



Kentish Town CE Primary School Newsletter

Love — Hope — Equality
Excellent Teaching, Excellent Effort, Excellent Progress:
Every Child, Every Lesson, Every Day

Issue 6: 19th December 2018

www.kentishtown.camden.sch.uk

Dear Parents and Carers,

Infant Nativity — Hey Ewe!

On Monday 10th December, the infant classes presented their nativity show—Hey Ewe! It was a wonderful celebration of singing, signing and acting, with Willow Class taking a lead with the acting roles. They told the story of Jesus' birth in great style and reminded us all of the true meaning of Christmas.



Christmas Fair

Many thanks to the Friends of Kentish Town for organising such a successful Christmas Fair. Together, our community raised £2,700 at the Fair plus £1400 with Chestertons boards making a grand total of around £4500 once Christmas tree money and the proceeds from the Christmas cards has been added. Thank you to everyone who helped or was involved in organising these fundraising activities.

Scooter and Bike Security

Please ensure that all bikes and scooters are locked up or collected each evening as there has recently been a theft of scooters from the school premises.

Wider Opps Music Concert — Friday 21st December

Ros will be leading our children in a celebration of their musical learning on Friday 21st December from 9.45am. There will also be a chance to join in with some lovely Christmas songs and carols. All parents and carers are welcome to attend.

End of Term—Friday 21st December

Please ensure that your child/ren are collected promptly at 1.15pm on Friday 21st December as Network Rail will be taking over the school building for the holiday period. Staff will be leaving the building for a Christmas celebration off site and so your help with this is much appreciated.

The spring term begins on Tuesday 8th January 2019.

With best wishes,

James Humphries

Headteacher



Happy Birthday to all those children who
have a birthday in December.

Jaber

Theo

Alex

Leo

Maya

Honor

Isam

Harry

Jack

Paul

Charlotte

Anabeth

Teddie

Alexandra

Does being a girl or a boy dictate your child's path in life?

Come to a workshop for parents and carers which will explore how different influences on girls and boys can impact children's aspirations, behaviour and even how well they do in school. Hear about a gender equality project Torriano is part of this year and get some tips for what you can do at home.

Who is this for?

Parents and carers of children of all ages

Dates and Times (the same workshop will be run twice):

8.30-9.30am on 9th January

6-7pm on 15th January



Gender equality: guide for families

What are gender stereotypes?

Fixed and widely held ideas about roles and behaviours that society thinks appropriate for men and women, girls and boys. For example that boys are more active, adventurous and tough and that girls are more caring, emotional and concerned with appearance. These stereotypes are everywhere in children's lives – in clothes, toys, books, media and language.

Children learn what those around them expect of them as a girl or a boy and their brains adapt. What might look like a child's free choice of toys, friends, subjects or jobs is heavily influenced by the messages the child has absorbed from birth about what's suitable for their gender. **The good news is that we can change these messages.**



'That's not very ladylike'

'Man up'



Why are they bad for everyone?

Gender stereotypes can limit children's choices, behaviour, aspirations and even achievement. They are bad for individuals and for society. They steer girls and boys in different directions – feeding different subject choices, different job options and even different health outcomes.

Study and work:

- In childhood, construction and science toys are often sold 'for boys'. At A level, only 10% of computing and 22% of physics students are girls. At work, less than 10% of engineers are female.
- In childhood, children learn that dolls are 'girls' toys' and that women do more caring work. At work, fathers are twice as likely to be turned down in a request for flexible working. Only 11% of nurses are male.
- When it comes to children's career ideas, the gender divide is as strong at age 4 as at 14.



Health and mental health:

- In childhood, boys learn not to show their feelings except through anger. Boys are 6 times less likely than girls to seek Childline counselling about suicidal thoughts and feelings. Men account for 75% of all suicides.
- 1 in 4 women in the UK will be a victim of domestic violence in her lifetime.

'You cry like a girl'

FAQs

- *But aren't girls and boys just different?*
Despite popular perceptions, there is no credible scientific evidence of natural difference in interests or skills between genders. Children learn from the stereotypes surrounding them what is considered 'normal' for their gender – and their choices adapt accordingly.
- *What's wrong with girls and boys liking different things?*
Nothing, so long as it is down to an individual child's preference rather than pressure to conform. Girls and boys are more alike than different.
- *Are you saying I should stop telling my daughter how pretty she is?*
No – but if her appearance is what your daughter is most often praised for then she may start to think that society values her looks above her other qualities.
- *What about boys?*
Statistically, boys are more likely than girls to achieve lower grades in school, to go to prison and not to seek help for mental health problems. Harmful gender stereotyping contributes to these outcomes.

Our aim: that children be free to make their own way as individuals, unlimited by gendered expectations

Gender stereotyping: what can we do about it?

- s:**
- Building blocks, puzzles and construction develop spatial awareness. Dolls and imaginary play help to develop empathy and communication. Introduce a range of toys for all children.
 - Thinking about buying presents? For help avoiding gifts which reinforce gender stereotyping see the Let Toys be Toys website at www.lettoysbetoysoy.org.uk – especially their Gift Guides and recommended retailers.

Expectations and aspirations:
Beware assumptions which might influence children's aspirations – e.g. by suggesting certain jobs are more for women or men or by assuming a

- ides:**
- Teach children that caring roles are rewarding and important – and ensure that boys can see themselves in caring roles.
 - All emotions are for everyone! Don't discourage boys from crying or expressing how they feel.
 - What praise are children given? e.g. repeated praise of girls as pretty and boys as clever or strong teaches

Opportunities to challenge gender stereotypes:

- In role-play games with younger children, who plays what roles?
- Talk to children about what they are seeing on TV – in what roles are male and female characters shown? How are female and male characters dressed?
- Look for positive role models of female leaders; women in sport,

- Language:**
- Think about the messages language can suggest – e.g. 'man up' suggests that boys should not show their emotions. Never use 'girl' or 'girlie' as an insult.
 - 'We need a strong man to open that' 'I can't do that with these nails' – throwaway comments have a powerful impact on children.
 - Use 'humankind' rather than 'mankind' or 'firefighter' rather than 'fireman' – avoid using masculine to refer to everyone.

Books:

- Children's books still send very gendered messages about male and female roles.
- Look for books with strong female leads and boys in caring roles – for boys and girls.
 - Swap 'he' and 'she' where male-dominated.
 - Use books as an opportunity to question roles and attitudes.

Around the home:

- Who do children see doing what work around the house?
- What chores are children given at home – are they different for girls and boys?
- Is different behaviour expected of sons and daughters?
- If newspapers and magazines show women and men in stereotypical roles, question these so that children don't

Clothes and shoes:

- Are girls wearing clothes or shoes which are more delicate – which they need to keep clean or which hinder them in climbing or kicking a ball?
- Think about slogans, colours and the messages they send.

- Don't set up girls and boys as 'opposite' or separate – there are more similarities between them than differences.
- Beware treating girls or boys as uniform groups.
- Friendships between genders are to be encouraged.