

# Tune in on Tuesday

Wheelwright Lane Primary School Newsletter

Issue 33: 18<sup>th</sup> May 2021

[www.wheelwrightlane.warwickshire.sch.uk](http://www.wheelwrightlane.warwickshire.sch.uk)

## Diary Dates

Diary dates for the Summer Term are shown below and will be included and updated on every newsletter.

14.05.21	School photo day - more details to follow
28.05.21	Children finish for half term
07.06.21 (Monday)	Children return to school
21.06.2021	Government road map date for possibly relaxing restrictions.
22.06.2021	New Reception parents' meeting (possibly face-to-face) 6 o'clock start
23.06.2021	New Nursery parents' meeting (possibly face-to-face) 6 o'clock start
<b>29.06.21 change of date - we hope to have parents in the building for this session.</b>	Transition workshop for Yr 6 children and parents - more details to follow
07.07.2021	Warwickshire/Coventry Induction Day for Year 6 children - more details to follow
09.07.2021	Wheelwright Lane whole school induction day - more details to follow
09.07.2021	School reports out today
21.07.2021	School finishes for summer - 2.15 close.

Teacher Training Days - Thursday 2<sup>nd</sup> September 2021

Friday 3<sup>rd</sup> September 2021

## Extra-curricular activities

Activities start the week Monday 19<sup>th</sup> April

Monday	Keyboard		1.00 - 2.30
Tuesday	Football Skills	Yr3 & Yr4	12.30-1.00
	Basketball	Y5 & Y6	3.15-4.15
	Reading Booster	Y6	3.20 - 4.30
Wednesday	Football Skills	Y5 & Y6	12.30 - 1.00
	Tennis	Y3 & Y4	3.15-4.15
	Maths Booster	Y6	3.20 - 4.30
Thursday	Maths Booster	Y5	3.20 - 4.30

	Writing Booster	Y6	3.20 - 4.30
Friday	Guitar		1.15 - 2.45

NOTE: Yr 6 booster classes will finish at the end of this half term.

## Updates from Public Health England

We are still required to continue with our social distancing and face covering practices in school. Our children and staff continue to keep to their bubbles too. We are in a good place in the battle against the coronavirus but we are not there yet. Please continue to stick to the school practices so that we make sure that education for our children is not disrupted over this next term. Thank you for your continuing effort to minimise the spread of the virus - you have done a tremendous job so far. Just keep going!

## Support for Year 6 children and parents/carers for transition

I am pleased to announce that our highly successful Transition Programme delivered by the Educational Psychology Service for Year 6 children and their parents/carers will be running again this year. Please note that I have changed the date to Tuesday 29<sup>th</sup> June (after the 21<sup>st</sup> June Covid update - fingers crossed) in the hope that parents/carers will be able to come in to school to meet face-to-face with our two Education Psychologists. There will be an opportunity to hear what the

E.Ps have to say and to discuss any individual concerns you may have. Parents/carers session is from 2.15 to 3.15. Please contact the office so that we can allocate a place for you.

## Yr6's Mayan Topic



Year 6 children were very proud of their colourful Mayan headdresses. Each one was unique and represented their individual character. A very interesting topic to learn about.

## Breaktime snack

EYFS, Year 1 and Year 2 children all receive free fruit. We always have plenty of fruit and a good variety every day for the children to access. There is no need to send in snacks for children in these year groups - fruit is sufficient for their needs. Staff have noticed that a few children are bringing in sweets and we ask that you remind the children that snack is provided by the school - save the sweets for home.

We are also seeing more small toys appearing which is causing distress amongst the children. Again please check that small toys are not being brought into school - we do have enough toys/equipment for all the children.

Thank you parents.

## Looking after our environment

Children in Year 6 and Reception have completed a survey of the school environment

and would like to improve several areas by planting more flowers and bushes. A big thanks to Tesco for donating compost and flowers to the school.

If anyone has spare flowers, unused flower pots etc. that you would like to donate then please pop them in at the office - we would be very grateful.

## Relationships, Sex education and Health Policy (RSHE)

The government have made it a statutory requirement that all Primary and Secondary age children receive a comprehensive Relationship, Sex Education and Health Education curriculum. In Primary schools the sex education curriculum is not statutory but the DfE advise that some aspects are taught in some year groups.

