

Friday 11th September 2026

Article of the month: 28 – the right to an education which respects children's dignity and their rights

School Value: Trust

Dear Parents and Carers,

Safeguarding leads and medical first aiders have been reviewing our **medical system** ready for the start of the new academic year. For your information, when any first aid is provided in school, your child will receive a wrist band, so you are made aware. The details of the first aid will be recorded on Arbor as a medical event which you can access via the app. Any serious injuries and ALL head injuries, school will contact the child's primary carer immediately/ as soon as possible. If there were any behaviour concerns associated with this injury, this will be investigated, recorded on Class Charts and discussed with you, as appropriate, either on the telephone or at the end of the school day, and as soon as possible. Please could we remind our parents/carers that all medication for your child should be returned to school, clearly labelled and in date. We have some emergency medications in school including a defibrillator, asthma inhaler and an auto-injector adrenalin kit. However, these are for emergency use only.

We are delighted to let you know that we launched our **outdoor play and learning** activities today at lunchtime. The activities were shared and modelled in assembly this morning and the children engaged sensibly and safely with the equipment. We have also invited the children to make suggestions so we can expand our offer. Once our play leaders receive their training this will form part of their leadership responsibilities at Woodthorpe.

During the year, many of our children will have monitor jobs and **leadership roles** in school. This week, your child/ren will have

been selected/ voted for by their peers to join any of the following leadership groups which include Safeguarding and Rights Respecting Ambassadors, Eco Travel Champions, Digital Leaders and Pupil Council. These roles will be crucial in supporting school improvement, raising awareness on key issues and campaigning for their peers.

Please see attached the autumn term **Calendar of Events**. There will also be regular updates to your child's autumn term activities on their class blog site.

Have a nice weekend.
Ms McGrath

Notices & Updates

Outdoor Play Activities

We are still collecting donations for our outdoor play activities at lunchtimes. If you have any of the following to donate, please hand it in to the school office, thank you:

- Small cars
- Dinosaurs
- Dolls
- Soft toys
- Large pieces of material
- Picnic blankets

Healthy Snacks for Breaktimes

Please be reminded that we are a **NO NUTs** school. We also do not allow crisps, chocolate, sweets or cakes to be eaten at morning breaktimes as snacks. We appreciate that crisps may be included in lunchboxes from home, but we ask the children not to consume these as a breaktime snack. Infants receive free fruit/vegetables daily and Juniors encouraged to bring a healthy snack to school if they get hungry. Thank you.

School Meals

Please see Summer Menu 2 – attached (Menu 1 & 3 also attached)

Diary for the Week

Monday 14th -

8.30 – 8.45 am Daily Mile

3.15 - 4.15 pm KS2 Handball/Dodgeball
(Inspired Sports – Richard Steadman)

Tuesday 15th –

3.15 - 4.15 pm KS2 Football (Premier
Education)

Wednesday 16th –

8.30 – 8.45 am Wake Up Shake Up Dance

Guitar lessons

Thursday 17th –

8.30 – 8.45 am Daily Mile

Keyboard lessons

3.15-4.15 Y1 – Y6 Street Dance

Friday 18th –

Brass lessons

3.15 - 4.15 pm Y1 & Y2 Multi-Sports
(Premier Education)

Staff Training Days for 2026-27:

- 2nd November
- 4th January
- 12th February
- 6th May



Woodthorpe Junior and Infant School Health and Wellbeing Newsletter



Friday 11th September 2026

Clubs and Activities



Position	Year Group	Distance Travelled
1 st	Year 1	9.81
2 nd	Year 5	9.21
3 rd	Year 6	7.85
4 th	Year 2	5.28
Joint 5 th	Reception	4.83
Joint 5 th	Year 3	4.83
7 th	Year 4	0.91
		42.7 miles

It was lovely to kickstart our Daily Mile programme this week! The weather has been kind and enabled 45 children to get involved this week. Well done to Year 1 for being the most active – travelling 9.81 miles! It was brilliant to see children from Reception too! Don't forget that it takes place every Monday and Thursday morning at 08:30.

