

Prep School Newsletter



A short, but sweet half term!

We hope this newsletter finds you in great spirits and ready for a well-deserved break as we enter February half-term! As we take a short break from the hustle and bustle of the school routine, we hope you and all of our Runnymede families will find a week filled with adventures, quality family time, and relaxation.

It has been a short but very busy half term, where the children have been involved in numerous exciting learning projects, alongside charity events, trips and more. The children are making the most of the opportunities presented to them. It is lovely to walk around the school, seeing the buzz of learning, with children embodying the key values of being kind, respectful and curious, seeking to deepen their knowledge and understanding. We hope you enjoy reading a snippet of this in edition three of our newsletter! We have been very lucky to start visits to the new building as a staff body, and are delighted to be seeing the new building taking shape. We are so excited to welcome the children into this fantastic learning space and continue our journey as a Prep School. As ever, thank you for your support of the school and the children. We hope we have a lovely, restful break and that the children are raring to go on Monday 19th February.

With best wishes,
Ms Howe



— Nepal Film Night

18 of our wonderful Year 12 pupils are heading to Nepal in June to work with various development projects and to take part in a project providing water and sanitation for rural schools. Our Team are fundraising to donate money to the projects when we are there. We were delighted to see so many children enjoying the film, in their PJs! It was a real cinema atmosphere. We are delighted to raise 1000 euros!!!!

Here is some more information from our Nepal Team.

" We're travelling to Nepal as part of Global Action's program to aid developing countries. When we're there, we're going to spend several days installing a water tank to provide safe, clean drinking water to an entire village. Access to safe water is essential to developing countries as not only does it improve hygiene and health (e.g. when cooking), but it also allows children to have a higher attendance in school as they do not have to worry about collecting water for parents, thus boosting education.

Furthermore, we will be talking to some Gurkhas at the Gurkha Welfare Trust in Pokhara and learning about their work in aiding their wider community. 100% of the money we raise will go directly to the projects we are visiting and working on. Please look out for more charity events in the future!"

| Ms Howe



Year 5 Trip to the Thyssen Museum —

Felix (5F) and I (5B) went to the Thyssen on different days. When I went to the museum, I thought the paintings were cool and I liked them. I also liked when we painted in light, when we made buildings and made the colour of the shadows change. We went around the museum and saw all kinds of interesting paintings. When Felix went, he was excited and loved the painting with light, and liked everything I did although we were both a bit hungry in the end!

| Frankie Abello-Zachary 5B



— Team Runnymede Ski Trip *Sierra Nevada* —



The skiing trip organised by Team Runnymede in January was truly extraordinary. We enjoyed brilliant sunshine throughout the three days of skiing, and the snow remained in perfect condition due to the high altitude of the resort. The students not only learned a great deal but also relished the experience of exploring a different terrain. Their dedication and personal achievements were reflected in the expressions of joy on their faces upon returning to Madrid on Sunday. In addition to academic activities, there was ample time for group excursions in Sierra Nevada and collaborative efforts in organising rooms and rearranging luggage. It proved to be an immensely enriching and enjoyable experience for all participants.

| Mr Samperio

— Year 4 and 5 Western Disco



The charity committee organised an exciting event for our Year 4 and 5 pupils this week, with a Western Themed disco! Our Cow Girls and Boys put on their denim, suede, boots and cowboy hats for a night of line

dancing and country music. It was a fantastic evening, enjoyed by the Prep School pupils, staff and the Sixth Form committee. A massive thank you to the Sixth Form students for all of their work and dedication in organising these events and to all who came!

We were delighted to welcome Paco Arango, an Old Runnymedian, into assembly to speak with the children about where the money we are raising is going. He shared his inspiring journey in setting up Fundación Aladina. The pupils were invited to be involved in the Pañuelo Challenge on February 15th, wearing a Pañuelo to show support for children suffering from cancer.



Year 6 Trip to Alcalá de Henares —

Hoy hemos ido a Alcalá de Henares. Primero hemos aprendido un poco de la historia de Alcalá y de Miguel de Cervantes, que antes de ser escritor fue soldado. Después fuimos a visitar la iglesia donde fue bautizado, donde solo queda un pilar intacto y la pila bautismal. Más tarde fuimos a visitar la Universidad de Alcalá, con letras escritas en latín y de estilo plateresco. El Cardenal Cisneros la mandó construir.

A continuación fuimos a la casa del famoso escritor de Don Quijote de la Mancha, Miguel de Cervantes. Allí, sentados en un banco, nos esperaban Don Quijote y su escudero Sancho. En casi todas las habitaciones de la casa de Cervantes había un brasero y un dato curioso es que en la cocina había una silla especial donde las mujeres daban a luz, ya que era la habitación más cálida. Antes de volver a la plaza, recorrimos la calle Mayor, donde en uno de sus portales nos explicaron que las mirillas eran agujeros en el techo de los soportales para así no tener que bajar las escaleras hasta la calle.

Terminamos nuestra visita volviendo a la plaza donde empezamos. Allí les dijimos adiós a nuestros guías, comimos y volvimos al colegio.