I am attaching our draft RSHE Policy for you to look through and would welcome your feedback (please email [admin2021@welearn365.com](mailto:admin2021@welearn365.com) with any suggestions/queries).

In order to deliver this curriculum the school has purchased the Jigsaw PSHE programme which covers all of the Relationships and Health education content. For the remainder of this academic year we will be delivering the Healthy Me section of the programme which does not contain any of the sex education programme. If you would like to know more then please take a look at the website [www.jigsawpshe.com](http://www.jigsawpshe.com)

I am also attaching a leaflet for parents explaining the programme and an overview of the content we will be covering.

## Wraparound

We are able to offer wraparound service up to the end of this summer term (Wed 21<sup>st</sup> July).

Thank you to the parents that are regularly using this service and fitting in with our payment system. Please let Mrs Turner in the office know if you would like places after half term.

Thank you to staff who are supporting the wraparound service.

## Jumpstart

Please see the attached leaflet regarding Business Support Workshops to help explore self-employment.

## May Cyber Scam Holidays

Think twice before handing over your hard-earned cash when booking a holiday this year. Holiday booking scams are on the increase - please see the attached leaflet for further information.

## Volunteering

Have you thought about volunteering? Warwickshire Community and Voluntary Action [www.wcava.org.uk](http://www.wcava.org.uk) are always looking for more support. Please see the attached leaflet for further details.

# Draft copy only

## Relationships Education, Relationships and Sex Education (RSHE) and Health Education Policy

**Wheelwright Lane Primary School**



*Learning For Life*

*Dates:*

*Review:*

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This policy should be read in conjunction with the individual RSHE curriculum maps, which contain more detailed information on the localised content and sequencing of content of the RSHE curriculum. This can be found in the appendix of this policy.

## 1 Intent and Aims

1.1 The intent of RHSE is to encourage the emotional and social development of our pupils and involves learning about sexual health, sexuality, healthy lifestyles diversity and personal identity. This policy aims to ensure that the school complies with and implements effectively the requirements of the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, the Education Act 1996 and any other statutory guidance.

1.2 The aims of RHSE are:

- To foster a safe school community where pupils can learn, grow and develop positive, healthy behaviour for life.

- To nurture secure learning environments where children can be inquisitive and curious, develop tolerance, empathy and self-esteem, and show respect and consideration for others.
- To meet our safeguarding obligations by providing a preventative programme that enables children to learn about the safety and risks in relationships.
- To ensure that all pupils are prepared for the physical and emotional changes they go through during puberty.
- To provide age-appropriate knowledge about sexual health and human development, together with an opportunity to consider the values and attitudes around sexual health issues.
- To help pupils to keep themselves safe, both on and offline, to develop positive relationships with others, and to understand the difference between consenting and exploitative relationships.
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## 2 Individual Responsibilities

Different aspects of RHSE provision are supported by The Governing Body, HT and DHT, Subject Leads, teachers, support staff, specialist services and health professionals.

### Governance of policy

#### 2.1 The Governors are responsible for:

- approval of this policy
- monitoring the work of the school RHSE Leads and support and challenge on matters relating to RHSE provision in accordance with the policy;
- have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and do its best to ensure that RHSE provision is in place in accordance with this act.

### Governance of pupil/parental views

#### 2.2 The Local Governing Body is responsible for:

- gathering pupil voice to contribute to the monitoring of priorities for RHSE provision.
- tracking themes in parental complaints in relation to RHSE;
- handling any serious or persistent concerns

Governance of curriculum content, delivery, impact and subsequent staff training.

2.3 The Headteacher of the school is responsible for: ensuring RHSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RHSE. This includes making sure that:

- RSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- RSHE is effectively led and well planned and the quality of provision is subject to regular and effective self-evaluation
- Clear information is provided for parents on the subject content and the right to request their child is withdrawn.
- Staff wellbeing is considered. It is recognised that there are topics which are sensitive in RSHE and may be difficult to teach depending on the life experiences of the teacher delivering the curriculum. Therefore, the HT should be sensitive to staff well-being and needs by offering relevant support.

2.4 The Headteacher and Deputy Headteacher are responsible for:

- supporting with the development of the curriculum design where appropriate
- providing support and guidance for RHSE teachers in implementing the agreed curriculum and measuring the impact
- ensuring their school is curriculum compliant by following the statutory guidance. This includes: ensuring the curriculum is shared on the school website; monitoring that lessons are age appropriate and accessible to all; auditing each of the RHSE strands to assess the impact of provision on pupils and make relevant changes to ensure the content delivered is relevant and timely.

