



Summer term CARE values.

Every term we focused on 4 of our CARE values across school. I mention these in assemblies and the children and staff try to use these values throughout the term.

Our new CARE values are; **Cooperation, Achievement, Resilience and Empowerment**

KEY DATES

JULY

7th Enterprise Day

7th – Welcome to Y4+Y5 meeting

8th - Summer Run

9th -Welcome to Y2+Y3 meeting

10th - – Class 1 Assembly

15th – Y6 Bowling and silent disco

16th – Leavers Assembly

17th – Break up for Summer

Year 6 Enterprise Day – "Real Life" Maths Day

On **Tuesday 7th July**, the whole school will be taking part in our exciting **Year 6 Enterprise Day** as part of our *"Real Life" Maths Day*.

Our Year 6 pupils have been working hard to develop their own mini businesses, creating a variety of market-style stalls to showcase their ideas. There will be something for everyone, including delicious treats, handmade bracelets, fun games and exciting activities.

Throughout the day, each class will have the opportunity to visit the stalls and decide how to spend their money. This is a fantastic way for pupils to experience real-life maths by budgeting, making choices and handling money independently. Please send your child to school with a small amount of change if you would like them to take part. This is a pupil-only event, so children will enjoy making their own purchasing decisions without parents attending.

The Year 6 teams have put a great deal of creativity, teamwork and effort into planning their businesses. At the end of the day, the business that makes the highest profit will be awarded a special prize.

We can't wait to see our young entrepreneurs in action!

Hello Everyone,

The pupils have conducted themselves wonderfully this week, despite the many visitors, competitions and events taking place across school. They have continued to demonstrate our school values and have been a credit to Westlea.

All year groups have thoroughly enjoyed their **Shorts and Shades Discos**, which have been a fantastic way to celebrate the warmer weather and have some fun together.

We have welcomed a number of visitors into school this week, all of whom have commented on the calm atmosphere in our dining hall. They were particularly impressed by the respectful way pupils speak to one another during lunchtime and the positive relationships they have with every adult in school.

Visitors have also recognised the supportive and inclusive nature of our school community. Hearing such positive feedback always makes me incredibly proud, as these are qualities we work hard to nurture every day.

School Improvements

Our school improvement programme has continued this week, with the wooden furniture around school being repaired and refreshed. These ongoing improvements help to ensure our learning environment remains welcoming, safe and enjoyable for everyone.

Art Installation – *See to Sea* Project

An exciting and unusual art installation has begun to take shape within our school grounds.

Our Year 5 pupils have been working alongside local artist Michelle as part of the **See to Sea** project, which focuses on protecting our oceans and environment. Through this collaboration, pupils have explored the importance of reducing litter and have developed a greater understanding of the positive impact they can have on both our local community and the wider world.

Energy Drink Workshops

Pupils in Years 5 and 6 took part in an informative workshop about energy drinks this week.

The sessions explored the health risks associated with energy drinks, including their high sugar and caffeine content, and highlighted the recommended daily sugar intake for different age groups. Pupils then enjoyed designing and creating their own healthier energy drink ideas, applying what they had learned in a creative and engaging way.

Athletics Round-Up

A huge well done to all of our Westlea pupils who represented the school at the Year 1, 2, 3 and 4 Athletics Competition.

We are incredibly proud of their enthusiasm, determination and excellent sportsmanship throughout the event. They represented our school brilliantly.

'Moving Up' Day

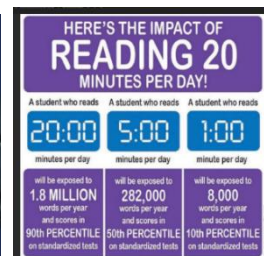
This week pupils across school spent time in their new classrooms as part of our annual **'Moving Up' Day**.

This day coincides with our Year 6 pupils' transition visit to Seaham High School. Across school, pupils met their new teachers, support staff and classmates and experienced a lesson in the classroom they will be joining in September.

'Moving Up' Day forms just one part of the extensive transition programme we provide to ensure every pupil feels confident, supported and well prepared for the new academic year.

