with all the generous gifts of food and toiletry items that you donated to our Harvest Festival collection. We have contacted The Upper Rooms to come and collect it. They are super happy with everything you have donated and say a big thank you to all of you for your kindness.



## **The William Hogarth Amazon Wish List**

**A big thank you** once again to everyone that has already ordered something from our Amazon Wish list for the school. This week we have received **£81.00** of resources, although I can see that some more things have been ordered and should be delivered next week! Remember that the list is updated regularly so it's worth having a look any time.

If you have had problems trying to order something and a message is displayed 'Marketplace items cannot be sent to Gift Registry addresses' you will need to add the school address in as a new address: The William Hogarth School, Duke Road, W4 2JR.

As a school there are always many resources that we need or would like to purchase to give children full and exciting learning experiences.

In view of this, we have set up a Wish List on Amazon. If you would like to support us and purchase something that the school really needs, then this is a direct way that is a hassle free and quick to do.

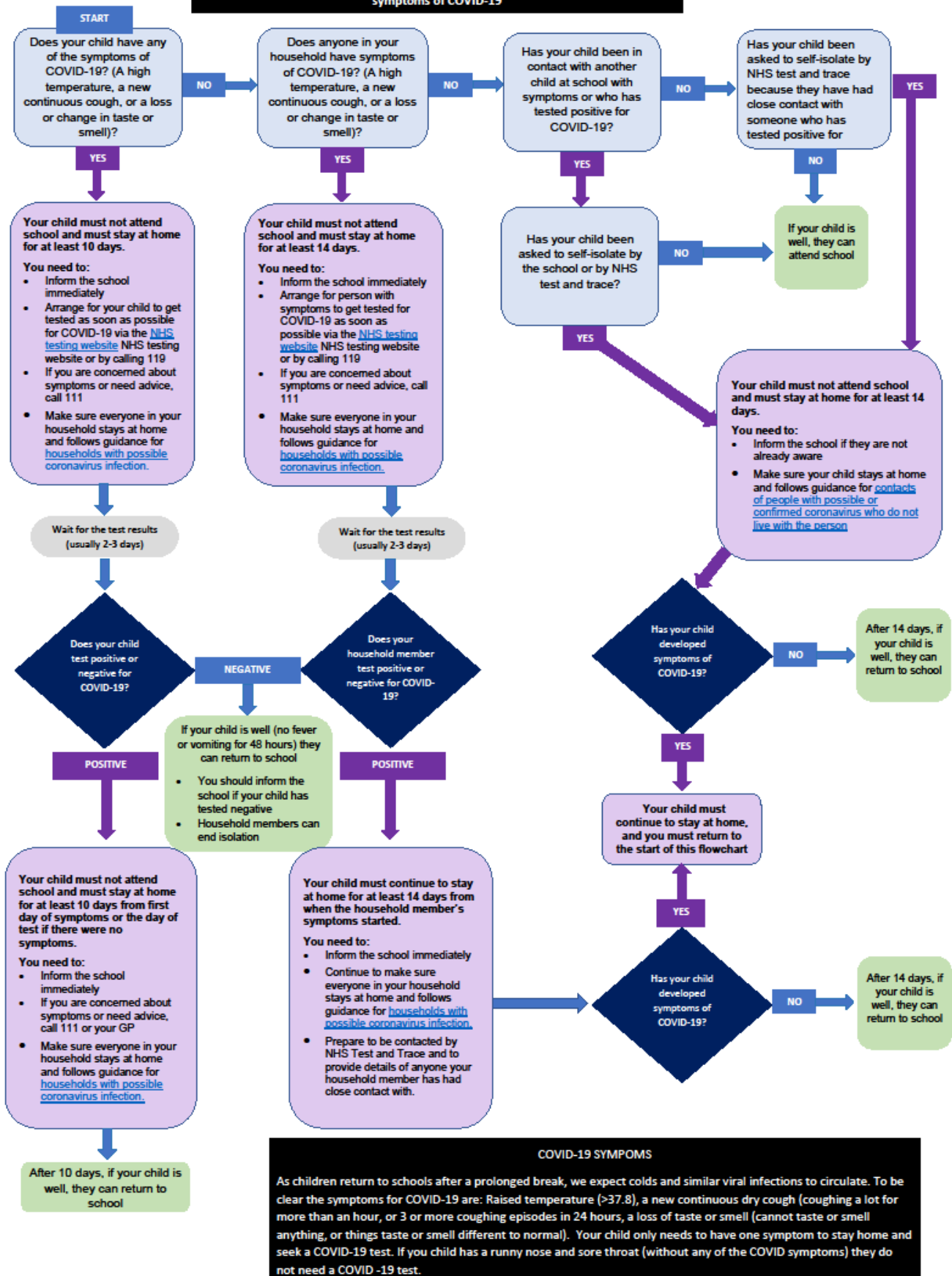
You can either click on this link:

[https://www.amazon.co.uk/hz/wishlist/ls/2IVG1DX99BDC7?ref=wl\\_share](https://www.amazon.co.uk/hz/wishlist/ls/2IVG1DX99BDC7?ref=wl_share)

Or, alternatively, when you are shopping on Amazon, search for The William Hogarth Wish List and it will show you all items that we would like as a school. We may have multiple items of the same thing, so please only purchase what you can afford.



**Parent/Guardian: What to do if your child or someone in your household has symptoms of COVID-19**



## **We need you for our RSE Parent Focus Group!**

We hope you're all well. We know that these are challenging times and that you continue to juggle a lot right now. We want to thank you for your continuing support and we need to ask you for your help once again.

