



CONCORDIA
ACADEMY

NEWSLETTER

Friday 29 September 2023



Dear Parents & Carers,

Please see the Key Dates for this half-term published on the right hand side.

On Monday, you will receive a letter inviting all parents to an online meeting regarding the school curriculum on Relationships and Sex Education. During this meeting, we will share with all parents the curriculum and some detail of the lessons your child will take part in. If you wish to know more then please attend this meeting.

Children have been having lessons related to Black History Month. Please see page 3 of this newsletter for more information.

The last day of term will be Halloween Dress-Up Day. This will be a nice way to end this half-term. A letter will go out to all parents closer to the time.

Kind Regards

Mr Akhtar
Headteacher

Key Dates

**Autumn Term First Half
2023**

October

Black History Month

Monday 9 October

RSE consultation for all
parents

Wednesday 11 October

Y6 height/weight check

Thursday 19 October

Black History Month Carnival

Friday 20 October

Halloween Dress-Up Day
Last day of term

ATTENDANCE

Congratulations to Bluebell Class for being our attendance winners in Reception with 96.2% attendance for the week. Congratulations to Daffodil Class for being the attendance winners in Key Stage 1 with 96.3% attendance, and also to Orchid Class who are our Key Stage 2 winners with 97.1% attendance for the week.

The class with the highest attendance percentage at the end of each term will receive a special prize. Coming to school on time every day makes a significant difference to how well children achieve at school. Good attendance at school is one of the key indicators of educational success for a child throughout their school life, so make it a priority to get your child to school every day.

Please remember that we do not authorise holidays during term time.



ALL CHILDREN IN SCHOOL UNIFORM EVERY DAY PLEASE! THANK YOU!

STAR OF THE WEEK

Reception

Bluebell Aara
Daisy Yaseen
Buttercup Damirah

Year 1

Daffodil Laura
Lilac Simran
Sunflower Ava

Year 2

Tulip Alonge
Lily Maher
Poppy Haniyah

Year 3

Carnation Raihana
Freesia Tyrese
Blossom Elias



Year 4

Orchid Jeevan
Dahlia Sarim

Year 5

Magnolia Swayam

Year 6

Iris Omar

HEADTEACHER AWARD

Reception

Bluebell Aaliyah
Daisy Aaron
Buttercup Louis

Year 1

Daffodil Salahuddin
Lilac Tarun
Sunflower Charlie

Year 2

Tulip Logan
Lily Haadi
Poppy Amelia

Year 3

Carnation Aila
Freesia Riley
Blossom Naira



Year 4

Orchid Nicole
Dahlia Jeremiah

Year 5

Magnolia DJ

Year 6

Iris Alicia

ALL CHILDREN IN SCHOOL UNIFORM EVERY DAY PLEASE! THANK YOU!

BLACK HISTORY MONTH

October is Black History Month!

The children at Concordia Academy have been learning about black history in their history lessons this half term. They have been learning about significant figures, events and time periods within black history. In Year 1, the children have been learning about the Notting Hill Carnival, Year 2 have been looking at significant figures within black history such as Rosa Parks and Nelson Mandela, Year 3 have studied the lives of inspirational black Britons such as Benjamin Zephaniah and Diane Abbot. Year 4 have been learning about the Windrush Generation, afro hair and migration, Year 5 have been learning about black contributions and Year 6 have been learning about slavery.



Towards the end of the half term, all of the classes will celebrate with a Carnival! Here are some amazing examples of the work that has been completed so far...

1. What does NHS stand for? The NHS stands for the National Health Service.

2. Why is the NHS so important to Britain? It is important as we get free help, free care so that we have less people passing away and more coming and staying. It helps everyone.

3. As you watch the documentary, add thought bubbles around the picture with your thoughts and reactions.

It must have been devastating to be treated like that.

They must have thought it was ugly and dull.

It must have been really terrible having children sick and not enough money.

It must have been frightening to move to a new country so far from home.

They were so brave fighting through this.

They were so hospitable caring for anyone who was sick. No matter how sick they were.

Natural Resources

Warm sun, Delicious Cuisine

Fashion

Patterned fabrics e.g. Nigerian Ankara

Infrastructure

Colonization Impact

Beautiful estates

Artifacts

Slaves

Massive Billions of Populations

Although my view of Africa has not changed, I now better understand that Africa is not a continent to be pitiful towards to. There are so many things of Africa has to offer like beautiful resources.

It represents the Black people who fought in the war.

Black people fought on British sides as they thought it was the mother country.

The Black Poppy Rose means: the rose in the middle represents honor and respect the poppy represents remembrance.

The Black soldiers had to be sorted into groups of colour in the army.

There were rumors about the black people having tails.