Please note Wake-up Shake-up will be on Wednesdays for all year groups.

After-School Sport Clubs – Autumn Term 1

Our after-school sports clubs started this week! It has been lovely to see how many children have signed up. There are a handful of places left on a Monday (KS2 handball/dodgeball) and Friday (KS1 multi-sports). See attached for more details.

Red Ridge Residential – October 2026

Letters went out this week with the medical and dietary forms for the children. These need to be completed and returned to school by Wednesday please. This information is then passed on to Red Ridge in preparation for our visit. Thank you for your support with this.

Wheelchair Basketball Sessions

It was wonderful to host Andy Craddock and Ben Smith (Make Change) this week

who were finally able to deliver the wheelchair basketball sessions. The children really enjoyed the opportunity to play a fun, engaging and inclusive sport with their peers. We look forward to welcoming them back again soon!



Year 5 Playleaders

Our playleaders in Year 5 have now been chosen for this academic year. They will be attending their training at Bishop Challoner Catholic College later this month. We look forward to the impact that they'll make towards our overall lunchtime provision this year.

'Power Up' PE Assessments

We will be completing the first 'Power Up' assessment sessions next week. Both staff and children have really enjoyed these over recent years, we look forward to welcoming back staff from Premier Education next week.



Outdoor Play and Learning (OPAL)

We launched our new OPAL programme this week. This initiative will help us to continue to develop our lunchtime provision and offer the children a variety of activities to get involved with daily.





Woodthorpe Junior and Infant School Health and Wellbeing Newsletter



Woodthorpe in the Community

Congratulations to Edward S (Y5) who was recently awarded the 'Most Improved Player' at Kings Heath Cricket Club this season – for the second-year running! Edward has been representing the U10's this summer and obviously made a great impression upon both his teammates and coaches.

The club said: "Edward clearly works hard outside of training to develop his skills, and this shows. His technique is fantastic and his efforts have translated into results on the pitch. His enthusiasm during training is always appreciated."



Pupil Voice

"I made a car out of cardboard at lunchtime today. I am really creative and it was fun!"
Matilda, Year 2 – OPAL

"It was great fun playing with my friends in the wheelchair, I was able to move in all directions and pass the ball to my teammates."