As you may be aware, the Department for Education has announced changes to statutory Relationships and Sex Education (RSE) in schools, along with Health Education. All schools will be required to comply with the updated requirements from the Summer Term, 2021.

To help you understand the curriculum requirements we need to meet, please do take a look at the enclosed summary of what all pupils are expected to know by the end of primary school.

### **What does this mean for The William Hogarth School?**

This means that we will be reviewing our RSE Curriculum and Policy so we can be sure the provision is appropriate for our children based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities
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A comprehensive programme of RSE will provide the children with the essential skills they need to build positive, enjoyable, respectful and non-exploitive relationships throughout their lives. It will also help to ensure they know how to keep themselves safe when using information technology, both on and off line.

### **How can you help us with this?**

We are setting up a parent focus group that will meet virtually using Google Meet.

### **What will the Parent Focus Group do?**

This new group will meet at least twice this term and will be a body that represents parent voice within our school relating to RSE. The main purpose of the group will be to:

- consult with the parent community,
- provide constructive feedback on the school's RSE Curriculum and Policy
- act as a 'sounding board' for decisions that are made.

The focus group will act as the 'voice' of the parents and as such, it will be consulted with and listened to carefully, to ensure that we have a range of views and feedback before making any policy decisions.

### **What do we need?**

Our children come from a range of different backgrounds and faiths. As such **we need a diverse range of parents** to help design and build our RSE curriculum.

If you think this could be you and would like to participate, please email [admin@hogarth.hounslow.sch.uk](mailto:admin@hogarth.hounslow.sch.uk) or call the school's main office and say you wish to join the Parent RSE Focus Group. If we have an overwhelming response, it may be that we look to hold separate sessions / groups. All participants in the Parent Focus Group will be expected to have read the curriculum requirements document that is attached for your information.

We look forward to hearing from you and sharing further information in due course.

Yours sincerely,

Ms Agyeman

PSHE Co-ordinator

Copies of the newsletter are available online at: <http://www.williamhogarthschool.co.uk/newsletters.php>

## **RSE expectations: primary**

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

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### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

### **Respectful relationships**

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

### Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

### Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

### Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).



## School Uniform at The William Hogarth School

Our school uniform colours are grey, white, yellow and black. Our official uniform can be purchased on-line at [www.stevensons.co.uk](http://www.stevensons.co.uk) where we have a school page set up showing our school uniform. All non-logo'd items are cheaply available at many high street stores and supermarkets. We expect every child to wear school uniform when attending school and when participating in school organised events outside normal school hours. We expect children to be wearing the correct footwear for sports and games and for all items of uniform to be labelled clearly with your child's name.

White short or long-sleeved  
logo'd polo shirt

Grey logo'd 'V' neck cardigan  
or jumper with double gold  
stripe

Plain grey trousers, shorts,  
skirt, pinafore or gingham  
dress (in summer)

Plain long or short, grey, black  
or white socks or tights

Sensible black flat shoes or  
boots (in winter)

### PE Kit

- White logo'd sports top with house coloured sleeves (House colours are given on entry to the school)
- Black shorts
- Black logo'd hoodie with black tracksuit bottoms
- Trainers or plimsolls

Grey, black or white kippa  
or turban

Plain grey, black, white or  
yellow hair accessories

Grey or black scarf, hat and  
gloves

Black reversable logo'd  
school coat or plain black  
or navy coat

Grey, black, white or  
yellow hijab

Black logo'd rucksack or  
plain black rucksack

We do not allow children to wear jewellery, make-up or nail varnish to school, except for small stud earrings that must be covered during PE. A watch is also allowed as well as one piece of religious jewellery.

## **Term and Holiday Dates 20/21**

### **AUTUMN TERM 2020**

Half Term:

Christmas Holiday:

Monday 7<sup>th</sup> September – Friday 18<sup>th</sup> December

Monday 26<sup>th</sup> October – Friday 30<sup>th</sup> October

Monday 21<sup>st</sup> December - Friday 1<sup>st</sup> January

### **SPRING TERM 2021**

Half Term:

Easter Holiday:

Tuesday 5<sup>th</sup> January – Thursday 1<sup>st</sup> April

Monday 15<sup>th</sup> February – Friday 19<sup>th</sup> February

Friday 2<sup>nd</sup> April – Friday 16<sup>th</sup> April

### **SUMMER TERM 2021**

Half Term:

Monday 19<sup>th</sup> April – Friday 23<sup>rd</sup> July

Monday 31<sup>st</sup> May – Friday 4<sup>th</sup> June

## **INSET Days: (NO SCHOOL FOR CHILDREN)**

Thursday 3<sup>rd</sup> September 2020

Friday 4<sup>th</sup> September 2020

Monday 4<sup>th</sup> January 2021

Friday 28<sup>th</sup> May 2021

Monday 7<sup>th</sup> June 2021

## **Bank and Public Holidays 2020/2021**

Christmas Day

Boxing Day

New Year's Day

Good Friday

Easter Monday

May Day Holiday

Spring Bank Holiday

Summer Bank Holiday

Friday 25<sup>th</sup> December

Saturday 26<sup>th</sup> December

Friday 1<sup>st</sup> January

Friday 2<sup>nd</sup> April

Monday 5<sup>th</sup> April

Monday 3<sup>rd</sup> May

Monday 31<sup>st</sup> May

Monday 30<sup>th</sup> August