

# Pensans Community Primary School Newsletter

Spring Term One: Week Beginning 9.2.26



PENSANS CP SCHOOL  
Future ready - Ny veu kevs sew yans vyth



## Mrs Ambrose's Weekly Update

Dear Parents, Friends and Families,

Well, it's been a hectic and fun filled week! I think everyone needs the half term break to recover and recharge their batteries for next term 😊

The school was buzzing with excitement on Tuesday when we had the amazing Adam coaching all the children in either scootering or skateboarding - a great time for everyone! A big 'well done' to Ava and Skyla in Y6 for joining the first rehearsal of the TPAT Super Orchestra showing off their violin skills. We look forward to hearing the final performance.

Our children in Gwithian, Godrevy and Polzeath had a great time tasting lots of healthy foods with the Healthy Living Team. Next term the team will be visiting KS2. Porthminster, Porthcurno and Sennen classes were treated to an outing at The Ritz! To watch Humphry Davy's school production of Bugsy Malone and the children loved the music.

Thanks to everyone who came and supported the Valentine's Cake sale and Raffle the 'Friends' will let us know about the funds raised.

Today Sennen class visited the Kurt Jackson gallery as part of the Clore Duffield school visits programme and were congratulated on their interest and interaction.

Looking forward to next term it's that time of year when we celebrate St Piran's day with the Furry dance and the St Piran's concert at St John's hall. Parents of children in the choir we have sent an email with information relating to tickets for the concert on March 4th. This is closely followed by Songfest 2026 on March 11th.

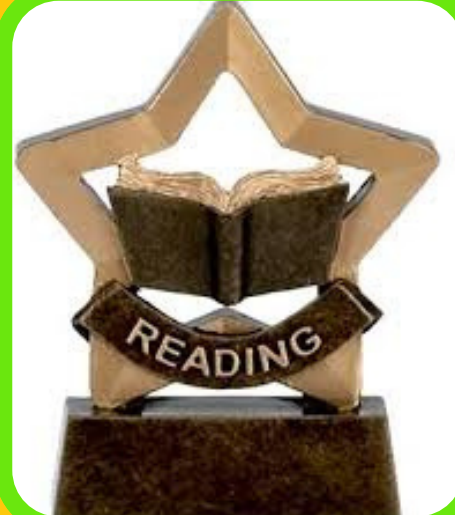
Some other events upcoming include World Book Day and Red Nose Day.

I would like to take this opportunity to thank all my staff for all their hard work and commitment over the last half term. We are looking forward to enjoying a send off party for our lovely Kitchen Krew - Kath and Mandy who will both be retiring after half term. We appreciate them both looking after and feeding our children so well at school. Kath has been part of Team Pensans for over 20 years and has been an important part of our school community. As our wonderful Lollipop Lady as well, she is going to be truly missed by us all. Enjoy some relaxing time ahead ladies you both deserve it!

Have a lovely half term everyone and see you all back in school on Monday 23<sup>rd</sup> February at 8.40a.m (ARB - 9.00a.m)

*Niki Ambrose*

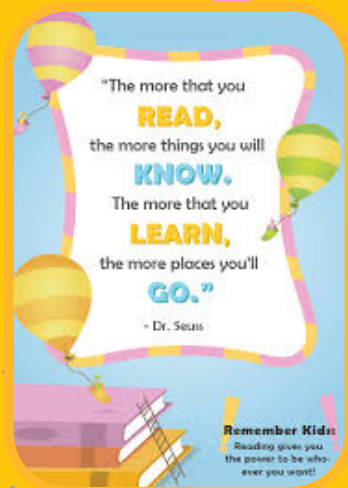
# Headteacher's Award



*A book is a gift you can open again and again.*  
—Garrison Keillor



WHAT HAVE YOU  
DONE TODAY TO MAKE  
YOU FEEL  
-PROUD-





# Stars of the Week

Cape  
Class

Lacey

For becoming more independent and for her amazing use of Makaton.