Elaine, Year 5 – Wheelchair Basketball

Dates for your diary

Monday 14th September – The Daily Mile

Wednesday 16th September- Wake-up Shake-up Dance

Thursday 17th September– The Daily Mile

Mental Health and Wellbeing Update



*See attached for enlarged version

Woodthorpe Junior and Infant School

Calendar of Events – Autumn Term 2026

September		
Tuesday 1 st	Staff training Days (1 st and 2 nd)	
Wednesday 2 nd	New Reception Parent Workshop	9.30 -10.30 am
Thursday 3 rd	Children return	8.55 am
Friday 4 th	Wheelchair Basketball	All day
Wb 28th	Harvest Collection Week (Birmingham City Mission)	
Tuesday 29 th	Reception Phonics workshop for parents (school hall)	2.15-3.00 pm
October	<i>Black History Month - 'Honouring Our Communities'</i> <i>International Walk to School Month</i> (walking, wheeling, cycling and scooting to school).	
Thursday 1 st	School Census Day	
Thursday 1 st	Restart a Heart WMAS Restart a Heart	Morning
Monday 5 th - 7 th	National Cycle to School Week	
Tuesday 6 th	Year 4 Bewdley Museum	All Day
Wednesday 7 th	Year 4, 5 and 6 Author Visit	Afternoon
Thursday 8 th	Harvest Celebration Assembly (for pupils only)	
Monday 12 th – Friday 16 th	Year 5 & 6 residential – Red Ridge	All week
Thursday 15 th	World Values Day	
Wednesday 21 st	Aperture Portraits – individual and sibling photos	8.30-11.30 am
TBC	Rec-Y6 Nasal Flu vaccinations (consent required – to be sent out nearer the time via 1 st contact email)	
Friday 23 rd	Break Up	3.15 pm
Half Term – Monday 26th – Friday 30th		
November		
Monday 2 nd	Staff Training Day - closed to pupils	
Tuesday 3 rd	All return Parent/Carer Consultations	8.55 am 3.30-6.00 pm
Wednesday 11 th	Remembrance Day Parent/Carer Consultations	3.30-6.00 pm
15 th - 21 st	Road Safety Week: 'Safe People on the Move'	
16 th -20 th	National Anti-Bullying Week: "Break the Silence" Odd Socks Day (Monday 16 th)	All week
Friday 20 th	International Children's Day: "Inclusion, for every child" BBC Children in Need (fundraiser)	
December	<i>Advent</i>	
Friday 4 th	EYFS Christmas Crafts Events (with parents - school hall) Christmas Jumper Day (Save the Children fundraiser)	2.00-3.00 pm
TBC	KS1 Nativity	TBC
Wednesday 9 th or Thursday 10 th	Winter Concert	TBC
Friday 18 th	House Celebration Event Break up for Christmas holidays	2.00 pm 3.15 pm
Christmas Holidays – Monday 21st December 2026 – 4th January 2027 (children return on 5th January)		
Please note that some events may be subject to a change of date &/or time due to unforeseen circumstances. Any updates and specific arrangements for all school, class and group events will be sent via your child's class blog page, the weekly newsletter and Arbor App.		



Summer Menu Week 1

13th April, 4th May, 25th May, 15th June, 6th July, 7th Sept, 28th Sept, 19th Oct 2026

WEEK ONE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main - Option 1	Fajita Chicken	Beef Lasagne	Roast Beef in Gravy	Chicken Curry	Fish Goujons
Vegetables	Vegetable Medley	Carrots	Mixed Vegetables	Mixed Vegetables	Peas
Sides	White Rice	Baked Potato Wedges	Golden Roast Potatoes	Wholegrain Rice	Oven Chips
Main - Option 2	Macaroni Cheese	Chickpea Curry	Cheese & Onion Pie	Lentil Bolognaise	Vegetable Lasagne
Vegetables	Sweetcorn	Cauliflower	Mixed Vegetables	Mixed Vegetables	Peas
Sides	Diced Potatoes	Wholegrain Rice	Golden Roast Potatoes	Penne Pasta	Oven Chips
Jacket Potatoes	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato
Dessert	Apple Crumble	Chocolate Sponge	Lemon & Orange Sponge	Chocolate Chip Sponge	Somerset Apple Cake



Summer Menu Week 2

30th March, 20th April, 11th May, 1st June, 22nd June, 13th July, 14th Sept, 5th Oct, 26th Oct 2026

WEEK TWO	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main - Option 1	Chicken & Pasta with Tomatoes and Herbs	Chicken Goujons	Roast Chicken in Gravy	Sweet & Sour Chicken	Tuna Pasta Bake
Vegetables	Sweetcorn	Baked Beans	Vegetable Medley	Cauliflower	Peas
Sides	Baked Potato Wedges	Diced Potatoes	Golden Roast Potatoes	White Rice	Oven Chips
Main - Option 2	Lentil & Vegetable Flaky Topped Pie	Vegetarian Tikka Masala	Penne Pasta in Tomato and Basil Sauce	Bean Chilli	Vegetarian Cottage Pie
Vegetables	Sweetcorn	Broccoli	Vegetable Medley	Green Beans	Peas
Sides	Baked Potato Wedges	Wholegrain Rice	Penne Pasta	White Rice	Oven Chips
Jacket Potatoes	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato
Dessert	Summer Fruit Sponge	Bakewell Tart	Pineapple Sponge	Apple Crumble	Hot Chocolate Brownie



Summer Menu Week 3

6th April, 27th April, 18th May, 8th June, 29th June, 20th July, 31st Aug, 21st Sept, 12th Oct 2026

