Dear Parents and Carers

Welcome to Sacred Heart Primary School. I am delighted that you have chosen to send your child here and hope that your child's time with us will be happy and fruitful and that we will be able to work in partnership with you to help him or her learn and grow.

Whilst Sacred Heart is a Roman Catholic school, with strong links to Sacred Heart Parish and Fr John McInnes, we are pleased that parents with different faith backgrounds choose our school community for their children.

This Parents' and Carers' Handbook is available for all those whose children attend our school and it has been compiled to give you information about the place, the people, procedures, aims and curriculum.

If your child has an additional support need of any kind, please ensure we know about it at enrolment so that we can give him or her the help needed.

If any of this information is unclear or if we have missed out anything you need to know, please ask us. Don't feel any question is too trivial or obvious. What you tell/ask us will enable us to improve this handbook for future parents and carers.

If you would like to know more about supporting your child, 'Be At The Heart of Your Child's Learning' - which features posters, leaflets and other heart-shaped materials, centres around the 'Parentzone' section of Education Scotland's website - see http://www.educationscotland.gov.uk/parentzone/index.asp. This is dedicated to providing parents and carers with the most up to date information about their child's education. It provides practical advice and ideas of how parents, carers and families can become involved in learning, as well as giving essential information on features of Curriculum for Excellence, which is preparing children and young people with the skills and qualifications they need in a fast-changing world.

Yours sincerely

Eileen Waterston, Headteacher
November 2013

Please note that all of the following information was accurate in January 2014 but detail, such as staffing and resources, is liable to change in the future.

Look out for Handy Hints throughout.
Our Mission Statement and Aims

School Vision - Respect at the heart of our school

School Mission Statement

We at Sacred Heart Primary School are working to build a happy, healthy school where everyone is valued and encouraged to fulfil their potential.

School Aims

Section 1 - Vision, Values and Aims (revisited May 2009; created and amended by staff, learners and parents)

We at Sacred Heart aim to develop and maintain:

RESPONSIBILITY

a Catholic community, with Jesus Christ at the centre, where we lead by example, demonstrating care, consideration and a sense of responsibility for others and for our environment

ETHOS

a caring, spiritual ethos which fosters good relationships in a safe environment - an experience that promotes high expectations of attitude and respect, creating fond memories for all

LEARNING

an adaptable environment which develops all individuals as happy, healthy, confident, resilient achievers personally, socially and academically
Sacred Heart RC Primary School
Crockett Gardens
Penicuik
Midlothian
EH26 9BB

Telephone: 0131 271 4665
Facsimile: 01968 670495
Email: sacredheart_ps@midlothian.gov.uk

Our school is a co-educational primary school and the roll is currently 106 (excluding nursery), made up as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Stage</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1/2</td>
<td></td>
<td>16</td>
<td></td>
<td></td>
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<td>21</td>
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<tr>
<td>P2/3</td>
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<td>12</td>
<td>7</td>
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<td>19</td>
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<tr>
<td>P3/4</td>
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<td>9</td>
<td>13</td>
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<td>22</td>
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<td>P5/6</td>
<td></td>
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<td>14</td>
<td>7</td>
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<td></td>
<td>21</td>
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<tr>
<td>P6/7</td>
<td></td>
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<td></td>
<td>7</td>
<td>16</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>106</td>
</tr>
</tbody>
</table>

The maximum number of children that can be taught in a single primary school from August 2007 is given below:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Maximum Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Single Stage Class</td>
<td>25 pupils</td>
</tr>
<tr>
<td>P2 - P3 Single Stage Class</td>
<td>30 pupils</td>
</tr>
<tr>
<td>P4 - P7 Single Stage Class</td>
<td>33 pupils</td>
</tr>
<tr>
<td>Composite Class (of more than 1 stage)</td>
<td>25 pupils</td>
</tr>
</tbody>
</table>
SCHOOL AND NURSERY HOURS

Nursery
Morning - am class
Mon - Thurs 8:50 - 11:35
Mon - Thurs 12:30 - 3:15
am and pm classes - alternate Fridays 8:50 - 11:50

P1 - P2
Monday - Thursday
8:50 - 10:30
10:45 - 12:10
1:25 - 3:10
Friday
08:50 - 10:30
10:50 - 12:20

P3 - P7
Monday - Thursday
8:50 - 10:30
10:45 - 12:15
1:00 - 3:15
Friday
8:50 - 10:30
10:45 - 12:25

- Nursery children enter and leave by the main nursery door, through the nursery outdoor learning area
- P1, P2 and P3 enter and leave by the school door inside the nursery outdoor learning area
- P4, P5, P6 and P7 enter and leave by the NE school door next to the boiler house

🌟 From 8.15 onwards children can attend our Breakfast Club at the cost of £1. Breakfast consists of cereal, toast and juice. Children are supervised until 8:50am. Children not attending the Breakfast Club may play in the playground till the 8.50 bell if they wish but there is no school adult supervision and we insist that a parent or carer is on hand to ensure that children are safe and sensible.
Our school building was constructed around 1974 and comprises:

- a small administration wing
- a ‘finishing’ kitchen
- a main hall for PE, assemblies and lunches
- a small nursery to the south of the building (with outdoor learning area)
- an open-plan teaching area for children in the Early Years (currently P1, P2 and P3)
- a Resource Room off the infant area
- an semi-open-plan teaching area for the middle and upper school (currently P4-P7) which also houses a small Support for Learning Area and a computer suite
- an Activity Room off the Upper Area for quiet/noisy lessons

Sacred Heart has a large playing field, with the area immediately around the school tarmacadamed for all-weather play and grassed areas on every side of the school. We are working with our Parent Partnership to make our playground an active learning environment.

BRINGING YOUR CHILD TO AND FROM SCHOOL

Children come on foot from two directions: down Crockett Gardens to the north of the school and from the leisure centre car park through the gate directly into the school playground on the south side. All car users should use the leisure centre car park for safe dropping off and collecting of children. Our former staff car park at the foot of Crockett Gardens is unsafe and out of use.