- supporting staff with teacher training activities. This could include support with: ensuring the pupils can make progress in achieving the expected educational outcomes; teaching is delivered in ways accessible to all pupils including those with SEND

#### 2.5 Teachers are responsible for:

- delivering the agreed RHSE curriculum in a professional, sensitive and positive manner, remaining balanced and not dependent on any personal views. This includes ensuring that all pupils feel comfortable in a 'safe' learning environment. The teacher is expected to consider their own needs by forward planning and identifying topics which may be sensitive to teach due to personal life experiences and ask to be supported effectively
- delivering the agreed RHSE curriculum so that it is accessible for all and there is progress and development of all the pupils in their class. Quality First Teaching (QFT) is the first step in responding to pupils with SEND. Staff are required to consult the SEND register to support their teaching of RHSE.
- Modelling the positive attributes drawn on in RHSE
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science component of RHSE
- raise any subsequent safeguarding concerns according to the school policy.

#### 2.6 Pupils are expected to:

- - fully engage in RHSE and when discussing lesson content display the British Values of mutual respect and tolerance

#### 2.7 Parents/Carers are the primary responsibility for providing children with relationships, sex and health education. They have a right to withdraw their children from the non-science component of sex education within RHSE

### 3 Explanation of the right to withdraw

#### 3.1 Primary



Relationships and Health Education form statutory parts of the RSHE curriculum for primary aged pupils. To that end, parents are not able to withdraw their children from these aspects teaching and learning. Sex education is non-statutory for primary schools, although elements of sex education do form part of the statutory science curriculum eg. puberty.

Parents are able to withdraw their children from sex education lessons that go beyond the science curriculum for their year group. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (Summer unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by newsletter, Spring Term before the Changing Me Puzzle is taught.

3.1.1 Requests for withdrawal should be made in writing and addressed to the Headteacher and upon receipt. The Headteacher or Deputy Headteacher will invite the parent to a discussion about their concerns. Permission will be granted in line with the statutory guidance.

#### 4 Structure of school level content

4.1 For more information about our RHSE curriculum, see the RHSE curriculum map on the school's website. These documents include centrally agreed topics (compliant with the DFE statutory guidance.) We also recognise the need for our schools to approach RHSE in a progressive and inclusive way and therefore value the importance of contextual flexibility. It is essential that we have the opportunity to respond to local public health and community issues. For example, in teaching about county lines, gangs, etc.

4.2 Teaching in schools with a religious character

Wheelwright Lane Primary and Nursery School takes into account the religious backgrounds of the pupils they are teaching. The school is not a faith school. However, all relevant lessons will draw upon the law including the Equality Act 2010 so that pupils understand what legally they can or can't do.

#### 4.3 Use of Materials

Resources sourced will be thoroughly checked by the RSHE lead and will fall in line with this policy. Where available, resources used will have been recommended by the Local Authority, or accredited by the PSHE Association or Sex Education Forum This includes Rise Above resources for lessons linked from the PSHE Association website. The school will follow the Jigsaw PSHE programme in all year groups from ages 3 to 11 (further details are available on the website). Resources used will be up to date and non-discriminatory. The school will continue to deliver Protective Behaviours through the Taking Care project in the Autumn Term.

#### 4.4 Working with external agencies

It is the responsibility of all teaching staff to deliver the programme of study for RSHE.

However, there may be times where the RSHE curriculum is supported by external agencies. The intention of drawing upon this support will be to ensure that their input enhances the RSHE provision of our pupils. Prior to delivering the session all necessary safeguarding checks in line with Wheelwright Lane Primary and Nursery policy will need to be carried out and resources checked by teachers in advance to make sure that the content is age appropriate, addresses the needs of pupils and that the resources and delivery do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

#### 4.5 Assessment/monitoring of progression.

Assessment in RSHE will not be measured in the same way as other subjects. The impact of RSHE will be measured according to the British Values our pupils' display, and therefore the values RSHE is

trying to instil in its pupils at Wheelwright Lane Primary and Nursery School.