Thank you, as always, for your continued support. We hope you all have a wonderful weekend.

Mrs Scothern



THIS WEEK'S ATTENDANCE



	WE 03/07/26
Class 1	98.6%
Class 2	95%
Class 3	95%
Class 4	98.1%
Class 5	96.3%
Class 6	98.1%
Class 7	97.3%
Class 8/9	96.8%



At Westlea Primary, we are committed to ensuring every child receives an excellent education, and consistent attendance is fundamental to achieving this. Regular attendance directly supports academic progress, fosters crucial social and emotional development, and cultivates positive learning habits. By working together – pupils, parents, and staff – to achieve our attendance target of 96%, we create a stable and supportive learning environment that promotes uninterrupted learning, strengthens relationships, and enhances each child's sense of belonging within our school community.

SAFE GUARDING AND ATTENDANCE TEAM:

Mrs Scothern is our Designated Safe Guarding Lead with Mrs Davey and Mrs Simmons as Deputy Designated Safeguarding Leads. Please get in touch with any queries or concerns.

Attendance Update

We will continue to use our Attendopoly board with the classes to encourage great class attendance. Your child's class rolls the dice if they collectively have an attendance over 96% (which is our school target).

The pupils really enjoy participating with the game and finding out what space they will land on and what extra treat that might be for the class!

This week 6 classes reached 96% or above.

Keep up the great work!

Our whole school attendance for WE 03/07/26 is **97.3%**

Our attendance for the year to date is 95.4%

Our target for this half term is **96%** we are currently at 95.2%



ATTENDOPOLY OUTCOMES THIS WEEK

Classes who rolled the dice this week won;

Class 1 – Lego/construction

Year 6 – Cookery

Class 4 – Fruit platter

Class 5 – Just Dance session

Class 6 – £10 spend

Class 7 – Fruit platter

THIS WEEK'S AWARDS



Head Teacher's Award

INDIVIDUAL CLASS STAR OF THE WEEK AWARDS

	WE 03/07/26
Class 1	Ebony
Class 2	Riah-Daisy
Class 3	Senirosi
Class 4	Hallie
Class 5	Elliot
Class 6	Joah
Class 7	Elijah and Ella-Andrea
Year 6	Averlyn

RIGHTS RESPECTING AWARDS

	WE 03/07/26
Class 1	Otis
Class 2	Nevaeh
Class 3	Lara
Class 4	Mailarni
Class 5	Harper
Class 6	Jaylen
Class 7	Ella L
Year 6	Bronson

**Next Week's Right of the week-
Article 29 – You have the right to be the best you can be.**

Character values: CARE

Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavour	Empowerment

Pupil discussions:

Key Stage two assembly focus this week:

What does the game of football and the World Cup teach us, other than football?



Head teachers awards: Our CARE values this term are... Cooperation, Achievement, Resilience and Empowerment

These are given to pupils in school who have shone outside of the classroom. It maybe they have shown excellent manners and held a door for a visitor or a friend or have shown our WESTLEA CARE values in some way. Perhaps they have cooperated with each other to play a game or complete a group activity or shown resilience to keep going when a task or a learning activity has been a challenge. Visitors and other members of staff can nominate these students so it is very special if you are recognised for your efforts or for just being you!

In other news...

Reader, Writer and Mathematician of the week



Reader of the week:

Class 1 - Willow

Class2 - Archie

Class3 – Rayne

Class4 - Sidney

Class5 - Mia

Class6 – Layla B

Class7 - Grace

Year6 – Eden

Writer of the week:

Class 1 - Rosie

Class2 - Arlo

Class3 – Blake

Class4 - Cayde

Class5 - Bowie

Class6 - Archie

Class7 - Carson

Year6 – Darcie

Mathematician of the week:

Class 1 - Alfie

Class2 - Ava

Class3 – Harrison

Class4 - Amber

Class5 - Frankie

Class6 - Magnus

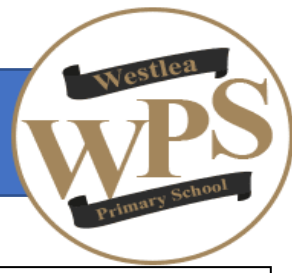
Class7 – Tyler M

Year6 – Malaya

Well done to these
students. They will all be
entered into the end of
term draw.

