

# Curnow School

## Newsletter



### December 2022

We enjoyed an incredible morning for our Christmas Fayre this year it was so lovely to see so many of our pupils and families (past and present). The weather was really horrible which made the fantastic turnout even more impressive! Thank you to everyone who worked so hard to make the Fayre possible and for all of your support— we raised a staggering **£2310.00** which is simply amazing, particularly in such difficult times.

Everyone is very busy with Christmas preparations, from our lower school performance to our sing-along and Christmas jumper competition (highly competitive event!). Curnow always creates a lovely festive atmosphere whilst staying true to our wellbeing commitment to our pupils—we know that lots of change is not easy for all. We have added some information regarding strategies over the festive period in this newsletter which we hope will be useful to our families.

It is lovely to see what both Eden and Fistril classes have been up to this term—for a term that seems to have flown by they have certainly packed a lot of learning in! Our curriculum focus this term is PSHE—thanks Beccy for putting together information for our families to learn more about this subject.

As I write this I am continuing to keep one eye on the changeable forecast and whilst hoping for some of the white stuff we are definitely wanting it to wait until the holidays! Thank you as always to our wonderful families and staff—I wish you all a lovely Christmas & New Year!

### Dates for your diary!

**INSET DAY—FRIDAY**  
**27th January 2023**

**Back to School—**  
**Tuesday 3rd January**

**Lower School**  
Makaton training  
18th January and 1st  
March at 10am

**Upper School**  
CULTURE DAY— PERU  
20th January

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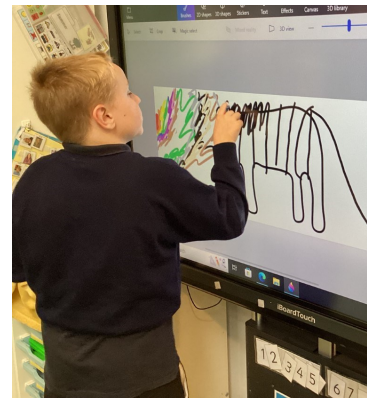
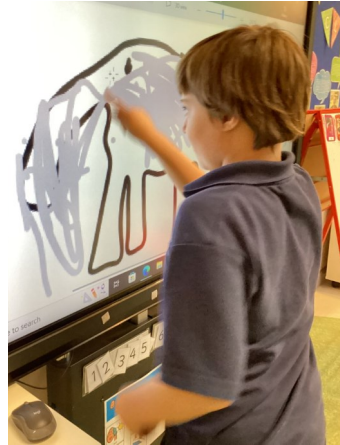


# Lower School News



## News from Eden Class!

Our topic this term has been focused on 'Africa'. We have really enjoyed learning through the story, 'Bringing the rain to Kapiti Plain' where we focused on our listening and imitating skills.



We enjoyed listening to and making rain & thunder sounds as well as creating our own safari collages in art.





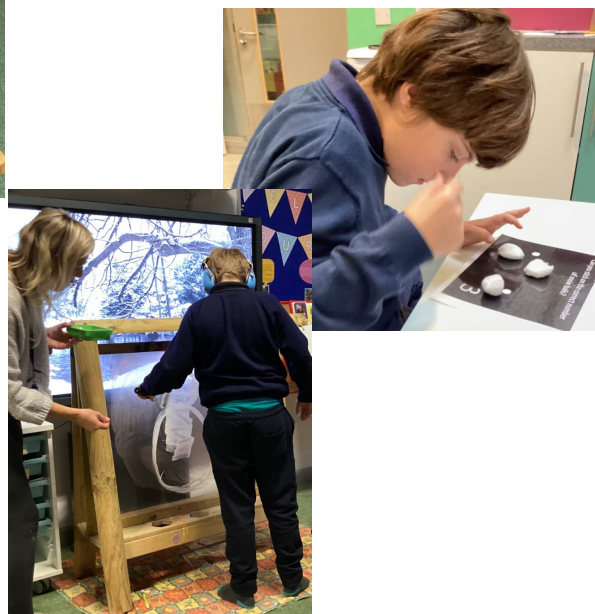
# Lower School News



During the second half of this term, we have focused on firework night as well as our winter topic. In our sensory stories we were learning to explore and imitate actions with props which we are progressing well with!