WEEK THREE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main - Option 1	Cheesy Garlic Chicken	Smoked Paprika & Tomato Chicken	Sliced Roast Chicken in Gravy	Beef Bolognese	Breaded Cod
Vegetables	Carrots	Mixed Vegetables	Mixed Vegetables	Sweetcorn	Peas
Sides	Diced Potatoes	Baked Potato Wedges	Golden Roast Potatoes	Penne Pasta	Oven Chips
Main - Option 2	Cauliflower, Spinach & Lentil Curry	Tomato & Chickpea Gratin	Cauliflower & Broccoli Pasta	Vegetable Quiche	Potato, Cheese & Leek Bake
Sides	Green Beans	Cauliflower	Mixed Vegetables	Carrots	Baked Beans
Carbohydrate	Wholegrain Rice	Baked Potato Wedges	Penne Pasta	Baked Potato Wedges	Oven Chips
Jacket Potatoes	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato	Filled Jacket Potato
Dessert	Lemon Flavour Sponge	Apricot Crumble	Jam Sponge	Somerset Apple Cake	Chocolate Sponge





SPORTS CLUBS

This Half Term

MONDAY

**KS2 Handball/
Dodgeball**



TUESDAY

KS2 Football



THURSDAY

KS1/2 Streetdance



FRIDAY

KS1 Multiports



3:15pm – 4:15pm



£3.50
per session



Get active • Make friends • Have fun!



Join us for The Daily Mile

A healthier, happier you!

Every
Monday &
Thursday



From
08:30

For ALL
year groups

Walk
Run
Be Active
Feel Great!



Get
active



Feel
good



Improve
your health



Boost
your
mood



Together
we can!

Wake Up

Move
Have Fun
Be You!

Shake Up

DANCE



Every
Wednesday



From
08:30



For ALL
year groups



Get
Active



Boost
Your Mood



Make
New Friends



Feel
Great!

What Parents & Educators Need to Know about CHARACTER.AI

Character.AI is an entertainment platform where users create and chat with AI-powered characters. These chatbots can act like existing favourite characters from movies or books, or like friends, mentors, or even romantic partners, responding in an emotional, personally engaging way. Although this can encourage creativity, it can also make a generated conversation feel like a genuine relationship, which is concerning if it takes the place of human relationships.

WHAT ARE THE RISKS?

INAPPROPRIATE CONTENT

AI replies are generated in real time rather than chosen from a fully checked script. Even with safety filters on, conversations can still move into sexual, violent, discriminatory, or self-harm material. These AI characters are often made by users, so a familiar name or child-friendly description does not guarantee that every response from the character will be suitable for a young person.

BLURRED BOUNDARIES

Characters on Character.AI can use the language of friendship, love, and empathy without ever feeling anything. Vulnerable young people may struggle to separate this simulation from genuine understanding. Romantic role-play or a character that demands attention, loyalty, or secrecy could also risk distorting young people's expectations around consent, disagreement, and the give-and-take involved in healthy human relationships.

UNRELIABLE ADVICE

Characters, like other chatbot platforms, are at risk of inventing facts or giving inappropriate advice while sounding completely confident. Characters may also echo a young person's assumptions instead of questioning them. This can become particularly risky when users rely on a character for guidance about health, mental wellbeing, relationships, money, or personal safety instead of checking with a credible source or trusted adult.

EMOTIONAL DEPENDENCY

Character.AI chatbots can appear endlessly attentive, supportive, and affectionate, which is one of the hallmarks of the generative AI models that such companions are built on. A young person may start turning to a character chatbot whenever they feel lonely or upset and believe that it understands them better than the humans in their life. This can become more concerning when chatting starts to replace sleep, schoolwork, hobbies and friendships.

PRIVACY CONCERNS

Character.AI chats may feel private, especially when a bot sounds personal and caring, but they take place on a company's online systems. Users could intentionally or unintentionally reveal their name, school, location, routines, images, or intimate concerns. Character.AI says some data may be retained to improve its services and AI models, so young people should never treat a chatbot like a confidential diary.