Those children who live inside our catchment area but outwith a two mile radius from the school have transport provided for them by Midlothian Council. Transport is also provided for those children with significant Additional Supports Needs. To enquire further about this ring Debbie Hunter on 0131 561 5453
After completing P7, denominational children from Sacred Heart may choose to transfer to:

**St David’s RC High School**
1 Cousland Road
Dalkeith
EH22 2PS
Headteacher: Mrs Wendy Sutherland
Phone: (0131) 654 4702
Email: stdavids_hs@midlothian.gov.uk

Other children often transfer to:

**Penicuik High School**
39a Carlops Roads
Penicuik
EH26 9EP.
Headteacher: Mr Mark Edie
Phone: 01968 674165
Email: penicuik_hs@midlothian.gov.uk

or:

**Beeslack Community High School**
Edinburgh Road
Penicuik
EH26 0QF
Headteacher: Mr Jim Cassidy
Phone: 01968 678060
Email: beeslack_hs@midlothian.gov.uk

During P7 (and often during P5 and P6 in addition) invitations are issued to children and parents to allow them an opportunity to look round the high schools. Once parents and children have made a decision about the most suitable high school for them, there is usually a two-day induction period in June just before the children leave primary school. There are usually extended transition arrangements for pupils with additional support needs and recently there have been transition camps for learners to attend.

All three schools welcome enquiries from parents. Go and visit so that you can find out which secondary school will best suit you and your child.
Some of this information will vary from year to year due to personnel changes.  
For the 2013-2014 Session Sacred Heart staffing is as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teacher</td>
<td>Eileen Waterston</td>
</tr>
<tr>
<td>Principal Teacher</td>
<td>Rachel Lloyd</td>
</tr>
<tr>
<td>Nursery Teacher</td>
<td>Claire Fergusson</td>
</tr>
<tr>
<td>P1/2 Teacher</td>
<td>Joan Dickson</td>
</tr>
<tr>
<td>P2/3 Teacher</td>
<td>Sue Stephen</td>
</tr>
<tr>
<td>P3/4 Teacher</td>
<td>Jean Belda</td>
</tr>
<tr>
<td>P5/6 Teacher</td>
<td>Rachel Lloyd</td>
</tr>
<tr>
<td>P6/7 Teacher</td>
<td>Catherine McIver</td>
</tr>
<tr>
<td>Non-Contact Cover Teachers</td>
<td>Poppy Browne</td>
</tr>
<tr>
<td>Learning Support Teacher</td>
<td>Laura Christian</td>
</tr>
<tr>
<td>Teacher of Modern Languages</td>
<td>Marian Sargison</td>
</tr>
<tr>
<td>(Thursday, am)</td>
<td></td>
</tr>
<tr>
<td>Drama Specialist</td>
<td>Poppy Browne</td>
</tr>
<tr>
<td>(Mondays, Tuesdays)</td>
<td></td>
</tr>
<tr>
<td>Homelink Teacher</td>
<td>Ally Wilson</td>
</tr>
<tr>
<td>Child Care &amp; Dev Worker (Nursery)</td>
<td>Fiona Dougall (M-Th)/ Tammy Anderson (F)</td>
</tr>
<tr>
<td>Learning Assistants (also</td>
<td>Ann Allan</td>
</tr>
<tr>
<td>playground and lunch supervisors)</td>
<td>Karen Halliday</td>
</tr>
<tr>
<td>Administration Assistant</td>
<td>Hazel Howat</td>
</tr>
<tr>
<td>Office Support Assistant</td>
<td>Caroline Polak</td>
</tr>
<tr>
<td>Kitchen Supervisor</td>
<td>Tracy Smith</td>
</tr>
<tr>
<td>Kitchen Assistant</td>
<td>Pauline Baillie</td>
</tr>
<tr>
<td>Cleaning Supervisor</td>
<td>Sandra Boyd</td>
</tr>
<tr>
<td>Cleaner</td>
<td>Irene Ker</td>
</tr>
<tr>
<td>Janitor</td>
<td>Elliot Bathgate</td>
</tr>
</tbody>
</table>

School Chaplain          | Father John McInnes |
Sacred Heart Church, 56 John St, EH26 8NE | 01968 673709 |

Masses at Sacred Heart: 6pm (Vigil) & 11am on Sundays
Enrolment Procedures

Parents and carers wishing to explore whether Sacred Heart is the right school for their child are invited to make an appointment to meet the headteacher and look around the school. A leaflet for prospective parents and carers, giving basic information about the school, is available for those who are at this initial stage of enquiry.

The planned week for enrolment for children entering P1 at the beginning of Session 2014-2015 is likely to be the week beginning November 18th 2013. You will receive a letter from Midlothian Council indicating your catchment area school(s). Should parents decide to send their child to Sacred Heart when it is outwith their catchment area, then they must make a Placement Request to Pupil Placement, Fairfield House, Dalkeith, EH22 3ZG.

Special rules apply to Placement Requests and no child is guaranteed a place in a school that is outwith his/her catchment area.

'In the case of Roman Catholic schools, where applications from those living within the catchment area exceed the number of places available, the Education Division will give priority to those applicants whose children have siblings at the school and applicants who have a declared affinity with the religious beliefs of the school.'

Admission to Primary and Secondary Schools, Midlothian Council, 1998

The Education (Additional Support for Learning (Scotland) Act 2004 introduced a new framework for providing for children who require some additional help with their learning. If parents are enrolling a child who requires any kind of extra support they are invited to discuss their child’s needs in detail with the headteacher so that staff can provide appropriate help and guidance.

The policy of the council is to meet the transport costs of pupils attending their district school who live more than two miles away. Transport is provided for Sacred Heart children who live outwith a two mile radius from the school. Costs will also be met if the authority asks a pupil to attend a non-district school but not if parents choose to send their children to a non-district school - see details below.
Through the Curriculum for Excellence (Curriculum 3-18), schools set out to instil four capacities in their learners; to make them

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The design of the curriculum revolves around seven principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Through seven curricular areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Religious Education
- Sciences
- Social Studies
- Technologies
Sacred Heart Primary is developing and redesigning participation in all of the curriculum areas within the 3-18 Curriculum:

- **Expressive Arts**, which includes:
  - Participation in performances and presentations
  - Art and Design
  - Dance
  - Drama
  - Music

The nursery children take part in concerts at Christmas and in the summer. We also perform Nativity, Easter and Summer Shows. We have Junior Praise and Infant Praise each week and music features highly in our assemblies and Masses.