The British government put posters all over the Caribbean trying to get them to fight in the war.

1948

mean

hated

migration

windrush

afro

why did she wear afro hair? so me much?

CURRICULUM CORNER—Y2

This week in Year 2, the children have been writing a story retelling of the book 'Goldilocks and the Three Bears'. We have had some fantastic story retellings where children used adjectives and conjunctions to extend their writing.

During Music, the children have enjoyed practising a Ghanaian call and response song called 'Che Che Kule', children responded to the call using actions to match.

During Art, we have been mixing primary colours to make secondary colours. The children have enjoyed predicting the secondary colours made from the primary colours.

Afterwards she was slumped so she wanted to sit. She saw three colourful chairs. She didn't like Daddy bear's and Mummy bear's chair but she liked Baby Goldilocks' chair. Then she wanted to have a nap. She went upstairs and found three bright beds. She tried Mummy bear's and Daddy bear's bed but she didn't like it and Baby bear's bed was just right.

All of a sudden the three bears came from their window and they saw Goldilocks sleeping in Baby bear's bed and their house was a big mess. All of a sudden Goldilocks woke up to see three bears right in front of her eyes. As quick as she can and she never came back to the bear's house again.



COMMUNITY UPDATE

How can I book a session?

Please fill in the booking form on bit.ly/ep-helpline-booking (or scan the QR code on the right) if you wish to request an EP Helpline session. You will be asked to leave your contact details, and a member of our team will confirm a specific time slot with you by email as soon as possible.



Evaluation and feedback

After speaking with the EP, we ask that you complete a brief survey to tell us about your experience of using this helpline. Responses are collected anonymously, and we would appreciate any feedback as it will help us plan for our support going forward.

Here are some of the comments that parents/carers have kindly shared with us in past years.

- "It was nice to talk openly about the issues I am having"
- "[EP] was very effective in showing her listening and understanding of the concerns, then went on to suggest strategies for improving and provided very helpful information."
- "A really helpful and informative service. [EP] had great knowledge and was very understanding and compassionate."
- "[EP], suggested a number of options, reviewed them with me and sort my opinion on the options"
- "Finding some practical strategies to deal with my concerns, and being reassured I was dealing with things in the correct way"
- "[EP] listened and gave me good advice going forward in supporting my daughter to help her achieve her aspirations and dreams. Would definitely recommend to parents/carers to get advice as I feel that this has gave me other advice that I can put forward and use."

Who are you, and what do you do?

Educational Psychologists (EPs) are professionals who apply psychology (the study of thinking, learning and behaviour) to support the learning, development and wellbeing of children and young people. We work collaboratively with our local education settings (including pre-schools, schools and colleges) and families to support children and young people aged 0-25.

How does this helpline work?

This helpline provides a reflection space for parents/carers to explore and problem-solve issues about their child with an EP.



All helpline sessions are on a Thursday morning during term time. They need to be booked in advance, and a time slot will be allocated on a first-come-first-served basis. Calls can last up to 40 minutes.



All discussions are confidential – you can share as much or as little as you like, none of which will be recorded or shared with anybody beyond the meeting unless we feel worried about your / your child's safety. We will offer whatever support we can, and if we feel the discussion or issue goes beyond what the helpline can provide, we will try to signpost you to relevant colleagues or services.

Will the EP see my child after the call?

This is a one-off consultation service that does not lead to any follow-up involvement by the EP. It is not a referral route into our work within your child's educational settings, and the EP will not carry out any further assessment.

Havering Educational Psychology Service

Parent/carer Support Helpline

for *Havering families*
Autumn 2023 – Summer 2024
(term-time only)



Havering
LONDON BOROUGH



The Havering
Educational
Psychology
Service

What can I talk to the EP about?

During the session, the EP will ask how you would like to use your time, listen to your concerns and discuss ideas with you to help you consider what to do next. Topics that you may wish to discuss could include (but are not limited to):



- Supporting your child to maintain positive mental well-being.
- Supporting your child's engagement with learning at home.
- Concerns about friendships, emotional needs, daily structure and routines.
- Managing dysregulated behaviours.
- Unpacking your child's worries about going to school.

If your concerns are primarily about the support for your child's needs in the context of their educational setting, then you may wish to first explore them with a key staff member in the setting, such as their Class Teacher, Form Tutor, or the Special Educational Needs Coordinator (SENCo), as they are best placed to speak with you about what can be put in place.



If you have a question about an Education Health Care (EHC) Needs Assessment, please refer to the guidance on the [Havering Local Offer](#) website, or alternatively, you may want to contact the [Havering Special Educational Needs and Disabilities Information, Advice and Support Service \(SENDIASS\)](#) to seek further information, confidential advice and support with thinking through your options.