UNHEALTHY ENGAGEMENT

Be aware of warning signs such as secret accounts, bypassing age restrictions, hiding phone use from adults, chatting late at night, distress when access to the platform or character stops, withdrawal from other people, falling interest in school, or believing the character is conscious. Increased use may also signal that the young person is already lonely, anxious, or seeking help.

Advice for Parents & Educators

KEEP CONVERSATIONS OPEN

Ask what the young person enjoys about Character.AI and invite them to show you how the platform and their favourite characters work. Useful questions include, "Has it ever said something that felt wrong?" and "How can you tell it doesn't have feelings?" Avoid shaming them for using platforms like Character.AI or making them feel there is something wrong with them for doing so.

CHECK AGE, SETTINGS & LIMITS

Character.AI's minimum age is 16 in the UK, but open-ended companion chat is restricted to adults aged 18 or over. Users aged 16 to 17 receive a different experience built around guided 'Stories' and other creative or social features. Check their current settings, never help or encourage a young person to give a false age, and apply the same safety rules to other chatbot apps.

PAUSE, CHECK AND ASK

Teach young people to pause before accepting an answer from characters on Character.AI. Encourage them to check important claims against a trustworthy source and ask a safe adult when the issue matters. Never use a character as the sole source of medical, mental health, legal, financial, or safeguarding advice. Remind them not to share passwords, contact details, school information, live locations, or private images.

NOTICE AND RESPOND

Take action if chats involve sexual content, threats, coercion, abuse, self-harm or danger. Save relevant evidence, report the character and follow the setting's safeguarding process; educators should involve the designated safeguarding lead. If anyone is in immediate danger, contact emergency services. Childline is available on 0800 1111 and the NSPCC Helpline on 0808 800 5000.

Meet Our Expert

Darren Coxon is an educator with almost 30 years' experience across teaching, school leadership, and governance. He works internationally, supporting schools and colleges with AI leadership and governance, as well as teaching the key fundamentals of AI use and safety to educators at The National College.



#WakeUpWednesday

The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 09.09.2026

Discovering digital at primary school

Tips for navigating online risk and harm

internet
matters.org



Online risks & challenges at primary

While the internet can offer children many benefits, there is also risk of them coming across online harm.

Explore some of these risks below along with tips to keep your child safe.

Scan to
see the
full guide



Accessing inappropriate content

Children are curious creatures. Online, they might seek out content they learn about from friends or unknowingly look up inappropriate words they hear in a song.

They might also come across inappropriate content by:

- Joining apps and platforms before reaching the minimum age allowed.
- Playing games, using apps or watching content aimed at older children or adults.
- Watching livestreams where content isn't always predictable.

Tips to keep them safe

- Set up parental controls across broadband, devices and apps to limit access to websites, apps and content.
- Talk with them about what to do if they have questions about something (like asking you).
- Discuss what is appropriate for their age, maturity and media literacy skills.
- Explain what to do if they come across scary or confusing content by accident such as telling you and using in-built reporting tools.



Sharing private information

While many children in primary might know that they're not supposed to share private information, they might not know what this looks like in practise, which can lead to oversharing.

This can lead to:

- Scammers or bullies using this information to target them.
- Losing accounts on popular platforms.
- Coercion or manipulation from harmful people.
- Unwanted contact from spammers and strangers.

Tips to keep them safe

- Talk about private information, including what it is and why it needs to stay private.
- Talk about how strangers might pretend to be someone else. Together, identify what 'red flag' behaviours might look like.
- Discuss pressures they might feel to share images or information for likes or because an online friend wants it, and how to navigate that pressure.
- Review communication and friends settings in the platforms they use to make sure strangers can't interact with them.



Too much screen time

Not all screen time is created equal. If your child uses their device to connect with others, learn or develop new interests, they're more likely to feel good about their screen time.

If they're watching 'brain rot' or playing games they don't enjoy, they're more likely to feel negative impacts on their wellbeing.