- **Health and Wellbeing**, which includes:
  - Mental, emotional, social and physical wellbeing
    - Mental and emotional wellbeing
    - Social wellbeing
    - Physical wellbeing
  - PE, physical activity and sport
    - Physical education
    - Physical activity and sport
    - Physical activity and health

We participate in a variety of sports: football, rugby, hockey, basketball, skiing, swimming and badminton, for example. We also have a residential visit programme for all of our children in P4 to P7.

- **Languages**, which include:
  - Listening and talking
    - Enjoyment and choice
    - Tools for listening and talking
    - Finding and using information
    - Understanding, analysing and evaluating
    - Creating texts
  - Reading
    - Enjoyment and choice
    - Tools for reading
    - Finding and using information
    - Understanding, analysing and evaluating
The School Curriculum/cont.

(Languages/cont.)

Writing

Enjoyment and choice
Tools for writing
Organising and using information
Creating texts
French (teaching supported throughout the school by Mrs Marian Sargison)

➢ Mathematics, including:

**Number, Money and Measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time

**Shape, Position and Movement**

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

**Information Handling**

- Data and analysis
- Ideas of chance and uncertainty

**Mathematics - its impact on the world**

- Patterns and relationships
- Expressions and equations

➢ Religious Education:

**Catholic Christianity**

- Mystery of God
- In the Image of God
- Revealed Truth of God
- Son of God
- Signs of God
- Word of God
- Hours of God
- Reign of God

**Other world religions**

- Beliefs
- Values and issues
- Practices and traditions
We use *This is Our Faith* as our basic religious education syllabus, and prepare our children for the Sacrament of Reconciliation in P3 and Eucharist and Confirmation in P4, supported by Father John McInnes. Morning Prayer is a whole-school focus every day and we have regular Masses and services in school. Whilst we are a Roman Catholic school, and base our aims and values on the precepts of the church, we welcome the diversity and richness of culture that children of all faith backgrounds bring to our school.

- Science, which is based on the East Renfrewshire Science Curriculum. See below for our Environmental Studies framework

- Social Studies. We have worked hard to integrate many of the learning and teaching outcomes for all of the social subject into one encompassing framework. See our Environmental Studies framework below.

- Technologies. To participate fully in society, today's children must be aware of technologies which are rapidly developing and changing. We have an ICT framework (see below) which encourages our pupils to have an 'I can' attitude to learning new skills and to applying those previously learned to new situations.

**HOMEWORK**

Sacred Heart has a policy on the setting of regular homework in the Infants and in the Upper School. While all teachers follow these policies, he or she will give you an indication of the homework expected in each individual class at the beginning of each session. Homework must be relevant and allow children to practise skills learned in teaching time. Homework also offers the opportunity for parents and children to work together on tasks, especially languages, maths, health, religious education and personal and social development.
### HEALTH EDUCATION FRAMEWORK

