



**Templar Class
Weekly Newsletter
Friday 16th July 2021**
templar20a@lapsw.org



Building Lifelong Foundations Together

Remote Learning



Check your Google classroom for a range of activities that you can pick from.

Dear Parents,

What an unexpected week it has turned out to be! In the midst of it all, I am so proud of the resilience that each child has shown. We have managed to have live sessions as a class and it was wonderful to connect, hold conversations and check in with each other virtually. We even managed to play some virtual games! Please continue to check Google classroom every week day for the live session times. These may be different every day.



Thank you for a lovely parents evening and for the wonderful conversations that we had. It was so great to have a shared understanding of the children and the progress that they have made in this extraordinary year. Thank you for sharing your time and I hope to continue these conversations next year, especially as I will be teaching the years 5s again in year 6.

Star of the week!



Star of the week:
Olivia

For showing great perseverance by continuing her learning at home despite not being able to be in school for two weeks. .

Summer Reading Challenge 2021 - Wild World Heroes

Libraries Unlimited will once again be hosting the Summer Reading Challenge in all their public and mobile libraries across Devon and Torbay. The Challenge will launch on Saturday 10th July and will finish on Friday 10th September 2021. This year the Challenge has an engaging environmental theme and it will provide a fun way for children to keep up their reading during the summer holidays and earn a shiny medal and certificate. Newton Abbot library has been working on a selection of fun craft activity packs to help children engage with the theme. Follow the link for more information:



https://tra-resources.s3.amazonaws.com/uploads/entries/document/5098/Wild_World_Heroes_Schools_Pack.pdf

**Kind regards
Mrs Babbage**

A note from Mrs Edwards:

A difficult week for the school which I have captured in my letter to parents today. As always your support has meant that we were able to keep all our children and staff safe. As we enter into an uncertain last week of term (and my last week as Head of Academy) I know that we will come together to give the children some memories of community and friendship, whether that is virtually or face to face. I have been celebrating our children and how we have lived our vision over the past 18 months with leaders across the Trust and the Diocese. I was incredibly proud of the way we have come through the global pandemic as a school family with the children living and breathing our school values. I hope that you have a safe weekend and please do get in touch if we can support in any way. Thank you again for your support.

Relationships and Health Education

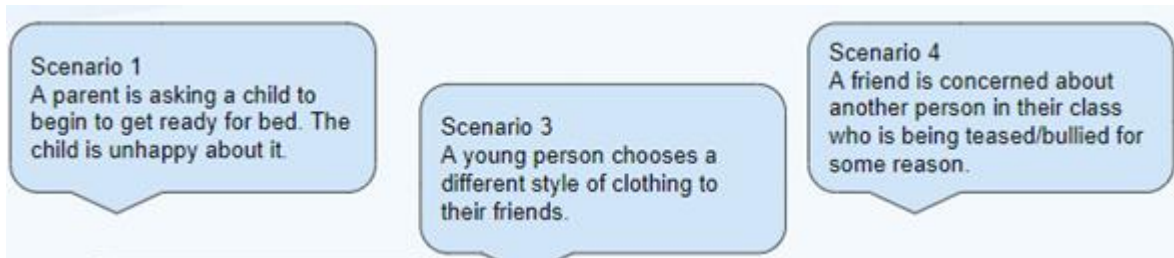
Our Relationships and Health Education Curriculum (which the Government made statutory from September 2020) has been shaped to support all children to flourish and achieve their potential. In our consultation with families in the Autumn Term, parent feedback showed how much they would like to have an overview about what their children are learning so that they can continue these conversations at home. Parents told us they would find it helpful to know the vocabulary we use in class and what each year will learn so they can be ready to follow up conversations. This summer term is our Changing and Growing learning and we have created this sheet to support parents with conversations at home.

Year 5

Y5 Lesson 1

Can I respect difference and individuality?

