

SIR JOHN CASS'S FOUNDATION PRIMARY SCHOOL

Friday 26th June 2020

A voluntary aided Church of England primary school in the heart of the City of London



Dear Parents and Carers,

Welcome to our latest newsletter. It has been fantastic to welcome back more of our children this week and to hear their laughter around the school. This week we are exploring the naming of the school and announcing the launch of the consultation process. We will also think a bit about the RSE aspect of the PSHE curriculum, explore what school might look like in September and find out which staff will be teaching your children next year. There is rather a lot of information so please take your time to take it in and do get in touch if you have any questions.

In the meantime, my very best wishes.

Miss Allan

On Wednesday evening, the governors met to discuss possible names for the school from September. It was agreed that the proposed name will be **The Aldgate Church of England School**. This name is not set in stone, it is the first step in a consultation process. The details of this process are below:

Timetable for consultation

Friday 26th June 2020	Consultation period begins
Wednesday 1st July	Meeting with staff
Thursday 2nd July	Meeting with parents
w/c 6th July 2020	Discussions with pupils
w/c 13th July 2020	Board meeting of Foundation Board meeting of LDBS Deanery Synod meeting PCC meeting
Friday 24th July 2020	Consultation period ends
Wednesday 29th July 2020	Governing Board meeting to finalise new name.

Between today and Monday 13th July, you will be able to complete a Google Survey to share your views on the proposed name and other aspects we are exploring at this time. This survey can be found by clicking the link on the homepage of the school website or by going directly to: <https://www.sirjohncassprimary.org/consultation.html> You are also invited to our Zoom parents meeting at 10am on Thursday morning and repeated at 4pm on Thursday afternoon (invite to follow). Before you make your decision however, please take a look at the rationale behind the name of the school:

Everyone who attends, works at, or visits our school agrees that it is a unique institution. There are many facets to this. It has a history stretching back over 300 years. It has an extremely supportive foundation which continues to offer invaluable resources, both financial and educational. Geographically, it is the only state-funded school in the Square Mile, and it retains close links to the City of London Corporation, yielding opportunities for our children that are not available elsewhere.

The school's culture is grounded in Christian values, supported by a close relationship with St Botolph's Church and the LDBS. The school is extremely ambitious for its pupils and offers a broad subject-based curriculum. Its children predominantly come from the local community, one which is both ethnically and socio-economically diverse. It has a tight-knit and yet inclusive ethos, one in which people of all backgrounds are welcomed and encouraged to flourish.

Governors believe it is important that a school name reflects this unique blend of features of the school, while at the same time being an accurate representation of the education it offers its children. Our proposal for a new name is "**The Aldgate Church of England School**". We believe this is the correct choice of name for the following reasons:

1. **Gravitas.** Governors feel that this name conveys a sense of gravitas that was present in the school's former name and is fitting for a unique institution with a long history and strong links to its Foundation and the City of London Corporation.
2. **History.** Ours is a school with over 300 years of history. The use of "Aldgate" captures a sense of that history. The origin of Aldgate can be sourced back to the Roman construction of London Wall. The name also suggests a link with the 12th century Holy Trinity Priory, on the site of which the school is built, also known as Christchurch Aldgate.
3. **Geography.** Governors believe that a geographical name is important. The school's uniqueness derives partly from its location in the City of London. The name accurately describes the location of the school. Aldgate is a place name known to people across London and beyond. While the school lies in the Portsoken Ward of the City of London, the ward name is less well known than the area name of Aldgate. Historic boundary changes mean that the school has not sat in the Portsoken Ward for its whole history.
4. **Church of England.** The school has a Church of England ethos, as prescribed by the Instrument of Government of the school. Governors want prospective parents to immediately understand that ours is a church school and that Anglican values inform the education it provides. Many parents of all faiths send their children to our school for precisely this reason.
5. **Uniqueness.** While there is an Aldgate Primary School in Adelaide Australia, there are no other schools named The Aldgate Church of England School. Governors believe it is important the school retains a unique name, both to avoid confusion and to reflect its singular characteristics.

Summer holiday provision

I can now confirm that we will not be able to offer any holiday clubs or childcare over the summer break. The pipe-work project is underway and the school will be out of bounds for the 6 weeks break. I know this is not ideal for many of you, however the scale of the work and the fact that it is a health and safety matter means it is of immediate urgency and importance that we get it done and, during the time when it inconveniences the fewest people.

There are 2 websites I can point you towards that might be of use if you do want holiday childcare:

Tower Hamlets holiday scheme: https://www.towerhamlets.gov.uk/ignl/education_and_learning/extra-curricular_activities/Holiday_childcare/school_holiday_schemes.aspx

City of London provision signposting: <https://www.020.co.uk/c/childrens-holiday-clubs-and-sports-camps/city-of-london/london.shtml>

School in September

The government has announced that it wants all pupils back to school from the beginning of September. An announcement about the logistics of this is expected within a fortnight. At the moment there look to be 2 possibilities.