¡Ha sido una mañana espectacular!

| **Mencía Marqués 6G**



Safer Internet Day —



On Tuesday it was Safer Internet Day. We celebrated with a wonderful assembly from Mr Fisher, about using internet safely and positively. It is crucial to empower our children with the knowledge and tools they need for a secure online experience. In today's digital age, navigating the internet safely is paramount. Here are some essential tips to ensure your child's online well-being:

- **Open Communication:** Foster an open dialogue with your children about their online activities. Encourage them to share their experiences and concerns.
- **Educate About Privacy:** Teach your children the importance of safeguarding personal information. Remind them to be cautious about sharing details like addresses, phone numbers, and school information online.
- **Set Boundaries:** Establish clear guidelines on screen time and appropriate content. Encourage a healthy balance between online and offline activities.
- **Stay Informed:** Keep abreast of the latest online trends, apps, and games. Familiarise yourself with the platforms your children use, enabling you to guide them effectively.
- **Use Parental Controls:** Activate and customise parental controls on devices to regulate access to age-appropriate content and limit exposure to potentially harmful materials.
- **Monitor Online Friends:** Advise your children to only connect with people they know in real life. Regularly check their friend lists and discuss any new online connections.



This Safer Internet Day, let's pledge to create a digital environment where our children can explore and learn safely. By staying engaged and informed, we can build a resilient online community for our families.

— Children's Mental Health Week



In honour of Children's Mental Health Week, children have been engaging in wellbeing and mindfulness activities. We recognise the importance of nurturing our children's emotional well-being. Now, more than ever, it's crucial to support their mental health as they navigate the complexities of growing up.

We discussed in assembly how everyone has mental health, like we have physical health. We considered how if you broke your arm you would ask for help, it is the same for our mental health.

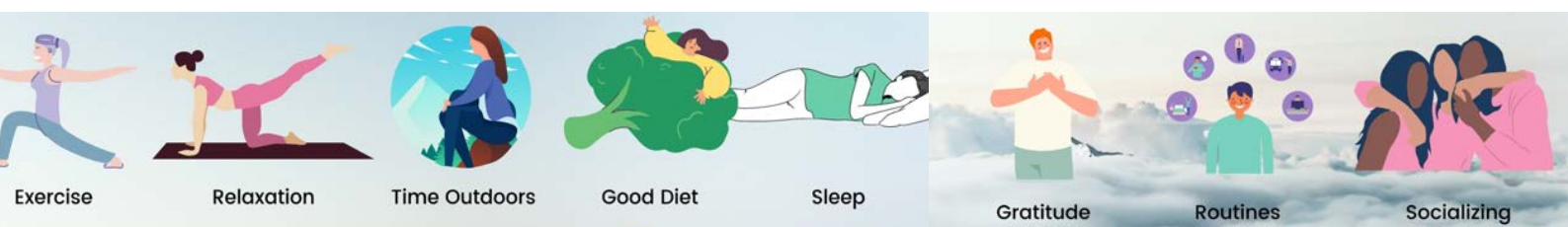
I spoke about how important it is to think of our brains and our mental health as a garden, in which we are responsible for caring for, and watering. I explained to the children that we can use our on 'Wellbeing Toolkits' to water our gardens, and care for our wellbeing.

Children have also been looking at the concept of stress buckets with their teachers, exploring the stressors that may lead to our stress bucket overflowing, and then considering the practices that can let some water (stress) out of the bucket. This is a helpful tool you can use with your children at home, if they ever feel overwhelmed.



Children's Mental Health Week is extremely important for us at Runnymede, as we work towards creating a supportive environment, where our children can thrive. By focusing on their mental well-being, we lay the foundation for resilient and happy individuals. Please see some helpful resources for supporting mental wellbeing.

| Ms Howe



Helpful resources for young people's mental health



Here are some trustworthy sources of support, guidance, advice and training around young people's mental health and wellbeing.



Action for Happiness actionforhappiness.org

A not-for-profit providing resources and evidence-based ideas for actions we can take to feel happier and help to reduce and prevent mental ill health – personally, in our communities, workplaces and schools.

Anna Freud Centre annafreud.org | Tel: 0207 794 2313 | Email: info@annafreud.org

A children's mental health charity providing specialist help, research and training for children, young people, families and schools.

Association for Young People's Health (AYPH) youngpeopleshealth.org.uk

A charity and membership forum working to promote the health and wellbeing of 10-24 year olds.

Barnardo's barnardos.org.uk

A leading children's charity which provides services, research and guidance on a range of issues concerning children's wellbeing including child poverty, sexual exploitation, disability and domestic violence.

Charlie Waller Memorial Trust cwmt.org.uk

Awareness, information and resources for young people who are depressed, as well as training for families, schools, colleges, universities, workplaces and GPs.

ChildLine childline.org.uk | Tel: 0800 1111

Counselling service for parents, children and young people, offering free and confidential help and advice. Also offers multilingual services to South Asian communities living in the UK. Languages include Bengali/Sylheti, Gujarati, Hindi, Punjabi, Urdu and English.