#### 4.6 Integrating teaching

RSHE will sit alongside several national curriculum subjects. These being: Science, Computing and PE. Links will be made to draw links between these subjects and the subject leader will audit this content to ensure information is built upon and duplication prevented. Enrichment Fridays will also focus on Social Emotional Learning Skills (SEL) and be linked with the RSHE content.

### 5 Primary

#### 5.1 Relationships Education

In primary schools, the focus of relationships teaching will be on the fundamental building blocks and characteristics of positive relationships within family relationships, friendships and relationships with other children and adults, both in person and online. We want all children to develop ideas of respect and boundaries that can built on during their primary years and on into the secondary curriculum. (See Primary Appendix)

#### 5.2 Sex Education

Sex education is not compulsory in primary schools, although the Department for Education recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Meeting this objective will require a graduated, age appropriate programme of sex education. Many elements of this programme will be statutory as part of the Science curriculum. Wheelwright Lane is committed to working with parents to provide a holistic approach to sex education and make teaching materials readily available for parents to view and discuss with senior leaders. (See Primary Appendix)

#### 5.3 Difficult questions

Children may ask questions which go beyond the Sex and Relationships curriculum being delivered. We respect the courage and confidence it may take pupils to ask these questions and will respond in a thoughtful and appropriate way, being mindful that where a question is not answered an answer may be sought elsewhere and children may receive inappropriate information. Questions of this nature will be handled sensitively. Staff will not answer 'in the moment' instead taking time to ensure that they are clear about the information that they are able to give and parents will be informed where necessary. Such questions may need to be handled alongside the safeguarding policy.

#### 5.4 Physical health and mental wellbeing

Teaching children about physical health and mental wellbeing is an important part of supporting children to make good decisions about their own health and wellbeing. We know that mental and physical health are interlinked and it is important that children understand the impact that one can have upon the other. Through this subject area, children will learn about self-care techniques, personal health, basic first aid and the prevention of health and wellbeing problems. (See Primary Appendix)

#### 5.5 Menstruation

It is important that girls are prepared for the onset of menstruation, and for many girls this is happening during their years at primary school. Menstruation is included in the Health element of RSHE and will be taught alongside the requirements outlined in the Science Curriculum. Sanitary products are available in school should they be required and sensitive arrangements are in place to help girls to prepare for and manage menstruation. Parents should contact their child's class teacher in the first instance if they wish to discuss this further.

### 6 Equality, Diversity and Inclusion

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by ensuring that all resources are representative of the various cultures, religions and backgrounds of the children we teach. Teaching will take into account the ability, age,

readiness, special educational needs and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access RSHE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by listening to others, respecting the opinions of those around them, and being fair and unbiased in their responses. We will use RSHE education as a vehicle to address diversity issues and to ensure equality for all by supporting children to develop positive attitudes to all types of family relationships, including same sex relationships, and by preparing all pupils for the future irrespective of their sexual orientation or gender identity.

All pupils receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years. Sometimes this may not be explicit. For example, a lesson on relationships may contain gender neutral names to sensitively show the healthy/non-healthy characteristics of a relationship regardless of their sexuality.

#### References;

SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEN and Disability Regulations 2014

[http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf)

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/enacted>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/content>

#### Appendix 1 Primary Appendix

#### Relationships Education

By the end of primary school, pupils should know:

Families and people who care for me	<ul style="list-style-type: none"><li>□ that families are important for children growing up because they can give love, security and stability.</li><li>□ 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.</li><li>□ that others' 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.</li><li>□ 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.</li><li>□ that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>□ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>□ how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>□ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>□ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>□ 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.</li></ul>

	<ul style="list-style-type: none"> <li>□ 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.</li> </ul>
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<sup>1 13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>□ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>□ practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>□ the conventions of courtesy and manners.</li> <li>□ the importance of self-respect and how this links to their own happiness.</li> <li>□ 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.</li> <li>□ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>□ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>□ the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>□ that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>□ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>□ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>□ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>□ how information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>□ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>□ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>□ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>□ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>□ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>□ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>□ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>□ where to get advice e.g. family, school and/or other sources.</li> </ul>

## Health Education

By the end of primary school, pupils should know:

Mental wellbeing	<ul style="list-style-type: none"> <li>□ that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>
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	<ul style="list-style-type: none"> <li>□ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>□ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>□ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>□ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>□ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>□ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>□ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>□ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>□ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>□ that for most people the internet is an integral part of life and has many benefits.</li> <li>□ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>□ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour</li> </ul>