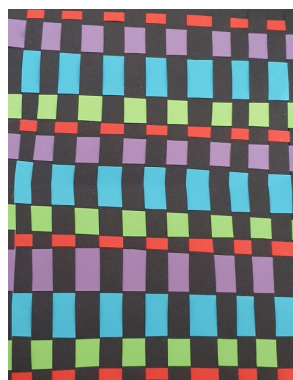
- 1) Children come to school part-time, in a model like we are currently following.
- 2) Children are allowed to come back to school full time and in bubbles of 30 (a full class).

It is likely that whatever the situation, there will still be some social distancing restrictions in September, This means that even though we may be able to offer full classes for 5 days per week, it is not likely that we will be able to offer breakfast club, playcentre or any other clubs. I am hoping that by the time we reach the October half-term any restrictions are lifted. I would ask that between September and the October half-term, you do not rely on our usual offer of clubs and wraparound care.

Class List for next school year

Explorers	Nosheen Hussain Asma Begum	
Discoverers	Cristal Ewers Janet Cooper Andy Dobson	
	Classteacher	Supported By
Nursery	Ms Jenny Hogg	Ms Fiona Small Mr Craig Leither Mrs Ambia Uddin Mrs Ruhela Sultana
Reception	Miss Izzy Harris	Miss Beth Jeyes Mrs Kellie Hanson Mrs Fateha Islam
Year 1	Ms Lawrence Ms Caunter	Ms K Steer Mrs J Ghui
Year 2	Miss Ryall	Ms J Griffiths Mrs J Ghui
Year 3	Ms Stanley Ms Lavin	Ms C Godwin
Year 4C	Miss McCarthy	Ms Darleen Muoira Chavez Miss Habiba Ahmed
Year 4I	Mr Curran	Miss H Maiyat Mr J Brown
Year 5	Miss Letts Ms Laney	Mr D Bello Miss H Maiyat Mrs H Barry
Year 6	Ms Frain	Mr J Roe Mr D Bello Mrs B Makin Ms M Sykes

Recent art projects



PSHE and RSE

You will know from recent newsletters that we are updating our PSHE and RSE in line with new curriculum requirements. Relationship education has been a part of our curriculum for some years now but in the new framework it is compulsory. The fact that we teach relationship education from the Early Years can be an uncomfortable idea to some, as it brings to mind subjects that we often think of as being suitable for older children and adults. The reality of the situation is that if we don't talk about healthy relationships in their broadest sense, from the earliest ages, then many of us develop our own preconceptions and ideas of what is 'normal' and what is 'acceptable behaviour' which can then become a challenge as we get older. The NSPCC has got some really useful information about this aspect of the curriculum on their website, for now though I'm including a definition of healthy relationships and an overview of the sorts of things that we cover when we talk about healthy relationships with our children:

A healthy relationship is one where a young person is respected and feels valued for who they are. It's where they can openly share their thoughts and feelings and feel supported and encouraged.

Healthy relationships include:

- good communication
- mutual respect
- trust
- honesty
- equality
- being yourself.

In the Early Years, developing an understanding of healthy relationships can include the following:

- Providing opportunities for children to play in different sized groups. Providing activities that promote turn-taking.
- Encouraging boys and girls to play alongside one another and avoid gender stereotyping.
- Asking children what they like or dislike about an activity. Helping them express their thoughts and feelings in different ways and to listen to the views of others.
- Where possible, allowing children to decide whether or not they want to join in with an activity. Help them to say "no" if they don't want to do something.
- Talking about the ways that people are different and similar. For example we may have different hair, eye or skin colour but we all eat, breathe and have feelings.
- Talking about personal space and explaining that some people might like it more or less than others.
- Teaching children that it's OK to say "no" if they don't want someone to touch them.

As children enter Year 1 and move up the school to Year 6, the content will change slightly. Children start to develop stronger relationships (friendships) and they start to realise the different ways their friends and situations impact on their feelings.

In order to support our children to develop positive and healthy relationships we recognise that being secure in their own identity plays a big part. Our relationship education starts to explore some of the ideas and approaches below:

- All people have individuality and everyone is unique.
- Honesty, kindness, and respect for others is an important skill and part of life.
- Opinions and views of all of our children are valid, in the context of a balanced discussion.
- That in all circumstances, "no" means "no" and make sure they know who to talk to if they are ever uncomfortable with something they have been asked to do.
- Work with children to resolve conflicts and help them understand other points of view and how others might be affected.
- Exploring bullying in all its forms and make sure children know how to get help if they need it.