We loved dressing up as firemen and putting out our 'fire' as well as counting and creating different snowmen collages. We also loved feeling the difference between hot & cold in our winter walk story whilst making footprints in the 'snow'.





# Lower School News



More from Eden Class! Alongside our daily phonics lessons, we've been enjoying regular shared reading sessions. We've loved exploring a wide range of exciting books including sound books, pop-up books, touch and feel books and lift the flap



We've been learning to choose from a small selection of books, focus on the pictures and photographs, listen to the story being read, respond to changes in voices and also look for specific images or letters on the pages.





# Lower School News



We've been learning all about textiles in Design and Technology this half term. We began with exploring all kinds of different textiles and noticing the different colours and textures. Then we started to explore ways of joining them together.



After all of our explorations and investigations, we were able to apply our new skills to making fabulous Christmas stockings. We can't wait to hang them up, ready for Father Christmas to arrive!

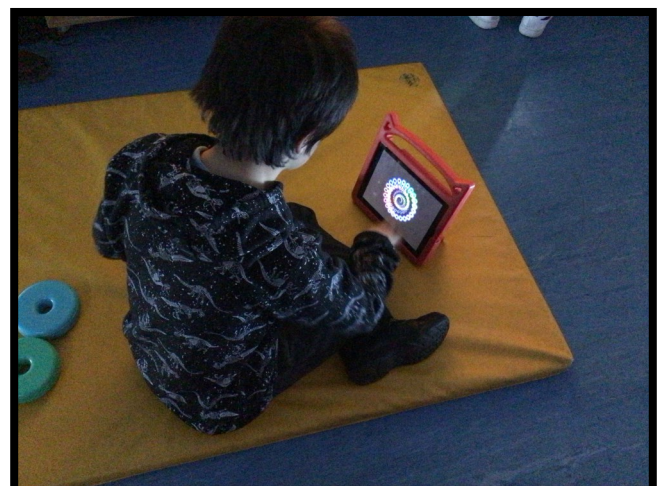




# Upper School News

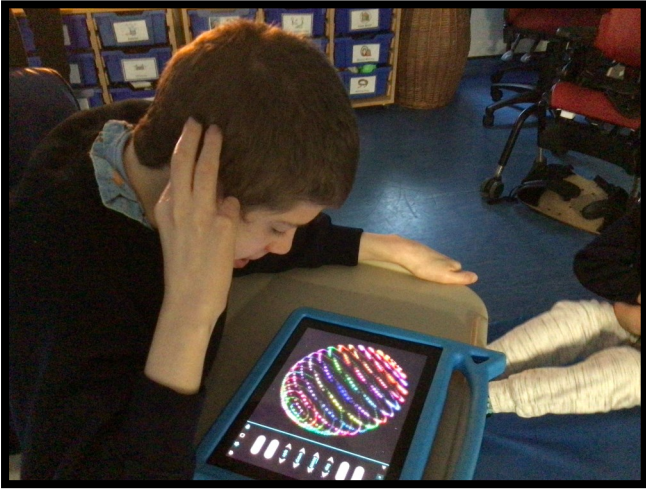


We have been working on our ICT—Cause and Effect Skills this half term in Fistral Class





# Upper School News



We have found a new favourite app called Cosmic Tops on the I-Pad

We have loved exploring the magic carpet interactive floor projector



Lightbox is one of our favourite apps to use with lots of different cause and effect things to choose from



# Upper School News



We transferred some of our ICT skills to use functional equipment to make our chocolates for the Christmas Fayre and we even did the washing after!