Keep up your great
learning attitude.

Summer Term CARE values



Character values: CARE		
Autumn Term	Spring Term	Summer Term
Community	Compassion	Cooperation
Ambition	Actions	Achievement
Respect	Responsibility	Resilience
Enjoyment	Endeavour	Empowerment

Every term we focus on four of our school **CARE values**. These values have been carefully selected to reflect, nurture, inspire and equip our pupils towards having a **strong personal character**. They are linked to **personal characteristics** and **British values** and will provide them with solid foundations to move onto the next steps of their learning and life's challenges.

The Summer term **CARE values** typically mean and how we help shape behaviour, character and the culture of our school community.

Cooperation

What it means: Working together and helping each other. It's about combining effort, sharing responsibilities and helping one another out.

At Westlea it looks like;

- Teamwork: Joining in with others to get something done.
- Mutual support: It means listening, sharing ideas, taking turns, and being kind even when you don't agree.
- Cooperating; Everyone feels included and the job gets done faster and better.

Achievement

What it means: Doing your best and being proud of what you accomplish.

At Westlea it looks like;

Achievement isn't just about getting everything right.

- Trying hard.
- Learning new things.
- Noticing how much you've improved.
- Every time you learn a new skill, finish a task, or reach a goal, that's an achievement.

Resilience

What it means: Keeping going, even when something is hard. Resilience is your inner strength.

At Westlea it looks like;

- It's what helps you bounce back when things don't go your way.
- Being resilient means you don't give up straight away—you try again.
- Ask for help, and believe you can get better with practice.

Empowerment

What it means: Feeling confident, capable, and ready to make good choices.

At Westlea it looks like;

- You believe in yourself.
- Know that your voice matters.
- Having the courage to share your ideas, make decisions, and take responsibility for your actions.
- When you feel empowered, you know you can make a positive difference.

Why These Values Matter at Westlea Primary School

Together, these CARE values help build a **positive school culture** where children learn not just academically but also socially and morally. Westlea Primary use such values to:

- Support **behaviour expectations** and shape how pupils treat one another.
- Promote **character development**, preparing students for life beyond school.
- Create a sense of **community and shared purpose** among pupils.

In other news...

Quality of Education



Every month we will be sharing information about recognised artists, musicians, and scientists through our newsletter and also during lessons and assemblies. This is one of many strategies used to enrich the curriculum and broaden student horizons, building cultural capital and representation.



Look

What colours stand out to you?

What shape do you see repeated in

this painting? Can you count the

number of times it appears?

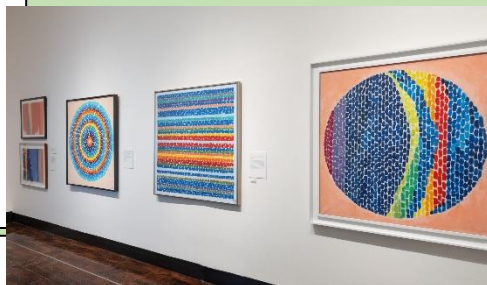
Does it look like anything to you?

Imagine you could step inside the

painting. What would it feel like?

Alma Thomas loved to explore colour—which she did as an artist and art teacher, teaching in Washington, DC, USA public schools for over thirty-five years. Many of her paintings include only one colour or a few colours. Her paintings show her love of nature and music.

Alma Thomas
(1891–1978)



Abstract Art

**June
and July**

Artist of the Month

Elizabeth Blackwell
(1821-1910)

Blackwell was a **remarkable doctor**. She was the **first woman to earn a medical degree** in the United States. She also became the **first woman listed on the Medical Register for the United Kingdom**.

Elizabeth Blackwell was a **pioneer** who helped **open doors for women** in medicine. She was also a social reformer in both the United States and the United Kingdom.