Gwithian  
Class

Noelis

For amazing listening all week in the classroom.

Godrevy Class

Alessia

For putting fantastic effort into her reading and all her learning. Her focus and determination have totally stood out!

Porthcurno  
Class

Madison

For being impressive in everything this week!

Sennen Class

Tacara

For being a fantastic role model and ambassador for Pensans on our trips

Polzeath  
Class

Millie-Mae

For always getting on with her lessons with a big smile on her face.

Porthmeor  
Class

Levin

For being so brave and calm during the fire drill.

Porthminster  
Class

Harley C-C

For having a settled week and being super kind to his peers.

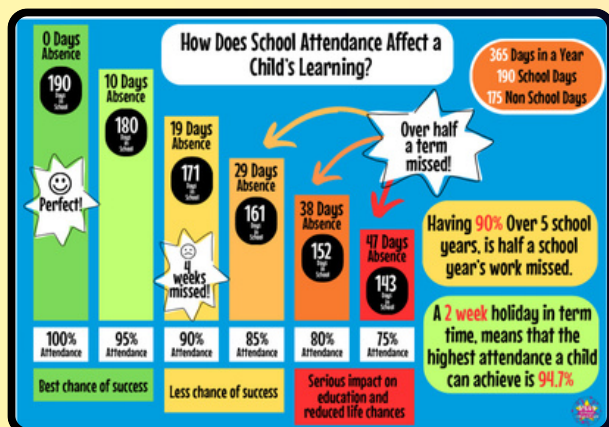
# Attendance

Monday 9th February - Friday 13th  
February 2026

Our school  
target  
for  
attendance  
is 97%

**1<sup>st</sup> Place: Sennen 95.93%**  
**2<sup>nd</sup> Place: Porthminster  
+Polzeath 94.4%**  
**3<sup>rd</sup> Place: Gwithian 90.98%**

**"If your child is absent from school without authorisation, you will be committing an offence under the Education Act 1996. We may submit a request to Cornwall Council for a Penalty Notice to be issued, in accordance with Sections 444A and 444B of the said Act. Penalty Notices are issued per liable parent, per child and each carry a fine of £80 if paid within 21 days or £160 if paid after this but within 28 days. Failure to pay the Penalty Notice may result in legal action. Absence not authorised by the school may result in a prosecution in the Magistrates' Court under Section 444(1) or Section 444(1A) of the Education Act 1996, leading to a fine of up to £2,500 and/or a custodial sentence. Cornwall Council may also apply for the costs incurred in taking the matter to Court."**



## Breakfast Club

Our Breakfast Club is open from 7:45am and costs £3.00 per session for your first child and then £1.50 for 2<sup>nd</sup> child (and any further siblings) If you are entitled to Free Schools or Pupil Premium the cost of Breakfast Club is £2 for your first child and £1 for 2<sup>nd</sup> child (and any other further siblings)

Any children who are on the school site unsupervised before 8:30am will join the Breakfast Club Children and you will be charged accordingly. This will happen to ensure that we are safeguarding all of your children.

Thank you, Mrs. Pellow





# Menu for first week back after half-term 23.2.26-27.2.26





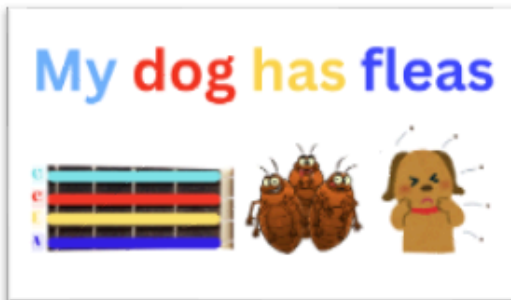


# Learn how to play the ukulele with Jenny!



## Classroom Instrumental Tuition for KS2 Ukulele lessons – Spring Term 2026

Jenny Crow, music teacher from Cornwall Music Service Trust is working in our school this term. We are learning to play chords, play strumming patterns and play plucking patterns to accompany songs.