Early Intervention Foundation eif.org.uk

An independent charity and What Works Centre which champions and supports the use of effective early intervention for children with signals of risk.

Family Links familylinks.org.uk

Offers programmes for parents of children from -9 months to 18+ providing adults and children with skills to lead emotionally healthy lives, build resilience, empathy, self-esteem and support positive relationships. Specialist programmes include parenting with Islamic Values, work with parents in prison and with parents of children with a disability or special needs.

Heads Together headstogether.org.uk

A campaign to end mental health stigma spearheaded by the Duke and Duchess of Cambridge and Prince Harry.

Hub of Hope hubofhope.co.uk

A national database of organisations and charities of all sizes, enabling easy access to sources of mental health support and advice.

Helpful resources for young people's mental health



Kooth kooth.com

Free support services for young people delivered by qualified counsellors via online chat.

Mental Health and Behaviour in Schools

gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

The Department for Education (DfE) developed this set of advice and practical tools to help schools promote pupil mental health, identify and support pupils with more severe needs and make appropriate referrals to specialist agencies where necessary.

Mental Health Foundation mentalhealth.org.uk

UK charity dedicated to finding and addressing the sources of mental health issues. Includes information, research, resources and an invaluable A-Z of mental health terms.

Mind mind.org.uk

National charity providing information, advice, and campaigning to promote and protect good mental health for everyone.

MindEd minded.org.uk

Free educational resource on children and young people's mental health for all adults. MindEd for Families has online advice and information from trusted sources and will help you to understand and identify early issues and best support your child. Also includes e-learning resources for professionals and volunteers.

Mindfulness in Schools Project training courses mindfulnessinschools.org/courses

A charity whose aim is to encourage, support and research the teaching of secular mindfulness in schools.

MindUP mindup.org/u-k

A learning programme for teachers and pupils based on positive psychology and mindfulness.

The Mix themix.org.uk | Tel: 0808 808 4994

A leading digital support service on a range of issues impacting young people's wellbeing including mental health, money, homelessness, employment, relationships and drugs. An online chat and a crisis messenger is available on the site.

myHappyMind myhappymind.org

A curriculum to help schools develop resilient children who celebrate themselves and others, build positive relationships and thrive. Supports schools in creating a positive and growth-oriented whole school culture.

Helpful resources for young people's mental health



Place2Be place2be.org.uk | Tel: 0207 923 5500 | Email: enquiries@place2be.org.uk

Offers counselling support for young people in schools helping them to cope with wide-ranging and complex social issues including bullying, bereavement, domestic violence, family breakdown, neglect and trauma.

Reading Well Books on Prescription

reading-well.org.uk/books/books-on-prescription/young-people-mental-health

A set of books about mental health for 13-18 year olds, available at local libraries. Provides advice and information about issues like anxiety, stress and OCD, and difficult experiences like bullying and exams.

Rethink Mental Illness rethink.org | Tel: 300 5000 927 | Email: advice@rethink.org

National mental health membership charity working to help everyone affected by severe mental illness recover a better quality of life. Provides services, information and support.

Rise Above for Schools campaignresources.phe.gov.uk/schools/topics/rise-above/overview

Resources for teaching PSHE curriculum topics to KS3 and KS4 pupils with flexible lesson plans, slide decks and video content. Covers a range of wellbeing topics including bullying and cyberbullying, alcohol, exam stress and body image.

Royal College of Psychiatrists rcpsych.ac.uk

Readable and well-researched information about mental health with information for parents, teachers and young people.

Samaritans samaritans.org | Tel: 116 123 (any time) | Email: jo@samaritans.org

A confidential emotional support service for anyone in the UK and Ireland. Available 24 hours a day for people who are experiencing feelings of distress or despair, including those which may lead to suicide.

Student Minds studentminds.org.uk

A charity working with students, service users, professionals and academics to develop new and innovative ways to improve the mental health of students. Offers information and support for students.

Switchboard switchboard.lgbt | Tel: 0300 330 0630 (10am-10pm every day) |

Email: chris@switchboard.lgbt

Confidential support and information for the lesbian, gay, bi, and trans community.

Time to Change time-to-change.org.uk

An anti-stigma campaign run by the leading mental health charities Mind and Rethink Mental Illness. Website includes resources for campaigning against mental health stigma and discrimination.

Winston's Wish winstonswish.org.uk | Freephone helpline: 08088 020 021

Provides specialist child bereavement support services across the UK, including in-depth therapeutic help in individual, group and residential settings.

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YoungMinds youngminds.org.uk | Tel: 0808 802 5544

A UK charity committed to improving emotional wellbeing and mental health of children and young people and empowering their parents and carers.