<table>
<thead>
<tr>
<th>Classes</th>
<th>Nutrition</th>
<th>Hygiene/Body</th>
<th>Drugs</th>
<th>Safety</th>
<th>Social</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>Balanced, healthy and varied snacks provided</td>
<td>Washing hands after toilet and before eating</td>
<td>Things we should and should not put in our mouths</td>
<td>Basic road safety</td>
<td>Staying away from hot things</td>
<td>Being away from mum, dad and home</td>
</tr>
<tr>
<td>P1 (A)</td>
<td>Different foods</td>
<td>General hygiene</td>
<td>What goes into my body</td>
<td>Road Safety</td>
<td>Awareness of hazards</td>
<td>Being confident about tackling new situations</td>
</tr>
<tr>
<td></td>
<td>Foods we like and dislike</td>
<td>Main body parts</td>
<td></td>
<td>Personal Safety</td>
<td>Say no to strangers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fruit is important</td>
<td>Rest and Wellbeing</td>
<td></td>
<td></td>
<td>Special people</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Boys and girls are different</td>
<td></td>
<td></td>
<td>Self-esteem</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>‘In the Beginning’</td>
<td></td>
<td></td>
<td>People who help us</td>
<td></td>
</tr>
<tr>
<td>P2 (A)</td>
<td>Eating well</td>
<td>General hygiene</td>
<td>Introduce why medicines are needed</td>
<td>Road Safety</td>
<td>Looking after the environment</td>
<td>How we express our feelings</td>
</tr>
<tr>
<td></td>
<td>Sweet/bitter/salty/sour/umami (soy sauce, etc)</td>
<td>Dental health</td>
<td></td>
<td>Personal Safety</td>
<td>Ways of getting help</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthy lifestyle</td>
<td></td>
<td></td>
<td>Safety outdoors and indoors</td>
<td>Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How babies grow inside their mummies</td>
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<tr>
<td></td>
<td></td>
<td>God Made Me</td>
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<tr>
<td>P3 (A/B)</td>
<td>New Tastes – Food from around the world</td>
<td>Routines for keeping clean</td>
<td>Safe use of medicines</td>
<td>Road Safety</td>
<td>Ways of keeping safe in the home</td>
<td>Caring and sharing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body awareness</td>
<td></td>
<td>Personal Safety</td>
<td>Keeping myself safe</td>
<td>Anti-bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Looking after babies</td>
<td></td>
<td></td>
<td></td>
<td>Family and friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some people are different</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>‘God – the Master Designer’</td>
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</tr>
<tr>
<td>P4 (A/B)</td>
<td>Categories of food – proteins, carbohydrates, etc</td>
<td>Impact of exercise on fitness</td>
<td>Range of ways of keeping safe relating to household liquids, alcohol and tobacco</td>
<td>Safe places to play</td>
<td>How the local environment can affect health</td>
<td>Communicating with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing and changing</td>
<td></td>
<td>Safety near water, on farms and on building sites</td>
<td>How to keep the environment clean, safe and healthy</td>
<td>Recognising the value of family and friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keeping our bodies clean</td>
<td></td>
<td>Care in the sun</td>
<td></td>
<td>What is a friend?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>’God – the Caring Protector’</td>
<td></td>
<td></td>
<td></td>
<td>Recognise and deal with others’ feelings</td>
</tr>
<tr>
<td>P5 (B)</td>
<td>Importance of a healthy, varied diet in promoting growth</td>
<td>Impact of exercise on fitness</td>
<td>Muscle of drugs</td>
<td>Simple decision-making strategies</td>
<td>First Aid strategies</td>
<td>Use personal and interpersonal skills to relate to other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing and changing</td>
<td>Know terms – prescription and non-prescription drugs</td>
<td>Electrical safety</td>
<td></td>
<td>Show ways of making and keeping friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keeping our bodies clean</td>
<td></td>
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<td></td>
<td>Recognise how change can affect emotions – moving house, bereavement, etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘God – the great Provider’</td>
<td></td>
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<td></td>
<td>Recognise feelings of loss</td>
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<td></td>
<td>Show strategies for dealing with difficult situations</td>
</tr>
<tr>
<td>P6 (C)</td>
<td>Importance of a healthy, varied diet in promoting growth and fitness</td>
<td>Role of heredity</td>
<td>Introduce strategies to be used in rug-related situations</td>
<td>Fire Education</td>
<td>Keeping Myself Safe</td>
<td>Demonstrating an understanding of emotional needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sex Education</td>
<td></td>
<td></td>
<td></td>
<td>Recognise that behaviour can affect relationships and health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘God – the Friend and Neighbour’</td>
<td></td>
<td></td>
<td></td>
<td>Recognise the link between body image, self-worth and external influences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘God – the Image-Maker, Part 1’</td>
<td></td>
<td></td>
<td></td>
<td>Recognise the influence of the media</td>
</tr>
<tr>
<td>P7 (D)</td>
<td>Implications of not eating healthy food</td>
<td>Revisit Sex Education</td>
<td>Be more knowledgeable about drugs</td>
<td>JRSO work</td>
<td>Update Keeping Myself Safe</td>
<td>Reflect on our dependency on the natural world and our responsibility for the planet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Risk of infection</td>
<td>Explain attitudes to drug use, drug users and drug dealers – mention HIV, Aids</td>
<td>Crucial Crew</td>
<td>Personal Safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of good communication</td>
<td></td>
<td>Choices for Life</td>
<td>Age of Consent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘God – the Image-Maker, Part 2’</td>
<td></td>
<td>Practising First Aid</td>
<td>Discrimination</td>
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The School Curriculum
### Environmental Studies Framework

This forms the basic framework from which teachers and pupils decide on topics and themes.

<table>
<thead>
<tr>
<th>Classes</th>
<th>Science</th>
<th>Social Subjects</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Living Things</td>
<td>Energy &amp; Forces</td>
<td>Earth &amp; Space</td>
</tr>
</tbody>
</table>
| Nursery | • Child-based issues around living things  
• Growing plants | • Child-based issues  
• Using magnets  
• Using mirrors | • Child-based issues  
• Making bubbles  
• Floating and sinking  
• Seasons | • Using the local environment and the people who work there | • Using photographs to introduce the past | • People who are important to us  
• Introducing people who help us | • Child-based technology to support topics |
| P1      | • Introducing Living Things  
• Introducing Energy | • Introducing Materials | • Around Our School  
• Starting to use maps | • My Family in the Past | • People who help us | • At School (Minor)  
• Toys (Major)  
• Materials (Minor) | |
| P2      | • Looking after Living Things  
• Energy | • Sun, Moon and Stars | • Our Weather  
• More maps | • Transport | • Houses and Homes | • Transport (Minor)  
• Looking after Animals (Major) | |
| P3      | • Plants and Animals  
• Forces | • Making Materials Change | • Local Study  
• Local Maps | • The Egyptians | • Local Study | • Our Bodies (Minor)  
• Our Community (Minor) | |
| P4      | • Identifying Living Things  
• Electricity | • Water | • Edinburgh/Scotland  
• Maps of Edinburgh/Scotland | • The Vikings | • Our Community - resources & needs | • Local Study (Minor)  
• Things we eat (Major) | |
| P5      | • Living on Earth  
• Light and Sound | • Solids, Liquids and Gases | • Great Britain  
• Maps of Great Britain | • Wallace and Bruce | • Britain - diversity, resources & needs | • Portrait of Britain (Minor)  
• Electricity (Minor) | |
| P6      | • Human Body  
• Air Resistance  
• Electric Circuits | • Solar System  
• Burning Solid Fuels | • Europe  
• Maps of Europe | • Mary, Queen of Scots | • Europe - diversity, resources and needs | • Coping with Climate (Major)  
• Exploring Space (Minor) | |
| P7      | • Our Environment  
• Energy Sources  
• Weight | • Space  
• Structure of the Earth | • Japan - comparative study  
• World/Space maps | • World War II  
• Enterprise Project | • Enterprise (Major)  
• Japan (Minor)  
• Getting About (Minor) | |
<table>
<thead>
<tr>
<th>Classes</th>
<th>Using Technology</th>
<th>Creating &amp; Designing</th>
<th>Collecting &amp; Analysing</th>
<th>Searching &amp; Researching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>Taking photographs with teacher support Completing computer games</td>
<td>Create a computer picture with help</td>
<td>Computer sorting games</td>
<td>Begin to look at websites with teacher and CDW</td>
</tr>
<tr>
<td>P1 (A)</td>
<td>Clicker work for IH and SPM in Maths</td>
<td>Create a computer picture</td>
<td>Gather info from class on foods we like and dislike and display findings</td>
<td>With teacher support find pictures from web to make wall display</td>
</tr>
<tr>
<td>P2 (A)</td>
<td>PowerPoint The Cyclist, counting</td>
<td>Teacher creates Energy worksheet to which children must add suitable text</td>
<td>Collate and display traffic survey</td>
<td>Use various websites to collect and display weather words, eg tornado, hurricane, storm.</td>
</tr>
<tr>
<td>P3 (A/B)</td>
<td>Introduce Logo and use Roamer to illustrate basic coordinates</td>
<td>Create a simple poster outlining routines for keeping clean</td>
<td>Create a simple plants database from information gathered</td>
<td>Using predefined questions research a suitable Egyptian website</td>
</tr>
<tr>
<td>P4 (A/B)</td>
<td>Use Max Count to make a spreadsheet to record types if food we eat over a short period of time</td>
<td>Design a poster or advertisement for literacy, using a variety of styles, sizes and fonts</td>
<td>Collect a range of artefact pictures from Vikings websites to create a worksheet</td>
<td>Look at a small selection of Edinburgh websites to complete a quiz</td>
</tr>
<tr>
<td>P5 (B)</td>
<td>Make a Wallace and Bruce slideshow using suitable software</td>
<td>Create a Wallace and Bruce diary</td>
<td>Create a spreadsheet related to Great Britain and make a series of graphs</td>
<td>Find and download suitable graphics and text to support Wallace and Bruce</td>
</tr>
<tr>
<td>P6 (C)</td>
<td>Manage an inbox and their own email</td>
<td>Compile a space quiz for peers using own research and websites discovered</td>
<td>Create a database listing five aspects of countries of the European Union</td>
<td>Look at a selection of Mary, Queen of Scots websites to find and collate information</td>
</tr>
<tr>
<td>P7 (D)</td>
<td>Take photographs to enter a local competition Create a Powerpoint Presentation on Global Citizenship</td>
<td>Compile a leaflet on wind farms</td>
<td>Create a database and produce reports on the local environment</td>
<td>Research information for Rich World/Poor World project</td>
</tr>
</tbody>
</table>
Extra-Curricular Activities