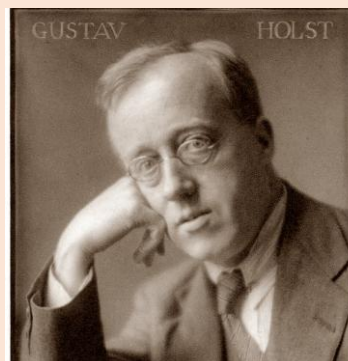
Her work is still honoured today with the Elizabeth Blackwell Medal, given each year to a woman who has greatly helped women in medicine

WHAT IS A PIONERR?
A pioneer is a person who is among the first to research and develop a new area of knowledge or activity.



Scientist of the Month

July



July

Gustav Holst

Musician of the Month

Gustav Holst was a famous **English composer** best known for his orchestral suite, **The Planets**.

Early Life

Gustav Theodore Holst was born on September 21, 1874, in Cheltenham, England. He came from a family of musicians, and it was clear from a young age that he would also become a musician. His father, Adolph von Holst, was an organist and music teacher, and his mother, Clara Cox, was a talented singer and pianist. Gustav had a younger brother, Emil, who became a successful actor. As a child, Holst had health problems, including asthma and a nerve condition in his right arm, which stopped him from becoming a pianist, so he focused on composing instead.

Classical

In other news...

Attendopoly prizes



Congratulations to classes . They collectively achieved our target attendance figure of 96% or above for a week's attendance. They then rolled the dice and landed on some exciting enrichment activities.

Class 1 Mindfulness session



Class 7 fruit platter



Year 6 board games



In other news... Shorts and Shades Disco



DJ and his friends enjoyed holding hands and dancing. DJ thought everyone looked very cool in their disco outfits.



Penny said that she enjoyed making a dancing disco train with her friends to the music.



Key Stage One





Key Stage Two



In KS2 disco, we liked recommending music for us to dance to.

Finley and Ava

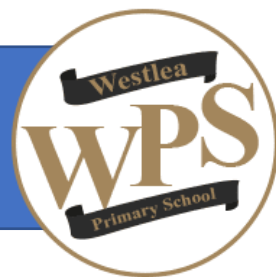
Estelle and Heidi mentioned that they really liked the snack shop and the choice of snacks on offer.

We had lots of fun!

Finley and Ava



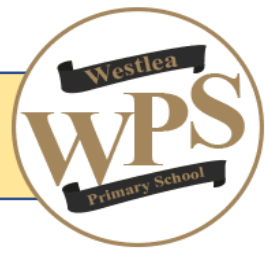
In other news...
EYFS Shorts and Shades
Disco



Nursery



In other news...
Y5/6 Energy drink workshops
Report by Finley and Ava



In the workshop;

We learnt that usually there are **19 sugar cubes** in **1 energy drink**.

Recommendations for children and adults are:

6 year and under **5 cubes of sugar per day** for all food and drink

7-11 years **6 cubes of sugar** every day

11years plus **7 cubes of sugar** every day.



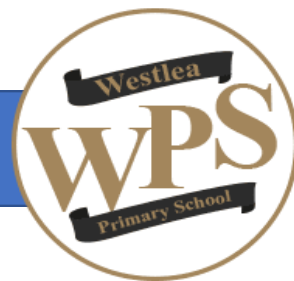
We made our brand of energy drink. We designed a logo and thought of an energy drink name.

We listed well know energy drinks and spoke about the amount of sugar cubes and caffeine in each one.

Energy drinks such as PRIME, RED BULL, MONSTER, FURY and ROCKSTAR are banned for children under the age of 16 years old to drink.



In other news... County Athletics



Lilly represented Westlea and Easington and Seaham in the Durham Schools County athletics. She took part in mixed relay racing both boys and girls. Lilly ran amazingly finishing 1st.

Easington Schools district also won the overall athletic championships. Sport and competitive sport is strong across East Durham. When our children compete against other East Durham Schools they compete against very strong athletes. This exposure to competition, strengthens each child's resilience and determination.