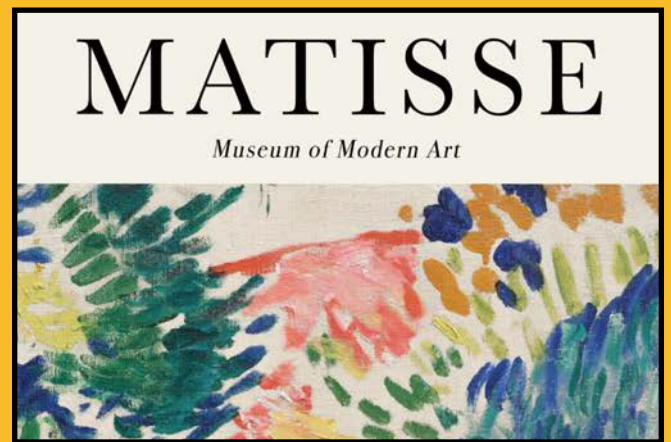
Visit mhfaengland.org for tips to support young people's mental health and information about Youth Mental Health First Aid courses



Work To Be Proud Of... Year 4

Year 4 have been exploring the work of Matisse and considering the concept of positive and negative space. Positive space is best described as the areas in a work of art that are the subject, or areas of interest. Negative space is the area around the subject or area of interest.

| Ms Quirke

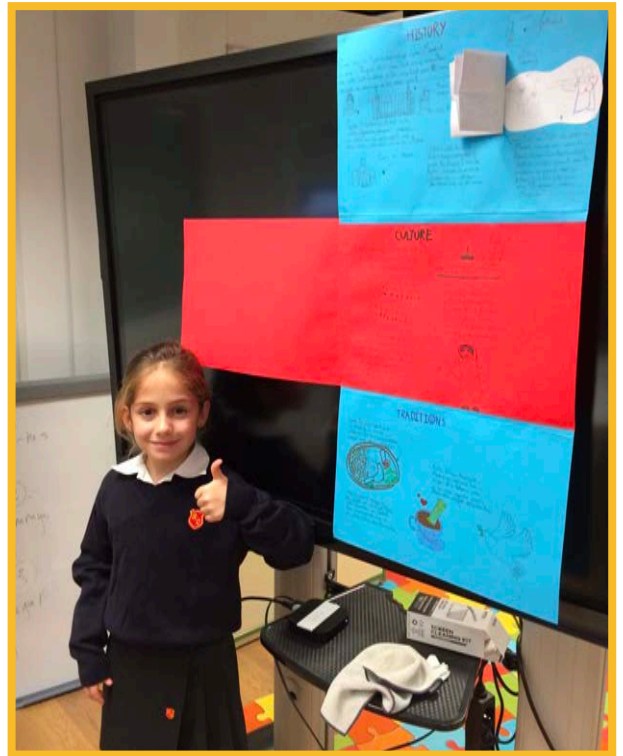


Work To Be Proud Of... Year 4

This term, Year 4's Geography topic is 'Our Local Area'. Our children have gone away and spoken to parents and grandparents, they have read books and used online resources and as a result of all their efforts, have created some fantastic posters. We have heard exciting family histories, have learnt about places many of us have never heard of and considered traditions and rituals from all over the world!

This was an opportunity for our children to develop their research and interpersonal skills, as well as a chance for children to discover something about themselves, from places that mean something to them. A superb effort from all has made for dynamic and engaging mornings as we learn from each other.

| Mr Cotter





This term in Year 4, we have been reading a book...without any words! We have been focusing on reading through pictures. In the book 'Flotsam', we learn all about the mysterious world of water and how human objects are used by the underwater kingdom. We were lucky enough to explore real life objects which washed up on the shore!

Using inference, wonder and knowledge to guide our understanding of the narrative we learnt about the wonders of the ocean. All pupils came up with their own creative backstory about how their belongings ended up in the deep ocean. We were all explorers for the week who had gotten in a shipwreck.

Ms Griffiths

My Final Adventure
Hello my name is Oscar Brown the world famous explorer. My dream is to find an underwater city along with its treasure. Me and my crew were sailing peacefully but the ocean had a different idea of us having a tranquil day. The storm took over the daylight and colossal waves smashed violently. I fell into the water and watched as the monstrous waves sunk the poor ship containing Ky's of valuable gold.

I managed to climb on to a piece of splintered wood. I watched as the waves raged in the waves. For the first time in my life I felt startled and

and pondered if I would ever see them again. I couldn't believe it, a small storm wrecked a humungous ship. I was devastated. I had had such good times with them but now that would have to end. As the rest of the mast sunk, blazing thunder zapped the wood. Suddenly, I saw something in the water. Was it a shark? It was a whirl pool! Quickly I started paddling away from the giant mouth. I could see the rest of the demolished ship move slowly towards the whirl pool.

I'm ecstatic that my items have found me again including my golden compass which is worth

Work To Be Proud Of... Year 5

In Year 5, the children have been reading Ancient Greek myths as part of their History and English tournaments.

Over a week, the children planned a myth; drafted and improved their work before presenting it on Keynote.