Sacred Heart offers pupils the opportunity to play a variety of sports and activities both during and outwith the school day. These include:

- Swimming
- Skiing (for P4s)
- Rugby
- Basketball
- Bowls
- Badminton
- Hockey
- Football

There are various after-school clubs throughout the year, including:

- Performance Arts
- Gymnastics
- Rugby
- Football
- Handball

Our residential policy states that:

- The staff at Sacred Heart Primary are committed to giving their pupils the widest experiences possible, within the bounds of maximum safety and security.
- Staff will follow the guidelines set out in 'Health and Safety on Educational Excursions, A Good Practice Guide', SEED (Edinburgh, 2004) for every outing.
- Parents and carers will be involved at each stage of the planning and execution of any visit.
- Children's physical, emotional and behavioural needs will be taken into account and support will be given so that all children can be involved, where possible.
- Staff will participate in residential visits on a voluntary basis.
- We will introduce the idea of going out of school as a group from Nursery and, from Nursery to P3, will build visits into the annual curriculum.
- P4 will have an overnight weekend visit to a suitable venue, ie Friday to Saturday, the theme being Away from Home.
- P5 will have a whole weekend visit, ie Friday to Sunday, the theme being Active and Healthy.
- P6 will have three days at a suitable venue, the theme being Making the Most of the Environment.
- P7 will have a week's residential at a suitable venue, the theme being Ready for High School.
- All visits will be evaluated and the children's reactions and Next Steps noted.
The school uses three ways to assess how children are progressing:

- **Summative assessment** assesses learning by tests, assessments, ticksheets, multiple choice questions, end of project questions, etc. The school also uses the National Assessment Resource from the Scottish Qualification Authority in reading, writing and maths alongside assessments teachers have developed, to look at progress in literacy and numeracy. While children learn at their own pace, general guidelines state that the majority of children should be working through the Early Level in Nursery and P1, the First Level in P2, P3 and P4 and the Second Level in P5, P6 and P7.

- **Formative assessment** is assessment *through* learning. Staff ensure that children understand what they are learning and why. Lessons are reviewed to ensure that criteria are met. The children are trained to assess their own progress as they are learning and set personal targets along with their teachers;

- **Diagnostic assessment** is used where teachers suspect a child has a specific difficulty which may be addressed using special methods of intervention, such as particular exercises or tools to support learning. Ms Fiona Brown, Educational Psychologist, and Mrs Laura Christian, Support for Learning Teacher, help with these assessments and any extra support children require.

Sacred Heart hosts a curriculum evening in September where parents hear what the children will be learning throughout the year. The school offers two formal opportunities for parents and carers to speak about their child’s progress with the teaching staff in October and March; Annual Progress Reports are issued in June. An Open Day is held in June to celebrate the school’s achievements, to show work and to offer parents and carers an opportunity to take part in workshops.

*Mrs Waterston and the staff are happy to discuss your child’s progress at any time.*
Midlothian Council has a strategy called 'Education for All' which ensures that every child's learning needs are met and that resources are allocated to allow the child to be able to fulfil his or her potential. This includes the use of Midlothian's Assessment and Planning Staged System (MAPSS).

When teachers become aware that there is a concern about a child's learning, they complete a Concern Sheet and alert the child's parents and carers. Teachers can then use some of a bank of diagnostic assessment resources to find out why children are not progressing as well as they should. The child may simply need a little more attention from the teacher or learning assistant in class and extra practice in a particular skill. The Support for Learning teacher may be asked to give more expert help in reading, writing or maths. The headteacher may ask for input from outside agencies such as the Educational Psychologist, Speech and Language Therapy, Occupational Therapy or Physiotherapy. Should a child be referred to an outside agency, this is channelled through a multi-agency forum. Parents (and children over the age of 12) are always consulted before any referral and parents are invited to work in partnership with the school at all stages.

Children who have additional support needs which require regular help will have Individual Education Programmes or Coordinated Support Plans with short, measurable, achievable, relevant and timed (SMART) targets and parents will receive copies of these and be invited to annual reviews to ensure progress.