If you do happen to have ukuleles at home, these can be tuned by installing a ukulele tuning app on your phone. The app will give you instructions, or you could tune up by playing the notes G, C, E, A on pianos or other instruments. This little song helps check that the strings sound right!

If your child wishes to play the ukulele out of school, they could apply to join this ensemble:



The first few chords we are learning to play are:



If your child is interested in learning other musical instruments, please take a look at the Cornwall Music Service Trust website:

<https://cmst.co.uk/>





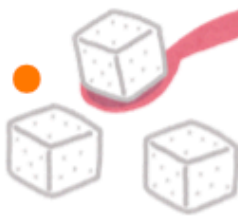


# Ruby Mason is our Oral Hygiene Champion at Pensans



## Smarter Smiles Newsletter Healthy Eating

Smarter  
Smiles



### Free Sugars

Any Sugars added to food and drinks.

Sugar in honey, syrups, unsweetened fruit and vegetable juices and smoothies all count as free sugars.

### How much sugar should we have?

Children aged 2 to 3 no more than 14g.  
3.5 sugar cubes.

Children aged 4 to 6 no more than 19g.  
5 sugar cubes.

Children aged 7 to 10 no more than 24g.  
6 sugar cubes.

### Tips to cut down on sugar.

- Reducing sugar in drinks
- Reducing sugar in food
- Check nutrition labels and added sugars.
- Use the NHS food scanner app



### Did you know?

A Vanilla Chocolate Muller Corner Yogurt has 16.9g of sugar!!!

### Find out more.

For more dental top tips visit the Smarter Smiles Website.

<https://smartersmiles.co.uk/>





## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

### 1 USE EVERYDAY MOMENTS

Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

### 2 INVOLVE THEM IN RULE-MAKING

Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

### 3 VALIDATE ALL EMOTIONS

Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

### 4 HIGHLIGHT HIDDEN STRENGTHS

Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

### 5 SHOW CURIOSITY ABOUT CULTURE

Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

### 6 BELONGING BUDDIES

Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

### 7 AVOID LABELS AND COMPARISONS

Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

### 8 MAKE TIME FOR ONE-TO-ONES

Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

### 9 REFLECT THEIR INTERESTS

Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

### 10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website

#WakeUpWednesday

The National College



# 10 Top Tips for Parents and Educators

## SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

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**Did you know that parents can access Blackbird Pie magazine for free on BorrowBox using their library card?**

**If the printed copy is lost, crumpled at the bottom of a school bag, or simply never made it home, it's quick and easy to read the magazine on any personal device.**

**BorrowBox is completely free to use with a Cornwall Libraries membership and offers instant access to Blackbird Pie along with a wide range of children's eBooks, eAudiobooks and eMagazines—perfect for days when families need inspiration for things to do. If parents aren't already members, they can sign up for FREE online in minutes or pop into any Cornwall Library.**

**Thank you very much for helping us spread the word.**

**Kind regards,**

**Andy**

**Andrew Varker | Education Library Service  
Young Person's Library Service Co-ordinator  
Cornwall Council/ Konsel Kernow| Gonisogeth, Diskwithans ha  
Lyvervaow/Culture, Leisure and Libraries**

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February Half Term 14th - 22nd

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Meet snakes, spiders, snails & more with Zoolab (Mon, Tue, Thu, Fri, 1-4pm; talks at 1:30, 2:30, 3:30). Included in Self guided tickets from 12:30pm.

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LITTLE EDEN ENTERTAINMENT



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GLOW STICKS  
WITH EVERY TICKET

**TUESDAY 17<sup>TH</sup> FEBRUARY**  
**PENZANCE LEISURE CENTRE**

MEGA SLIDES + DISCO BOUNCY CASTLES  
+ OBSTACLE COURSES + GIANT GAMES +  
TODDLER PLAY AREA + DISCO LIGHTS +  
DJ BOOTH + CANDY FLOSS + HOT DOGS +  
POPCORN + DIDI CAR TRACK