Tips to keep them safe

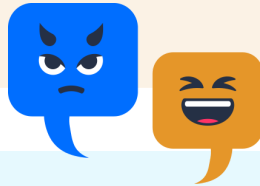
- Create a family agreement together to decide when, where and for how long they can use a device or platform.
- Check-in on their experiences by asking how they feel during and after playing a game or watching a video to help them become more mindful.
- Offer alternatives to make their screen time more active. For example, if they love playing Roblox, maybe they'd enjoy creating their own game in Roblox Studio.
- Use built-in screen time tools on their devices and in their apps.



Cyberbullying & online hate

Cyberbullying in primary school can happen over messaging apps, in games they play or on other social platforms. It can come from people they know as well as strangers.

Setting a good foundation of healthy behaviour can help your child understand when something needs to be reported or blocked and when they need to tell you.



Tips to keep them safe

- Talk about 'internet manners' and the importance of being kind online.
- Let them know that telling you or a teacher is always the right thing to do if they're bullied or see bullying happening to others.
- Teach them how to report and block users on the platforms they use (and when to use them).

Harmful contact from strangers

While most people your child plays games with or interacts with online are likely to be friendly and safe, some strangers might seek to do harm.

That's why it's important to equip your child with the skills to navigate interactions online confidently. If they can recognise risk of harm and know how to get help, they are more likely to avoid coming to harm.



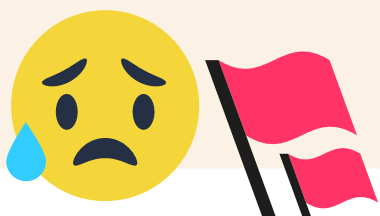
Tips to keep them safe

- Review parental controls built-in to your child's apps and devices to make sure only people you agree on can contact them.
- Check-in regularly on their friends lists and ask questions about anyone you don't recognise. Review private messages as well.
- Together, explore the platform's reporting and blocking tools. Talk about how to use them and when.

Feelings of loneliness

While many children benefit from going online, research shows that increasing numbers of children feel more lonely online. This can lead them to trying to find community and support online.

Finding community online can be a good thing, but it can also leave the open to risk from more extreme communities.



Tips to keep them safe

- Explore opportunities for socialisation beyond school like clubs or teams to help your child find positive community.
- Regularly talk with your child about their experiences online - what they enjoy doing, what they dislike, how they feel.
- Encourage your child to be mindful of how the online space makes them feel and what actions they can take if they feel lonely.

Navigating mis- and disinformation

The widespread use of the internet means that children can find information and news with just a quick search. However, at this age, they may not always know how to tell what's real and what's not.

Artificial intelligence (AI) adds an additional layer of risk when it comes to trusting information online. AI chatbots as well as people online can share incorrect information, whether on purpose or not, which can lead to confusion and cause strong emotions like anger or fear.



Tips to keep them safe

- Create a simple fact-checking rules together. For example, if something they read online seems surprising or upsetting, encourage them to find 2 more trusted sources before believing it's true.
- Let them know that they can always ask you for help if they're ever unsure.
- Discourage them from use AI chatbots like ChatGPT as a search engine. It can give wrong answers, so they should use a search engine if they're looking for facts.
- Explore AI tools and appropriate use of these tools together. This can help show your child what positive and supportive use looks like.

Helpful resources & activities

Use these activities and resources to help your child develop their media literacy to support them as they grow.



6-10s age guide: Learn about the online life of children aged 6-10 and get tips for apps, online safety and more.



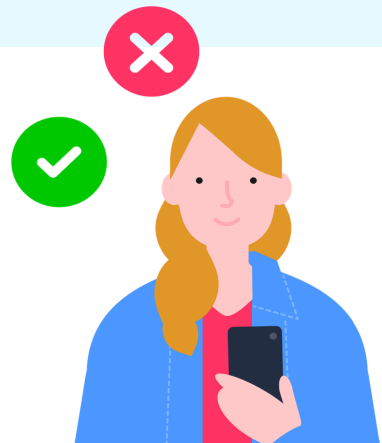
Step-by-step parental controls: See how to set restrictions across networks, devices, apps and platforms your child uses.