In this lesson we will explore personal identity and recognising individuality. We will discuss why both respect for difference and mental well-being are important. We will discuss how to show respect, how to have respectful conversations and consider how we can respond respectfully, even if we disagree. This will include role-playing scenarios, for example:



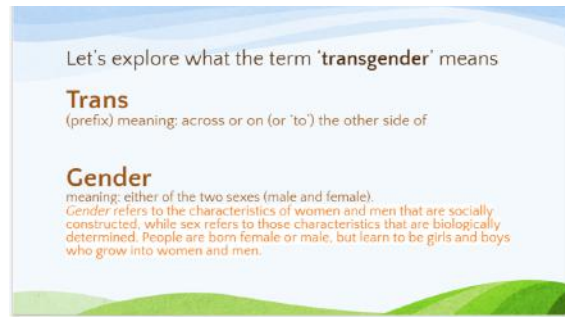
Key vocabulary: diversity, respect, difference.

Y5 Lesson 2

Do I understand that for some people their gender identity is not the same as the gender they were born with?

In this lesson we will build upon our learning from lesson 1, that we are all unique and special. The children will understand the following terms and definitions: gender, gender identity, transgender/trans, transition, stereotype. We will use this book: 'I Am Jazz', by Jazz Jennings, to explore this learning. Here is a link to the author reading the book: <https://www.youtube.com/watch?v=BF5D2IsPfsU>

We will explore what gender identity is and how, for some people, their gender is not the same as the gender that they were born with. We will discuss that having a knowledge and awareness of gender identities can enable us to be more inclusive and respectful and that this can also help us to understand ourselves, and others, better as we grow-up.



Key vocabulary: gender, identity, stereotypes, transgender, trans, transition.

Here are the definitions that we will be using to explain the key vocabulary:

A stereotype: a fixed, over-generalised belief about a particular group or class of people. By **stereotyping** we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. (Teachers will always emphasise to the children that by referring to '**SOME** people...' we can avoid stereotyping and/or making assumptions.)

Gender: either of the two sexes (male and female); used to describe the characteristics of women and men that are socially constructed, while sex refers to those that are biologically determined. People are born female or male, but learn to be girls and boys who grow into women and men.

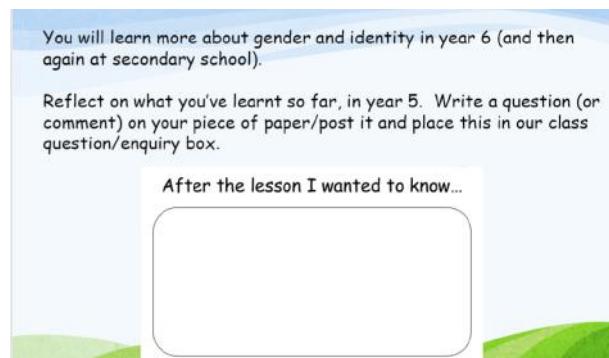
Identity: the distinguishing character or personality of an individual.

Gender identity: an individual's personal sense of having a particular gender.

Trans/Transgender: An umbrella term which covers the entire trans community, encompassing anyone whose gender identity and/or expression does not match the gender they were born with.

Transition: Transition is when someone begins to live and present as the gender with which they identify. Some people will choose to transition socially (for example, clothing, hairstyle) and some will also take medical steps (such as hormone therapy and/or surgery).

If children ask for more details about transitioning (e.g. about surgery) we will explain that they will learn more about this when they are older and that, for now, our learning is about having an awareness and respectful understanding of 'transgender' (rather than details about this). We will also suggest that, if a child wants to know more now, they might like to discuss it further with their grown-ups at home. We will be sensitive to the fact that the child asking may be questioning their own gender.



At the end of each lesson, the children will all write a question or comment about their learning, either anonymously or named, and place this in the class question box. This enables the teacher to gauge any further support that the class or individuals may need and to address questions asked, as appropriate within the statutory curriculum at KS2.