Parents are entitled to request additional assessment by contacting the school in the first instance. A request can also be made in writing to the ASN Officer (asnofficer@midlothian.gov.uk), Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

Children in P1, P2, P3 and P4 classes are placed in ability groups for Mathematics and Reading, ensuring that they work in ability groups (or sets) which are working at roughly the same level. This allows those children who learn quickly and accurately to progress more quickly and ensures that they are appropriately challenged. Teachers always ensure that there is sufficient extension work for children who complete work quickly so that they are continually moving on and learning new skills and information. Teachers are trained to look for signs that a child is gifted or talented and seek appropriate advice.
Scotland has decided on National Priorities for schools so that school targets focus on:

### Key Areas
- **Attainment and Achievement**
- **Values and Citizenship**
- **A Framework for Learning**
- **Inclusion and Equality**
- **Lifelong Learning**

### School Improvement Priorities for 2013/14 are:

<table>
<thead>
<tr>
<th>KEY AREAS</th>
<th>School Priority - Desired Outcomes for Learners/staff</th>
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</table>
| **KEY PERFORMANCE OUTCOMES** | - Introducing Reciprocal Reading in the Upper School  
- Auditing and developing relevant active reading strategies  
- Assessing and moderating reading throughout school, focusing on Tools for Reading and Understanding, Analysing and Evaluating strands at school and ASG level  
- Developing staff understanding of the development of numeracy skills through introduction of the Number Counts programme  
- Audit mathematics resources for future development of programme  
- Introduce 'the Learning to learn' programme in increasing pupil motivation and engagement |
| **IMPACT ON LEARNERS** | - Systems are further developed to monitor the meeting of pupil needs to ensure they are safe, healthy, active, nurtured, achieving, respected, responsible and included  
- Pupils are increasingly engaged through the development of strategies in AifL, active reading and through the ‘Learning to learn’ programme.  
- Develop systems for consulting with pupils on planning and evaluating personal targets in learning |
| **IMPACT ON STAFF** | - All staff have good working knowledge of GIRFEC and SHANARRI criteria and are engaged in ensuring we are all striving to get it right for every child  
- Staff develop AifL strategies consistently throughout the school  
- Staff are confident in using Es and Os for planning and consequent relevant assessment activities  
- Staff are familiar in using OTWL for planning, assessment tracking and in moderation  
- Staff skills and knowledge are increased in working with school/ASG colleagues in having responsibility in developing school and ASG priorities |
| **DELIVERY OF EDUCATION** | - Implement arrangements for the moderation of assessment of Reading at school, ASG and Authority levels  
- Audit learning and teaching in PE and in RERC to plan and develop next steps.  
- Further develop and implement procedures for observation of teaching and learning at school, in the St David’s and Penicuik ASGs |
School Uniform

‘School uniforms send out a strong signal that a school is firmly committed to developing a positive ethos. A school with a positive ethos will encourage achievement, celebrate successes, have high expectations of every child, have lower exclusion rates and fewer discipline problems.’ Jack McConnell, First Minister, 2001

Sacred Heart Primary strongly encourages the wearing of uniform in school. The uniform consists of a maroon sweatshirt or waterproof fleece, over a maroon or white polo-shirt. Grey or black trousers or skirt may be worn. We discourage the wearing of expensive clothing which may get dirty or torn, of jeans and of expensive trainers. The school has a limited stock of sweatshirts, polo-shirts and fleeces which have the school logo embroidered on them. Our administration assistant places orders for uniform roughly twice a year. The Office of Fair Trading requires the school to remind parents that maroon sweatshirts, fleeces and polo-shirts may be bought at high street stores at more competitive prices than the school can offer. Children may wear shoes or sandals outdoors and are asked to bring gym shoes to wear indoors.

Children will have Physical Education at least twice a week and will be asked by their class teacher to bring in shorts and t-shirts on specific days before taking them home to be washed.

If you would benefit from help with clothes or shoes:

“The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance, on Income Support or Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.”

PLEASE ENSURE THAT ALL ITEMS ARE CLEARLY NAMED
Behaviour at Sacred Heart Primary is generally excellent and we are very proud of the way our children conduct themselves, particularly when out and about representing the school.

Sacred Heart has a positive behaviour policy which rewards hard work, citizenship and good behaviour and discourages behaviour which is hurtful or disrespectful. The school staff work alongside parents and carers to ensure that the aims of the school are fulfilled.

 Rewards may include:
- Certificates
- Stickers
- Outings
- Green Time Activities
- Recognition at assembly

Sanctions are rarely imposed but may include:
- Loss of Choosing Time
- Loss of playtime during breaks (but never loss of snack or lunch)
- Asking children to write about or draw what happened and how they could do things differently next time
- Asking a parent or carer to come into school to discuss behaviour

The headteacher carefully logs each instance of serious misbehaviour.

If you have any concern about what is happening in school or if your child is worried or upset please phone or come into school immediately. The happiness and welfare of your child is paramount.
All children at Sacred Heart Primary are encouraged to come to school punctually every day, unless they are unwell, so that they can make good relationships and fulfil their potential.

If your child is absent from class, the teacher will send an absence slip to the office as soon as the register is taken to ask the admin assistant to check that he or she is safe. Written confirmation from parents must always be provided to support records of any absence.

Please note that the headteacher is unable to authorise any holiday that is taken outwith school termtime, except in quite exceptional circumstances. We have twelve weeks of holidays and parents are strongly urged to use this time for taking their children away. Inexpensive flights or packages are not sufficient reason for children missing out on their education.

Midlothian Council adds that: “Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Head Teacher, following discussions with the Education Welfare Officer and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents.”

🚀 If your child is unable to come to school, please help us by telephoning the admin assistant as soon as possible after 8.30am or by emailing sacredheart_ps@midlothian.gov.uk, informing her of the reason your child cannot attend. Written confirmation must always be provided to support records of any absence.
School meals cost £1.80 per day – Monday to Thursday.

Our kitchen is upgraded to ‘finishing’ status. Tracy Smith and Pauline Baillie work together. We do not operate a café system but offer entire meals. The children come for meals on a rota basis so that each class gets an opportunity of first choice of meals.