Apps and platforms guides: Explore popular platforms or find a new app to help your child manage their wellbeing or gain new skills.



Additional needs hub: If your child has SEND or additional needs, use this hub for strategies to make their time online safer.



Find the Fake: Complete any of these 4 quizzes with your child to help them think more critically about things they see online.



The Online Together Project: Complete these quizzes about stereotypes and hate to help your child keep their online experiences positive.



Check-in templates: Use these templates to check-in with your child about their online life.

BIRMINGHAM MOSELEY
MINIS & JUNIORS

GIRLS.

YOUR TEAM IS WAITING.



SAME
GAME
MORE
GIRLS



BUILD
CONFIDENCE

MAKE
FRIENDS



LOVE
RUGBY

4 FREE TASTER SESSIONS

Reception to Year 11
No experience needed



SCAN TO JOIN

ONE CLUB. ONE FAMILY. ONE COMMUNITY

BIRMINGHAM MOSELEY
MINIS & JUNIORS



JOIN THE RED & BLACK



BUILD
CONFIDENCE



MAKE
FRIENDS



PLAY
RUGBY

**4 FREE
TASTER SESSIONS**

Reception to Year 11



SCAN TO JOIN



ONE CLUB. ONE FAMILY. ONE COMMUNITY



FOOTBALL FUTURE STARS



SOUTH BIRMINGHAM FOOTBALL COURSE 2026

✓ FA QUALIFIED | ✓ DBS CHECKED | ★ 16+ YEARS EXPERIENCE

📍 QUEENSBRIDGE SECONDARY SCHOOL (GRASS PITCHES)
QUEENSBRIDGE ROAD, MOSELEY, BIRMINGHAM B13 8QB

STARTING FRIDAY 11TH SEPTEMBER

GROUP 1

4:30PM - 5:30PM

SCHOOL YEARS

RECEPTION

YEAR 1

YEAR 2

YEAR 3



GROUP 2

5:30PM - 6:30PM

SCHOOL YEARS

YEAR 4

YEAR 5

YEAR 6

YEARS 7+

★ AGES 4 - 15 ★



£7 PER WEEK
PAID EVERY 4 WEEKS
£28 DUE ON WEEK 1

FINAL WEEK
✓ TROPHIES AND MEDALS
✓ PRESENTATION DAY



TO RESERVE A PLACE - TEXT
SOUTH BIRMINGHAM + CHILDS NAME + AGE + GROUP (1 OR 2)



07496 548498



FOOTBALL FUTURE STARS



ABOUT OUR COURSE

OUR SESSIONS ARE DESIGNED TO HELP CHILDREN DEVELOP THEIR FOOTBALL ABILITY WHILE KEEPING THE SESSIONS FUN AND ENGAGING.



FOOTBALL FUTURE STARS HAS BEEN RUNNING SUCCESSFUL CHILDREN'S FOOTBALL COURSES FOR **OVER 17 YEARS**.

ALL ABILITIES ARE WELCOME, WHETHER CHILDREN ARE NEW TO FOOTBALL OR ALREADY PLAY REGULARLY.



ALL SESSIONS ARE DELIVERED BY:

- ✓ FA QUALIFIED COACHES
- ✓ DBS CHECKED STAFF
- ✓ COACHES WITH EXTENSIVE EXPERIENCE WORKING WITH CHILDREN



PLAYERS WILL LEARN:



BALL CONTROL



DRIBBLING SKILLS



PASSING AND MOVEMENT



SHOOTING AND FINISHING



SMALL SIDED GAMES



CONFIDENCE AND TEAMWORK



OUR AIM IS TO CREATE A POSITIVE ENVIRONMENT WHERE CHILDREN CAN **LEARN, IMPROVE AND ENJOY FOOTBALL.**



FA QUALIFIED
COACHES



DBS CHECKED
STAFF



16+ YEARS
EXPERIENCE