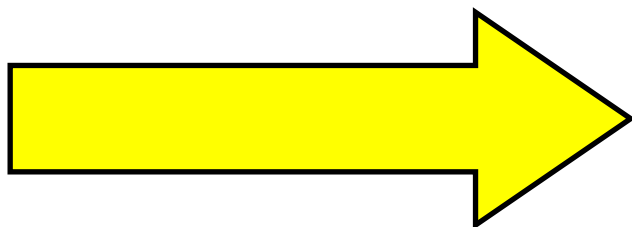




# Curriculum focus— PSHE

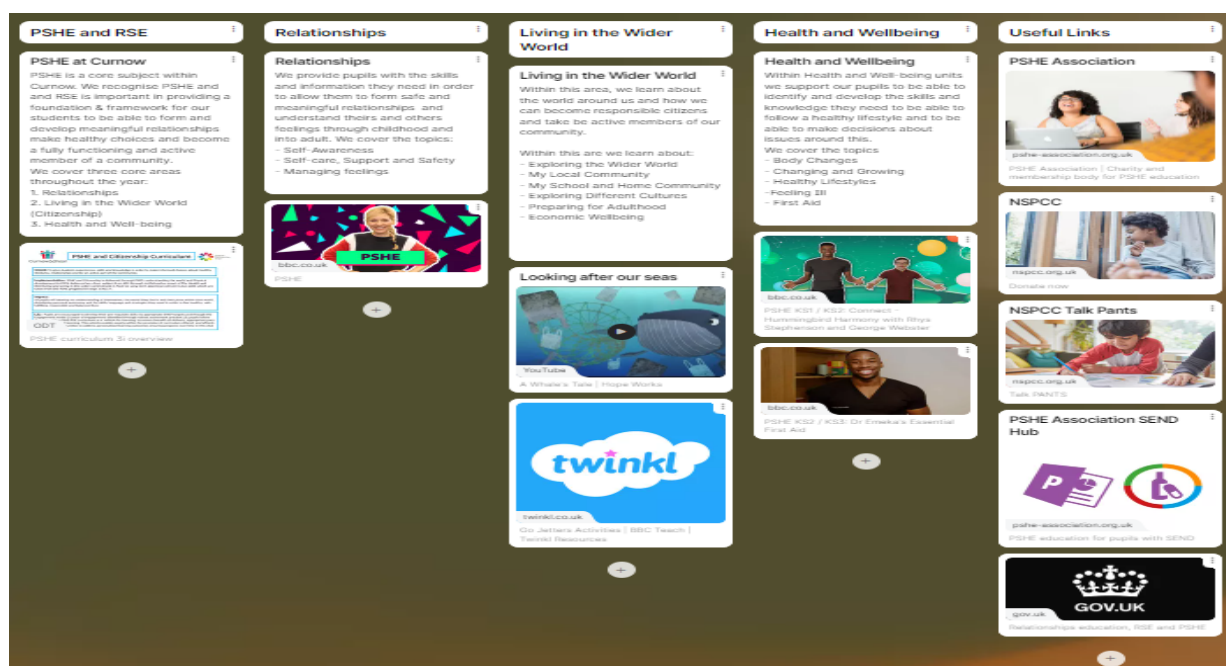


Scan me with your smart phone camera for our interactive PSHE newsletter!!



Can't scan?—copy this into your web browser

<https://padlet.com/bdaber/u012o8aexciyihlz>



This month's focus is **PSHE**. PSHE is a core subject within Curnow. We recognise PSHE and RSE is important in providing a foundation & framework for our students to be able to form and develop meaningful relationships make healthy choices and become a fully functioning and active member of a community.

We cover three core areas throughout the year:

1. Relationships
2. Living in the Wider World (Citizenship)
3. Health and Well-being

Please check our PD padlet to find out more:

Beccy Daber is the school's PSHE co-ordinator - email:

[bdaber@curnowschool.org.uk](mailto:bdaber@curnowschool.org.uk)





# Governor visits



“It is apparent that school is very safety conscious, as in every establishment there are always ongoing items, but these are well monitored and acted upon when needed. Day to day health and safety is acted upon instantly where possible, and whatever the issue is, it is either decommissioned until repair or instantly attended to by our very safety conscious site manager. There is huge emphasis put on maintenance and constant checking to ensure that where possible issues are picked up before they become problems. As a parent of a child here I am confident that they are able to learn in a very safe environment”.







## Awena 'To Inspire' - Virtual School

### Christmas for Children & Young People who have experienced trauma

#### Resources for Carers, Parents & Schools

Christmas is coming and for most children, young people and their families, this creates feelings of excitement and joyful anticipation as they recall their memories of Christmas past; family coming together, the magic, the surprises, the gifts, the food....

Unfortunately, Christmas isn't like that for everyone. Children and young people with developmental trauma may recall Christmas as the time when the adults around them, who perhaps were always unpredictable, frightening and abusive, become even more so - for these children and young people, Christmas may be anticipated with terror.