Blurb

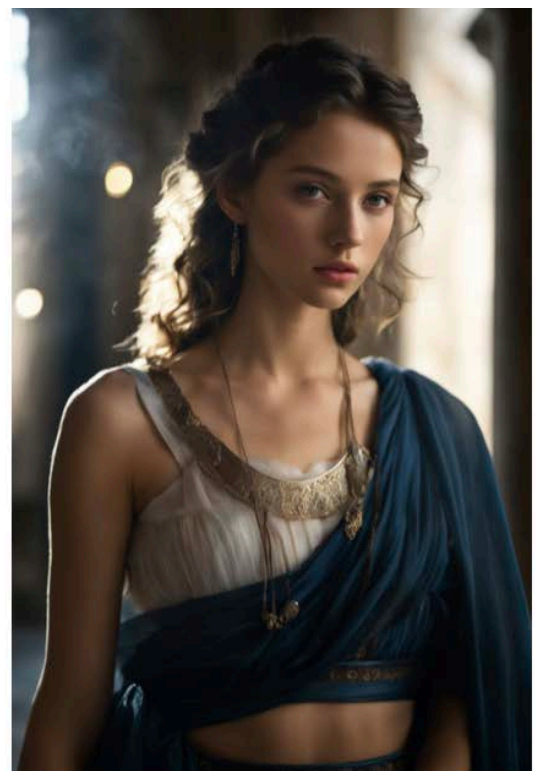
Gemma and the malevolent monster

Gemma needs to find the malevolent monster saliva and bring it back to cure her mother

Isabella said that this book is fantastic

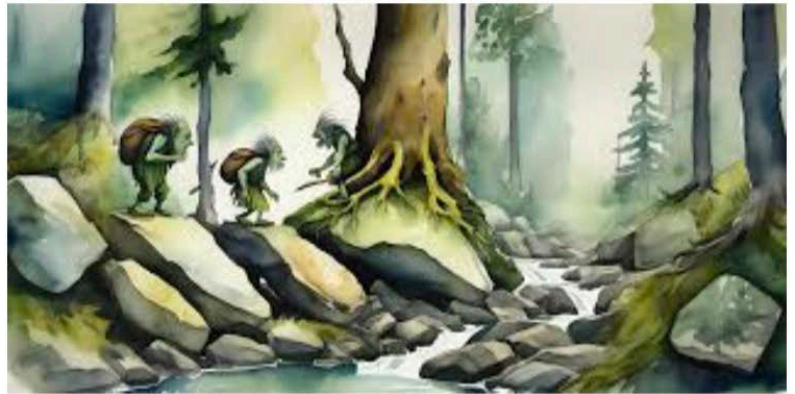
Chapter one

In the ancient realm of Greece, there lived a girl named Gemma. She was 21 years old and lived in Sparta with her mother who was sick. Gemma always wore light coloured clothes and had green eyes plus her skin was peach. To cure her mother, she just needed to get a bowl and add on : flowers ,sugar , wine and ...oh no! saliva of a hideous monster , however, she knew she could defeat it because she had some hypnotising eye lashes.



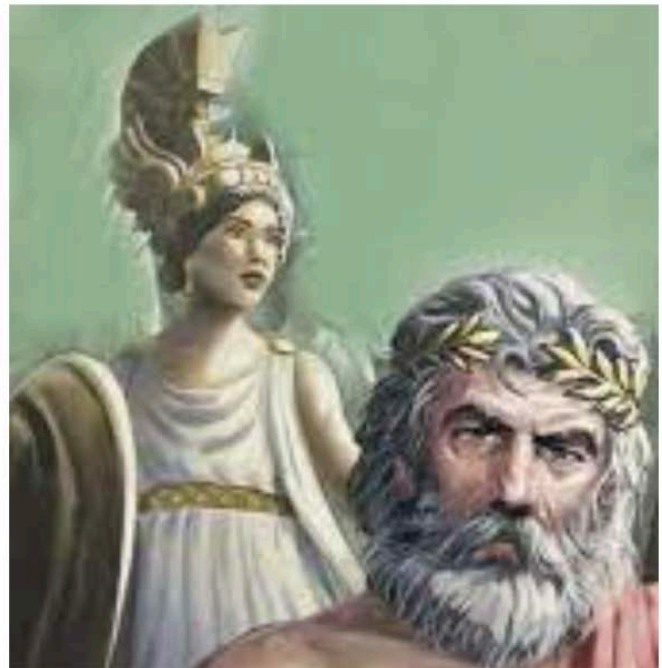
Chapter two

While she was on her way ,she saw a staring rock and obviously kicked it and trolls started getting out of the darkness. Definitely confused, the trolls started attacking Gemma. However ,she had the hypnotising eyelashes and the trolls slept forever. "Ugh". Retorted Gemma following the trail



Chapter three

Athena and Zeus were talking about the journey
"Gemma is just a girl"groaned Zeus.
Athena looked at Zeus in the eyes and replied
"Hey you fool ,I'm also a girl and I'm the goddess of wisdom and war"
argued Athena nearly killing Zeus and gave Gemma a cap with invisibility powers .