	<p>online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> <li>□ why social media, some computer games and online gaming, for example, are age restricted.</li> <li>□ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>□ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>□ where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>□ the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>□ the risks associated with an inactive lifestyle (including obesity).</li> <li>□ how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>□ what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>□ the principles of planning and preparing a range of healthy meals.</li> <li>□ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>□ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>□ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>□ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>□ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>□ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>□ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>□ the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>□ how to make a clear and efficient call to emergency services if necessary.</li> <li>□ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>□ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including</li> <li>□ physical and emotional changes.</li> <li>□ about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

# Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Rights and responsibilities online</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>
<b>Ages 11-12 (Scotland)</b>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>What influences personal identity</li> <li>Identify personal strengths</li> <li>How do others see me?</li> <li>Group identity</li> <li>My growing sense of personal identity and independence</li> <li>Online and global identity</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination</li> <li>My values and those of others</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination fuels bullying</li> <li>Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Steps to success</li> <li>Coping when things don't go to plan</li> <li>Rewarding my dreams</li> <li>Intrinsic and extrinsic motivation</li> <li>Keeping my dreams alive</li> <li>How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my choices around substances</li> <li>Managing my nutritional choices</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Support I need now and in the future</li> <li>Developing positive relationships</li> <li>What external factors affect relationships, e.g. media influences?</li> <li>Assertiveness in relationships</li> <li>The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>My changing body and feelings</li> <li>What is self-image?</li> <li>Coping during times of change</li> <li>My changing ways of thinking</li> <li>Managing my changes in mood</li> <li>Moving forwards into my next year of education</li> </ul>

# Jigsaw!®

The mindful approach to PSHE

What is Jigsaw, the mindful approach  
to PSHE (ages 3-11)?

A guide for parents and carers



[www.jigsawpshe.com](http://www.jigsawpshe.com)

## What is PSHE Education?

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

## What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

From September 2020, primary schools in England also need to teach Relationships and

Jigsaw supports our ethos and values and everything we are trying to teach the children.

Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all of these requirements and has children's wellbeing at its heart.

As a parent, it's lovely to get an insight into what children want to do. The set up with Jigsaw is fantastic.



## What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

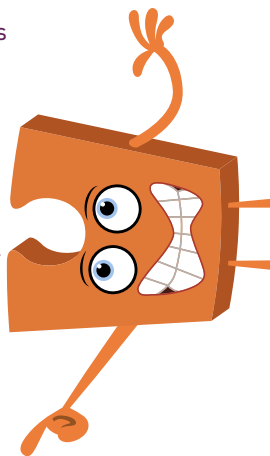
Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teacher and psychotherapist, Jan Lever MBE (services to education) and teachers, and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

It's great for children to have this experience, to think ambitiously, and to have aspirations.



Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

## What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.



**Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes. .

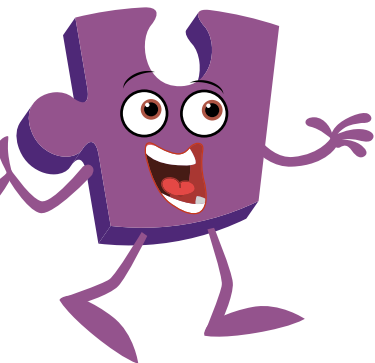
**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion. Jigsaw has produced a separate leaflet explaining the approach taken with Relationships and Sex Education. Your child's school can make this available to you on request.

It's fun because we learn about different things each time.

### What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice).

Every Jigsaw lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.

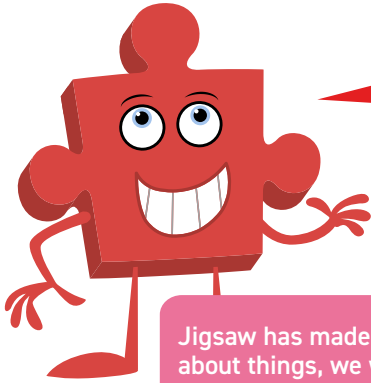


Children love the chime! Everyone has taken it on board.



## How can I find out more information about Jigsaw PSHE?

The best thing to do is to talk to your child's teacher about how Jigsaw is taught in school. Alternatively, you can talk to the school's head teacher, or the teacher who is responsible for leading PSHE across the school. Parents and carers are also very welcome to visit the Jigsaw website [www.jigsawpshe.com](http://www.jigsawpshe.com).