Try to make Christmas a predictable, planned event: Talk about Christmas beforehand. Explore fears and hopes. Think about coping strategies. Involve the children in the planning, allow them to have some control over the events. Prepare a schedule for Christmas—who is around, what will happen and when. Use the advent calendar as the countdown and schedule of events. Prepare your children ready for the next school term— what will they be learning, why the classroom will look different (the decorations will be put away before they are at home, displays will change etc).

Research shows that children and young people with developmental trauma are hypersensitive to danger and are thrown back into their primitive drive for survival and adopt states of 'Flight/Flight/Freeze' - and within these present with many behaviours:

\* Not focused \* Not listening \* Clumsy \* Daydreaming \* Aggressive \* Disruptive / loud \* Hyperactive \* Running away / hiding \* Silly voices \* Controlling

(Bowlby, 1969)

For those children who do not celebrate Christmas, it can still be a time of difficulty. Lack of familiar routines at school, feeling confused and not feeling included can all lead to increased anxiety and a lack of feeling safe.

#### A few thoughts that may help:

**Keep to the house routines:** \* Try to maintain the daily routines; particularly the child or young person's individualised routines for getting up, washing, dressing, bedtimes and meal times, even Christmas dinner.

**Keep to the house rules:** \* Stick to the house or individual rules about time on social media or gaming consoles. \* Maintain the usual boundaries and behavioural expectations.

**Provide opportunities for emotional regulation:** \* Build in quiet times to the festive days after each exciting point providing time to calm regulate and touch base. \* Make time to get some fresh air or take some physical exercise. \* Be thoughtful about noise levels, allocating a 'quiet room' where noisy games and activities are kept away from

**Routines and Structure: (Beacon House, 2021)** \* Do more of what works (rather than less): Children may need more of your presence, more supervision, more scaffolding and more support than usual. How can time for this be built in? How can you build up your emotional reserves to give you the energy you need? \* KNOWLEDGE is empowerment: Making the Christmas schedule explicit and predictable lowers stress for all. Draw it out, write it out, repeat it lots, keep as much as you can as the same as usual. Share the timetable with parents who can support their children with their daily routines. \* Provide opportunities for emotional regulation: Build in quiet times to the festive days, after each exciting point providing time to calm, regulate and touch base.

**Zones of Regulation and Emotional Check ins:** \* EXPLORE the anticipation of Christmas: "Christmas is coming, what's that like for you?" "Where do you think you are today?" \* EXCITEMENT is just the other side of the coin: Anticipate that excitement can often feel the same as stress for traumatised children. It's okay to keep things low key and by reducing excitement you are reducing stress. \* CONNECT then REFLECT: "I can have a hard time when Christmas is over too—especially when I was a kid.... Here's what we could do together to get back into a routine we enjoy...."

**Naughty or Nice list:** \* Help the child to know that giving and receiving presents is not dependent on you are thinking of them over the break them being good. They are loved and worthy regardless of their behaviour; this can be stressful for children who feel shame and rejection. Similarly, perhaps give them some colouring to bring back in January that you are very much looking forward to seeing! \* Elf Cams and Santa's watching—be mindful



**Useful Websites:**

Issue-4-Christmas.pdf (acorneducationandcare.co.uk)

Coping with Christmas | Adoption UK Charity

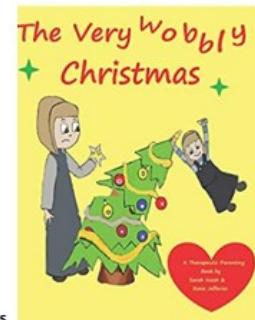
5 Ways To Have A Trauma Informed Christmas - Lisa Cherry

Xmas storm (beaconhouse.org.uk)

PACE at Christmas (beaconhouse.org.uk)

Surviving Christmas with Trauma - The Trauma Practice

Christmas Crafts for Kids - The Best Ideas for Kids



**The Very Wobbly Christmas: A story to help children who feel anxious about Christmas**

**We, at Cornwall Virtual School, would like to take this opportunity to wish you all a fun, calm and nurturing Christmas and New Year**

**If you need anything we are around over the Christmas period**

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