Please send in lunch money marked clearly with your child’s name in an envelope - £1.80 per meal, per day. The kitchen can also offer packed lunches for children going on school outings and trips, if you wish. We are happy to accommodate money being sent in daily, weekly or monthly but it would be convenient for us if you were able to send all monies on a Monday, please. Cheques for lunches should be made payable to Midlothian Council.

We are committed to ensuring that the children have healthy meals and are pleased to have the kitchen on our premises.

We ask the children bringing packed lunches to take away their lunch waste to limit the amount of refuse we are putting out and to encourage recycling.

If you need help in paying for school meals: “Under the Education Committee’s policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999. Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and an application form can be obtained from the school or from the Free Meals and Free Clothing Section, Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.”

Please send in lunch money marked clearly with your child’s name in an envelope on a Monday, if possible - £1.80 per meal, per day. You can pay daily, weekly, monthly or termly.
Midlothian Council states that: “The Education Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.”

To ensure the health and safety of all staff and children at Sacred Heart, we ensure:

- Access to the school is secured and monitored during the school day
- All doors to the school are kept locked while there are children in the building
- Risk assessments for every trip and outing
- Annual risk assessments regarding the building and grounds of the school
- Four fire drills every year
- Every member of staff has an Emergency Aid certificate
- Key members of staff have minibus licenses
- Every member of staff is trained in Child Protection procedures
- Safety and electrical equipment are checked every year

⚠️ Please ensure you enter and leave the school playground by one of the three main exits. If you are late and the school doors are closed after the start of school, bring your child to the main entrance to be welcomed in.
If your child requires medication during the school day, please ask for a form to complete. P7 children may carry and administer their own medication (with the permission of their parents and the headteacher and on completion of a separate form).

If your child is unwell at school then the admin assistant will contact you and ask for you to arrange for him or her to be collected. We have a sick bed where children may lie down if they feel very unwell, while waiting for their parent or carer to arrive.

Should your child have a serious, complex or life-threatening illness, then a medical care plan will be completed and, with your permission, a photograph displayed with medical information on it so that all staff know how best to help him or her.

The school logs:
- all medication taken
- all bumps, particularly to the head when a letter is sent home
- every instance of a child being unwell at school

From Midlothian Council: The School Health Service

Throughout their time as school a team of specialist Health Service and Education staff will be seeing children as part of a planned programme to make sure that they benefit as much as possible from all that school has to offer, and to help prepare them for life after leaving school. The school health service is part of Midlothian’s Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health team at all times. The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, eg testing of vision in Primary 1, are normally provided to all children on a routine basis to discover which children may need further tests or treatment.
Parents are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, parents will be informed and consent requested. If you have any concerns about your child’s vision please contact the school nurse who will arrange to test vision or alternatively you can take your child to a local optician (optometrist).

Some of the staff concerned and the parts they play are as follows:-

The school nurse is the lead professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a health assistant and have close working links with Community Paediatricians.

The school nurse acts as an important link between home and school. She visits the school regularly and liaises with the teaching staff. Where a teacher is concerned about a child’s health or development, a referral may be made to the school health team only after obtaining parental permission. Separate referral to child and family mental health services also needs parental permission. The school nurse can link with other members of the health team, in the community or in hospital, concerned with a child’s health. The health team also work closely with colleagues from other children’s services.

The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition she reviews all children who are referred either by parents, teachers or other health professionals at any stage in their school life.

Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

Parents are also asked to complete a health questionnaire about their child at Primary 1 and Primary 7. Any specific conditions can be raised at that point.

With your consent, the school nursing staff also carry out immunisations to protect against various diseases.
If you have concerns about your child’s hearing the school can refer him or her to the appropriate specialist directly.

The speech and language therapist can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow-up at school if required. Speech and Language Therapists work closely with school staff and support is often provided as part of a Learning Support programme.

Any enquiries concerning the provision of dental services should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (Telephone: 0131 667 7114).

We hope that the School Health Service can, together with yourselves, contribute to your child’s overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the school doctor, school nurse or the health visitor if you want any information.

CHILD PROTECTION

The staff of Sacred Heart Primary want to ensure your child is protected from harm and abuse.

“In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, the school’s designated Child Protection Co-ordinator or the Education Officer, Pupil Support Services."
Midlothian Council states:

“The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the district school and who are not normally entitled to free transport; however a charge may be made for this service.

Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the district school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, eg where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available.

Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.”

Out of School Childcare services (also called After School Clubs) in the area are:

- **Ickleworld** ([http://ickleworld.com/index.htm](http://ickleworld.com/index.htm)), Simon Carroll: 07872 996675 or David Louden: 07921 615216
- **YMCA** ([http://www.penicuikymca-ywca.org.uk/page4.htm](http://www.penicuikymca-ywca.org.uk/page4.htm)), 01968 674851

For further information on Childcare (including After School Clubs, Childminders, Wrap Around Care, Day Nurseries and Playgroups) and pre-school education in your area contact the Midlothian Childcare Information Service on 0131 271 3754, email childcare@midlothian.gov.uk or visit [www.scottishchildcare.gov.uk](http://www.scottishchildcare.gov.uk)
Sacred Heart Primary has a lively, active Parent Council, which we call our Parent Partnership, which supports the school and organises events and fund-raisers.

From www.parentzonescotland.gov.uk

Changes have been made to the law to help parents and schools work together as partners in children's learning. The Scottish Parliament has passed the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved.

Because parents have such a vital role to play in their children's education, the Act aims to make it easier for parents to become involved in their own child's education and in their child's school more generally.

Many authorities and schools are already working very hard to involve parents, but the Act makes this a priority for every authority and every school.

Your school's new Parent Council will be very parent-friendly - it's a great opportunity to become more involved!

The role of the Parent Council will be to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum.