Chapter four

Perfectly confident ,
Gemma and the monster finally met. The monster looked like it's hair was full of snakes, his head was as unformed as a potato and his legs were like a mermaid tail



Chapter five

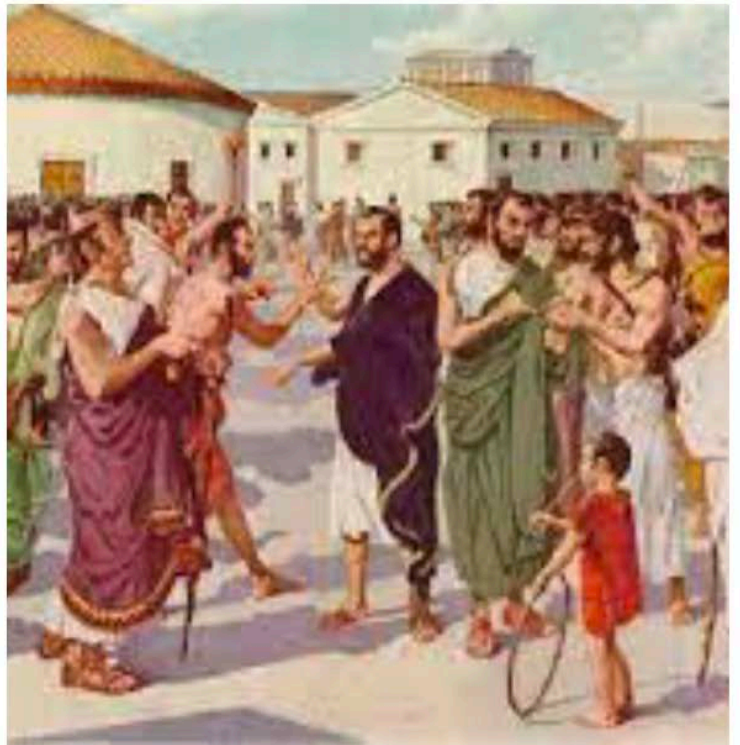
Without a sound, Gemma put her eyelashes plus cap and said squeakily

“I hope he doesn’t have powers or else I would be dead for sure” The monster finally woke up. He heard a crunch going left and right then backwards and forwards and the monster started smelling until Gemma couldn’t escape. Bravely, she took the cap of and stared at him until he fell dead. she took the saliva and went back home



Chapter six

Really happily, she returned home and everyone started clapping to Gemma as she was a famous singer. Obviously confused, she ran to her house and mixed the ingredients plus gave it to her mom. All villagers celebrated that Gemma killed the malevolent monster.