Since the school started Jigsaw, children are more supportive of each other. They look out for each other and are more caring.

Jigsaw has made us more visible, we used to not want to talk about things, we were a bit scared to talk, but now we have learned about it we know more and it's OK to talk about it with our class.



# ALL NEW BUSINESS SUPPORT WORKSHOPS TO EXPLORE SELF EMPLOYMENT

## JUNE 2021...

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- Marketing Strategy and Research - Wednesday 9th June
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This project is funded by Warwickshire County Council  
and the Coventry & Warwickshire Reinvestment Trust

**Think twice before handing over your money and personal information when booking holidays this year!**

Tips to avoid falling victim to holiday fraud:

Criminals will set up fake websites offering 'travel deals' which are used to obtain your money and information. Websites may look similar to the genuine organisation's but subtle changes in the URL can indicate that it's fraudulent. These websites may also seem professional and convincing, using images of luxury villas and apartments that don't exist to convince victims they're trusted and genuine. These are offered for rent, often at discounted prices and require a deposit to be made which is never returned.

**Stay Safe Online:** check the web address is legitimate and has not been altered by slight changes to a domain name- such as going from .co.uk to .org. Always access the website you're purchasing from by typing it in to the web browser and avoid clicking on links in unsolicited emails or social media posts. The website should use the padlock symbol to indicate that the site is secure.

**Do you research:** don't just rely on one review – do a thorough online search to ensure the company is credible. Be suspicious of any "too good to be true" offers or prices – if it's at a rock bottom price ask yourself why.

**Look for the logo:** check whether the company is an ABTA member. Look for the ABTA logo on the company's website. If you have any doubts you can verify membership of ABTA online on their website. If you're booking a flight and want more information about ATOL protection, or would like to check whether a company is an ATOL holder, visit the CAA website. If you do decide to book independently, establish if you're dealing with the property owner or a letting agent or via the local tourist information desk, and verify that the address exists through web searches and online maps.

**Pay safe:** wherever possible, pay by credit card and be vary wary about paying directly into a private individual's bank account. Where possible, use a credit card when booking holidays over £100 and up to £30,000 as you receive protection under Section 75 of the Credit Consumer Act.

For tips on how to avoid falling victim to holiday and travel related

fraud, visit: <http://actionfraud.police.uk/holidayfraud>



**Fake British Gas emails reported 500 times in 48 hours**

Action Fraud has received 537 reports in 48 hours relating to fake emails purporting to be from British Gas. The emails state that the recipient is due a refund as a result of an overpayment. The links provided in the emails lead to phishing websites that are designed to steal personal and financial information.



Your bank, or any other official organisation, won't ask you to share personal information over email or text. If you need to check that it's a genuine message, contact them directly.

Spotted a suspicious email? Forward it to the Suspicious Email Reporting Service (SERS) – [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

If you fall victim to any scam, report to Action Fraud on 0300 123 2040 or <http://www.actionfraud.police.uk>

If you would like support as a result of becoming a victim of any crime, contact [Victim Support](#) on 01926 682 693.

WARWICKSHIRE

**CAVA**

COMMUNITY & VOLUNTARY ACTION



# VOLUNTEERING

Do **you** want to:

- Make a difference to your local community
- Meet new people
- Develop new skills
- Enhance your CV
- Increase your confidence
- Do something different with your spare time
- Try something new
- Feel good about yourself

The reasons for

**VOLUNTEERING** are endless



# Have you thought of **VOLUNTEERING?**

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Whether you want to be involved in a **one off event**, or volunteer on a more **regular basis**, Warwickshire CAVA can help you find the **perfect volunteering opportunity 24/7!**

**Register today on Volunteer Connect:**  
[www.wcava.org.uk/volunteering](http://www.wcava.org.uk/volunteering)



## **Find out more:**

Warwickshire CAVA  
The Newtown Centre, Newtown Road  
Nuneaton CV11 4HG

T: 024 7638 5765

E: [volroles@wcava.org.uk](mailto:volroles@wcava.org.uk)  
[www.wcava.org.uk](http://www.wcava.org.uk)

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## **Strengthening Warwickshire**

WARWICKSHIRE COMMUNITY AND VOLUNTARY ACTION

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