Your school's new Parent Council will be recognised in law from August 2007, so it will have a loud voice. The school and the local authority must listen to what your Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents in each school who decide such things as:

- how their Council will be set up
- what it should be called
- what size it should be - e.g. in a very small primary school, all parents could be involved
- who should be a member of the Parent Council
- how they should be appointed
- what's the most convenient time to hold meeting
- what will be discussed at meetings - these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc.
Education authorities are to let the Parent Forum of each school (i.e. all parents) know about the plans to form a Parent Council in the school and will ask for views. The Parent Forum can decide what the Council will be called, its functions and its constitution. Copies of the ‘Parents as Partners in their Children’s Learning Toolkit’ have been sent to all schools and contains a step-by-step guide on setting up a Parent Council.

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

In denominational schools, the Parent Council must invite the relevant church or denominational body to nominate a representative to be a co-opted member.

In very small schools all the parents may be part of the Parent Council. The Parent Forum will decide how members are to be selected.

The detail of what a Parent Council does will be decided by parents, but the Act lays down certain functions which can be summarised as 4 broad areas:

- supporting the school in its work with pupils
- representing the views of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum.

The Parent Council will also have a role in the appointment of headteachers and depute headteachers.

Come and get involved! Look out for dates and times of meetings in the school newsletters. See also
www.ltscotland.org.uk/parentsaspartnersinlearning/index.asp and
www.parentzonescotland.gov.uk
In the event of an emergency or unplanned closure, the school will keep your child until you can be contacted so that you can arrange to have him or her collected.

Should the school suffer a power failure or be unable to open in the morning due to severe weather, then an announcement will be broadcast on Radio Forth - ForthOne 97.3 FM and ForthTwo 1548 AM - and on Real Radio 100-101 FM as well as the Midlothian website - [www.midlothian.gov.uk](http://www.midlothian.gov.uk) and the school website - http://sacredheart.mgfl.net

The school will sometimes ask you to pass the information to other parents so that we can ensure that all families get to know what is happening quickly and are able to make suitable arrangements for their children to be cared for.

Please ensure that all your contact numbers are up to date, particularly mobile numbers.

EMPLOYMENT OF CHILDREN

“Children under the statutory school leaving age can only be employed within the terms of the Council’s bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories: for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.

Further details can be obtained from the Education Division, Fairfield House, Lothian Road, Dalkeith EH22 3ZG.”
Sacred Heart Primary School is proud to work in partnership with parents and carers.

We hold a curriculum evening in September to explain what the children will be learning throughout the year and to give you an opportunity to talk to your child’s new teacher.

We give individual ten minute appointments for parents to discuss their child’s progress in October and March as part of our Consultation Evenings (with your child). There is usually a Book Fair and some displays for you to look at. Sometimes there may be a questionnaire to complete.

If your child is going to receive the Sacraments of Reconciliation, Eucharist and Confirmation there are meetings with the teacher and with Father John.

If there is a new teaching tool or a new resource we are using we may invite you in to tell you more about it.

We will ask you to come along to all of our Masses, shows, prize-givings, assemblies.

If you have time, we would love you to come and help with reading or in the garden.

Just ask for a Disclosure Scotland form from the office, so that you are permitted to work with individual children.
We are privileged to be part of Sacred Heart Parish and have regular Masses and services with them. They are welcome in our school at all times.

We have links with Tushinde Orphanage and School in Nairobi, Kenya.

Each year we learn about and raise money for a number of charities: Barnardos by carol singing at Tesco, Save the Children by having Friendship Friday, Children in Need by doing daft things like wearing our clothes back to front.

Our children entertain the Senior Citizens of Penicuik by singing, dancing and painting for them.

We work with our community to find out about local history.
"The Education Committee has approved the following statement of principles and procedures:

PARENTS AND THE SCHOOL

Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

If you are concerned about...

...a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her/his behalf.

The Head Teacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation.

In any event, the Head Teacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

If you are dissatisfied with the school’s response...

...please notify the Head Teacher that you wish to pursue the matter further.

He/she will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact (see "Useful Addresses).

Contact the named officer by telephone or by letter at Education Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties. He/she will report the outcome to you, normally within five working days of being contacted.

Nearly all matters of concerns are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you. In all cases, final appeal can be sought through the Chief Executive's office."
### USEFUL ADDRESSES

**Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Chief Executive</td>
<td>Kenneth Lawrie</td>
<td>0131 271 3002</td>
</tr>
<tr>
<td>Director, Education and Children’s Services</td>
<td>Mary Smith</td>
<td>0131 271 3718</td>
</tr>
<tr>
<td>Head of Education</td>
<td>Peter McNaughton</td>
<td>0131 271 3719</td>
</tr>
<tr>
<td>Head of Children and Families (West Locality)</td>
<td>Lorraine Chapman</td>
<td>01968 166134</td>
</tr>
<tr>
<td>Additional Support Needs Officer</td>
<td>Susan Flynn</td>
<td>0131 271 3689</td>
</tr>
<tr>
<td>Education Officer, Community Learning &amp; Development</td>
<td>Anne McConaghy</td>
<td>0131 271 3708</td>
</tr>
<tr>
<td>Placing Requests, and Primary School Swimming Programme</td>
<td>Fiona Campbell</td>
<td>0131 271 3733</td>
</tr>
<tr>
<td>Parent Councils, Child Performance Licences and Employment of Children</td>
<td>Kevin McGuire</td>
<td>0131 271 3732</td>
</tr>
<tr>
<td>Parental Liaison Officer</td>
<td>Kevin McGuire</td>
<td>0131 271 3732</td>
</tr>
<tr>
<td>Education Maintenance Allowance, Bursaries</td>
<td>Gail Robertson</td>
<td>0131 271 3730</td>
</tr>
<tr>
<td>Free School Meals and Clothing Grants</td>
<td>Terri Smith</td>
<td>0131 271 3728</td>
</tr>
<tr>
<td>School Lets</td>
<td>Mhairi MacLennan</td>
<td>0131 271 3705</td>
</tr>
</tbody>
</table>

**Based within Commercial Services**

Home to School Transport Section | Debbie Hunter | 0131 271 5453 |

**Scottish Government**

Victoria Quay, Edinburgh EH6 6QQ  0131 556 8400

**Her Majesty’s Inspectorate of Education**

Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA  01506 600200