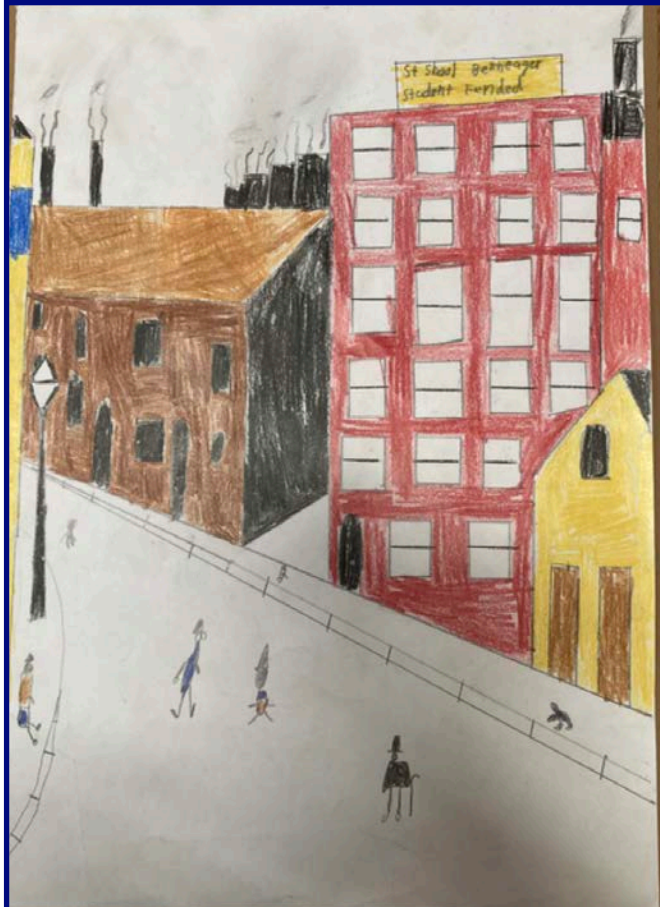


THE END

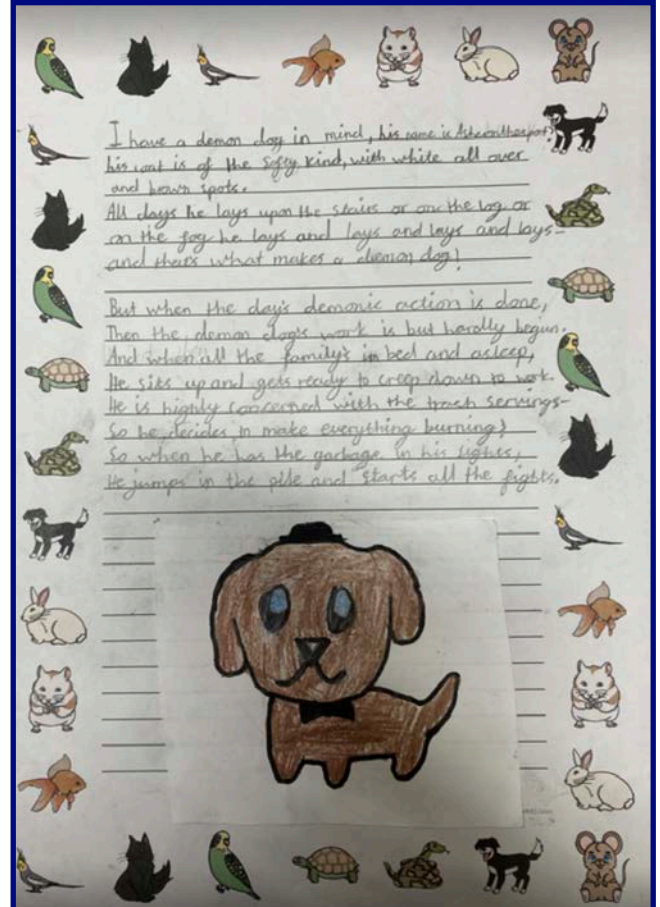
Work To Be Proud Of... Year 5



As part of Children's Mental Health Week, in PSHE, children have been doing work and drawings around 'What Is Important To Me', to understand how we are all different and have different items in our 'Wellbeing Toolkits' that help keep us happy.



Above is a piece of art based on 'St. Paul's School, Bennett Street' by L.S. Lowry (1950) looking at perspective and linking with our learning on the Victorian Era and the Industrial Revolution. By Martín S. 5B



In Year 5 children have been reading the 'The Gumbie Cat' by T.S. Eliot, in which they looked at rhyming patterns and metre.

Work To Be Proud Of... Year 6



Year 6 watched the short animated film The Wishgranter, and then attempted to convert the story into written form, building the setting characters and their feelings with their words. They also planned and wrote an alternative ending to the film. Here we have selected some great paragraphs from lots of different children from 6M, including our favourite alternative ending by Nico B.

Mr Moore

In the center of a run-down town an exhausted waiter came back from work. He reached into his pocket and took out a smooth and sparkling coin. He flicked it into the majestic fountain. The weary man closed his eyes and wished for something extraordinary. The golden coin slowly sank down, leaving behind a trace of bubbles, which in slow motion rose to the surface, which was a light shade of blue because it was illuminated by the hot sun. The shining golden coin glided down the iron guttering, swishing and rattling down the snake-like tube. (by Alejandra)

Meanwhile, deep beneath the fountain, a strange small creature with thick bushy eyebrows and tiny pig-like ears was slumped on top of the control panels filled with buttons and knobs. Sighing, he looked for the big bright green button with the dollar sign on it with his grubby little finger he pushed it. Instantly, a green sparkle of light glimmered up through a transparent tube towards the surface.

Up above the control room, the depressed waiter turned away from the fountain, when all of a sudden a gust of wind whipped up dust and litter from the cobble-stone, including a ten-dollar bill which slapped him straight into his face. (by Ximena)

Shortly afterwards, near the town square, a green bus arrived at the bus stop close to the plaza. The doors slid open to the surprise of a brown-haired handsome young man wearing a yellow shirt along with a red sweater. He had a frown on his long face, while looking down sighing. As he stepped off the bus, he noticed the glittering three-tiered fountain and immediately searched his pockets for a coin. (by Sara)

Meanwhile, on the other side of the town, a young lady was closing her flower shop after a long, tiring day with just one customer. Tipping her tip jar over, one single coin laid there, lonely, in the palm of her hand. As she looked out of the shop window, she noticed the fountain gleaming in the darkness. (by Michelle)

At the same time at the fountain the man was looking at the black sky with his coin in his hand thinking if throwing it or not. And then the both of them dropped the glimmering water of the fountain and both of them were thinking in a deep dream. (by Javier)

As the two coins sank into the water, two hearts appeared on a glassing screen meaning they both had wished for love. The little chubby creature pressed a glowing, pink heart button, letting free the love wish. All of a sudden a big, pink spark appeared and gizzed up towards the surface.

However the wish was unable to reach the surface: the two coins had been jammed together, blocking the entire tube. The wish pushed and pushed against the coins over and over again but it was still not able to pass.

Through his periscope, he could see the young man, and the sad girl both walking away in the opposite direction instead of walking towards each other. (by Krishna)

The Wishgranter rushed to get his kit and tried to decide what to take. He decided that he would take the entire kit and rushed up the sewer and to the surface and opened his kit. He took the star gun and shot it in the air. Sadly, the man & woman didn't see it. Frustrated, he decided that he was going to snap the wishbone himself. He snapped it and received the long part and made a wish. He paused for a moment and the next...

boom! He got transported to heaven. "Finally," said the Wishgranter, "I can finally be left in peace!" "Hello," said God, "Your job here at heaven is to grant all the wishes of people who throw coins in the well!"