Love to run?

[Sunderland Harriers: Running & Athletics Club](#)

[Athletics Club | Chester le Street and District athletics club | England](#)

www.birtleyac.co.uk

[Houghton Harriers & AC – North East England Running and Athletics Club](#)

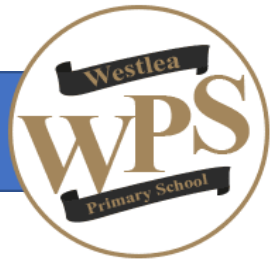
Junior park run:

[parkrun | junior parkrun](#)



In other news...

Y1/2/3/4 Athletics



Athletes from Westlea Primary School represented the school at a sports partnership tournament in Peterlee this week. Track and field events allowed us to compete against other East Durham Schools. Every pupil tried their very best and came back to school with great memories of the day and big smiles.

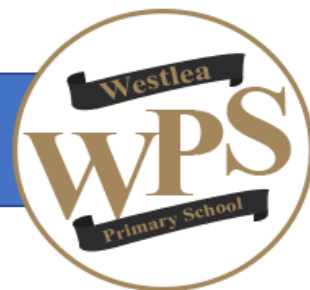


Our Y2 girls team came 3rd overall in their category and received medals. Many thanks family and friends who came along to support them.



In other news...

Online safety messages



We want the pupils at Westlea School to receive consistent safety messages as they move around school and change classes. With this in mind, school are ensuring that our SMART posters and Smartie the penguin will be displayed in all areas where mobile internet devices are stored as well as in every class. Can you find the posters in your classroom?

BE SMART ONLINE

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk

A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk

BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the Internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM

Smartie the Penguin

If anything happens online that makes **Smartie the Penguin** feel worried, upset or confused, he doesn't try to fix things by himself ...

Mummy! Daddy! Please help me ... Hi!

Always ask an adult for help!

He stops ...

Thinks about what to do ...

And always asks an adult for help!

Co-financed by the European Union Connecting Europe Facility

www.childnet.com/smartie

LEARN TO FLOAT

If you get in trouble
in the water, don't
panic – follow
these steps:



1

Keep calm. Don't swim hard.
Hold onto anything that floats.



2

Lean back to keep your mouth
and nose out of the water.



3

Push your belly up and
stretch out your arms and
legs into a star shape.



4

Gently move your hands
and feet to help you float.



5

Do this until you feel
more relaxed.



6

When you're calm, raise your
arm and shout for help.
Swim to safety if you can.

The RNLI is the charity that saves lives at sea.
Royal National Lifeboat Institution, a charity registered in England and Wales (209619), Scotland (SC207146),
the Republic of Ireland (10003100), the Republic of Jersey (25), the Bailiwick of Guernsey and elsewhere.

Lifeboats

**UPPER
PRIMARY**
AGE: 7-11



STOP AND THINK



STAY TOGETHER



FLOAT



CALL 999/112

ACTIVITY: COLD WATER IMPACT

LEARNING OUTCOME: 1 I know that cold water will
affect my ability to swim

2 If I unexpectedly fall into cold water, I know to float on my back until the
effect of cold water has passed, then call for help and raise my hand to draw
attention or swim to safety if I'm able to do so

Time: 30 mins | Format: Classroom activity | Maximum participation: 35

Lifeboats

A CAREER AS A SECURITY GUARD



QUALIFICATIONS

- GCSEs (or equivalent)
- College course

ROLES

- Patrolling and securing sites
- Monitoring surveillance
- Dealing with the public
- Checking on alarms

FUN FACT:

Security guards can work in lots of places, like stadiums, stores, & banks.

PATHWAYS

- Starting in a lower-level role
- Apprenticeship
- Applying directly for the role

WAGE

Starter: £17.000
Experienced: £28,000

In other news...

Safe Guarding: E-safety



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and are available for further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about ENERGY DRINKS

WHAT ARE THE RISKS?

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded Tasted, a sensory food education charity.



The National College

Source: See full reference list on guide page at nationalcollege.com/guides/energy-drinks