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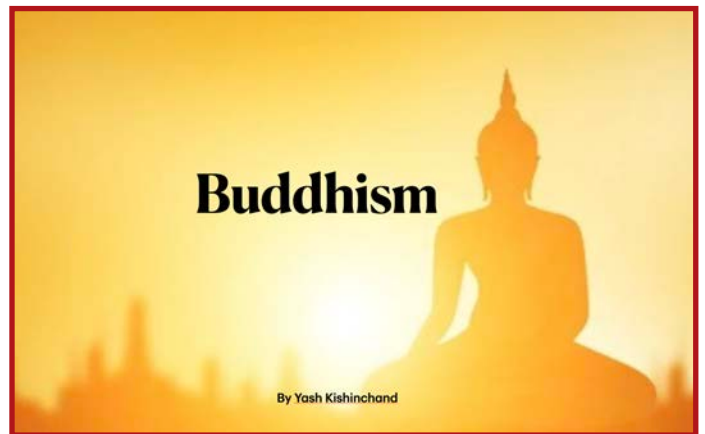
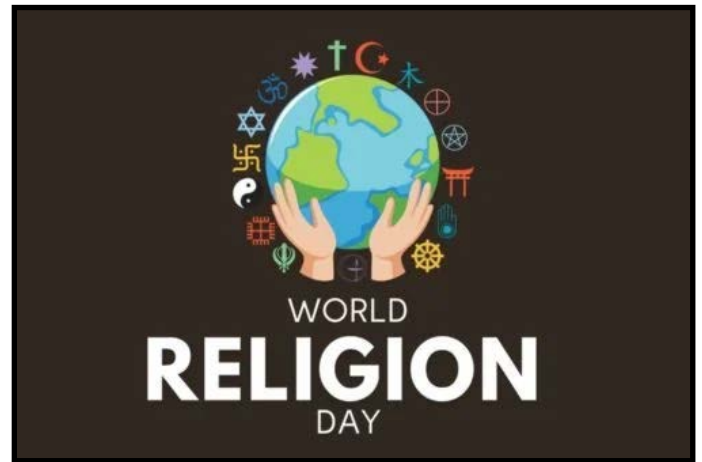
screamed the Wishgranter

(Alternative ending by Nico B)

Work To Be Proud Of... Year 7

World Religion Day was celebrated on 21st January. Its aim is to promote understanding and peace between all religions, encouraging people to learn about other faiths and their followers. The first such day was observed in 1950.

The children created a range of brilliant presentations, below is an example from Yash in 7T exploring Buddhism.



Important holidays for Buddhist

Buddhists have a few special days they celebrate throughout the year. Here are some of the important ones:

- **Buddha Day:** This is a big celebration because it's the day when Buddhists remember the birth, enlightenment (when Buddha understood important truths), and passing away of Buddha. It usually happens in May.
- **Dhamma Day:** On this day, Buddhists remember the first time Buddha taught others about his ideas. It's usually in July.
- **Sangha Day:** This day is about honoring the community of monks and nuns who follow Buddha's teachings. It happens after a three-month period of religious practice.
- **Robe-Offering Ceremony:** This is when Buddhists give special clothes and things to monks. It happens after a three-month period of religious practice.
- **Observance Days:** These are special days where Buddhists pay extra attention to their beliefs. They happen on the days of the new moon, full moon, and sometimes other times too.



Languages for Buddhists

Buddhism originated in ancient India, where the primary language spoken during the time of Siddhartha Gautama (the Buddha) was various dialects of Prakrit, a Middle Indo-Aryan language. However, the sacred texts of Buddhism, such as the Pali Canon in Theravada Buddhism and the Mahayana sutras, were written in languages like Pali and Sanskrit. As Buddhism spread to different regions, it adapted to local languages. For example:

- **Theravada Buddhism:** In countries such as Sri Lanka, Thailand, Myanmar, Cambodia, and Laos, the primary language used in Buddhist teachings and rituals is often a derivative of Pali, such as Sinhala in Sri Lanka or Thai in Thailand.
- **Mahayana Buddhism:** In countries influenced by Mahayana traditions, such as China, Japan, Korea, and Vietnam, various languages are used, including Chinese, Japanese, Korean, and Vietnamese. Mahayana texts were translated into these languages, and local languages were used in the practice and propagation of Buddhism.
- **Vajrayana Buddhism:** In regions where Vajrayana Buddhism is prevalent, such as Tibet, Bhutan, Mongolia, and parts of Nepal and India, Tibetan is often the language used in Buddhist teachings and rituals. However, the sacred texts of Vajrayana Buddhism, known as Tantras, were originally written in Sanskrit.



Have a wonderful half term. We look forward to welcoming the children back to school after a restful week!



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RUNNYMEDE COLLEGE