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Discover a great read for your child...

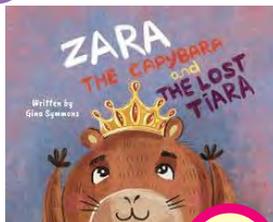
Zara the Capybara and the Lost Tiara

Author: Gina Symmons
Troubador Publishing

Zara the Capybara lives in a zoo in central London. She is a funny little character and loves making jewellery out of sweet wrappers she finds around her enclosure.

One day after a visit from the King and Queen to the Zoo she finds a beautiful shiny tiara. Her friends know who the tiara belongs to and want Zara to give it back, but Zara has other ideas and hides the tiara. Unfortunately, she forgets where she hid the tiara and her friends' step in and help her find it so she can return it to the queen.

Zara although reluctant knows that it is the right thing to do and is rewarded for handing back the tiara.



OUT NOW
28/6

Felix and the Future Agency

Author: Rachel Morrisroe
Simon & Schuster

Get ready to join magical new hero Felix Green on an edge-of-your-seat adventure at the FUTURE AGENCY. Perfect for fans of Percy Jackson and Skandar.

Felix Green has a talent – a talent that often gets him into A LOT of trouble – he can foresee the future. And he's not the only one! When his latest prediction comes true, he soon finds himself whisked off to join the secret underground Future Agency. Here he starts to learn the tools to protect the country from the natural disasters set to befall it – summoning animal star constellations down from the sky, dream weaving and speaking to ghosts. When a dark spectre infiltrates the Future Agency, only Felix can unmask the culprit and save the agency from destruction.



OUT NOW

GUINNESS WORLD RECORDS 365

GUINNESS WORLD RECORDS (GWR), celebrating its 70th anniversary in 2025, are delighted to announce that Guinness World Records 365: Sport, a pocket size book highlighting a sport record for every day of the year.

As arbiters of records for over 70 years, there are thousands of sporting triumphs, facts and trivia in the Guinness World Records vaults that we felt deserved their moment in the spotlight. 365: Sport is an addictive read packed with quirky facts and stats and sporting gems you never knew you needed to know. It covers incredible historic sporting events from the first cricket test match to the fastest UEFA Champions League goal.

OUT NOW



Baxter: The Rabbit Who Cared Too Much

Author: Michelle Dawn Sullivan
Troubador Publishing

Baxter has everything a rabbit needs to be happy and healthy, except for some friends to play with. So Pollie, his owner, brings two rabbits home to stay, but will they be well-behaved, friendly and caring, or will they get up to mischief and bully him? What could happen to make them change? And what will they, and Pollie, teach us about saving the planet along the way?

Baxter: The Rabbit Who Cared Too Much is an environmental education book, aimed at the 4-7 age group, where the story weaves in environmental issues and has further questions to broaden the subject. It is one of the few books on this subject specifically aimed at KS1.

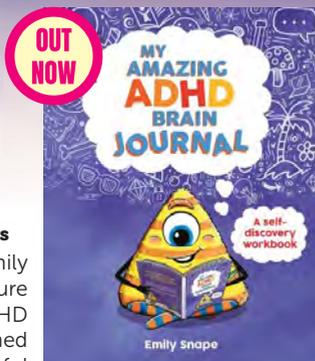
OUT NOW



My Amazing ADHD Brain: A Self-Discovery Workbook for Children with ADHD Brains

Author: Emily Snape
Summersdale Publishers

A follow-up to Emily Snape's successful picture book *My Amazing ADHD Brain* which we published last year, this fun, helpful journal is packed with confidence-boosting activities, well-being trackers and daily reflection sheets to help your ADHD child express, process and manage emotions, be more organized, establish healthy routines, and foster resilience. An invaluable tool for kids – and parents – it's designed to help them build self-love, regulate their emotions and find focus.



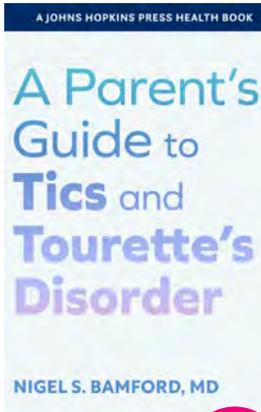
A Parent's Guide to Tics and

Tourette's Disorder

Author: Nigel S Bamford
Johns Hopkins University Press

In this accessible guide, Nigel S. Bamford, MD, provides an essential and comprehensive resource for understanding and managing tic disorders, including Tourette's disorder. This book offers parents, caregivers, and health care providers the knowledge and tools to effectively support children with these neurological conditions.

- The potential causes and underlying actors that contribute to tic development
- The relationship among tics, habits, and brain mechanisms
- Diagnostic criteria
- Associated psychological conditions and co-occurring disorders—anxiety, OCD, and ADHD—that can impact the frequency and severity of tics
- Treatment options, including therapeutic approaches, medication management, and alternative treatments
- Common challenges faced by families, such as accessing health care, managing academic performance, handling social situations, and promoting physical activity.



Dino Dad: Mystery of the Missing Egg

Author: Andy Day
Illustrator: Steven Lenton
Publisher: Penguin Random House
Children's UK

What if YOUR dad could change into a dinosaur?

Hello! It's me, Ruby Thumb. Me and my dad have loads of

amazing adventures in Dinotropolis - an incredible island, full of dinosaurs who live just like us humans do. And when we go there using our special magic Ammonite shell, we turn into dinosaurs too!

I can't wait to tell you all about our next adventure. It was fantastic - I got to be a real-life dino detective! Me and dad had to solve the mystery of a missing fossilised dinosaur egg... and we discovered something amazing along the way...!



A Mouse Just Ate My House!

Author: Kes Gray
Quarto Publishing PLC

Prepare for a laugh-out-loud adventure with *A Mouse Just Ate My House!* the latest tail from the multi-million copy bestselling children's author Kes Gray.

Mice eat cheese, right? Not this mouse! Our mischievous little nuisance is so hungry she will stop at nothing until she's full up. She's even taken a big bite out of this very book - just look at the missing piece and all the little nibble marks!

In this hilarious story, a hungry little mouse simply cannot stop eating. From doors to sofas to chairs – even stairs! She has a rumble in her tummy that won't go away.



There's no doubt that the online world is a significant part of children's lives today. From gaming and social media apps to completing schoolwork online, technology can be extremely beneficial for children's learning and development. But it can also represent a very real and ever-present danger if not used safely.

For parents and carers everywhere, there are lots of safety factors to consider when children explore the online world. One worry is the introduction and rise of Artificial Intelligence (AI). In a recent YouGov survey commissioned by the NSPCC, results showed that among 3,356 people from across the UK, 89% have some level of concern that this type of technology may be unsafe for children.

Other concerns that parents may have while their children are online is the use of social media platforms, gaming, cyber bullying and the risk of online grooming. But what can parents and carers do to ensure that their children are safe when online?

IT'S GOOD TO TALK

The NSPCC recommends parents talking to their children openly

and regularly about how they navigate the internet and its many platforms.

Technology can move at an extraordinarily fast pace. It can be tough to know how to start talking to children about what they are doing online, who they might be speaking to or

discussing the potential risks and issues.

But making it part of daily conversation, just like asking about their day at school, will help them feel relaxed. It also means when they do have any worries, they're more likely to open up and talk about it.





It's vital for parents to use language that their child will understand, and important to consider every child's age and ability as it will help to decide how to speak to them.

For example, for under 11s, the NSPCC has resources like Talk PANTS – a simple conversation to help keep your child safe from sexual abuse, and Techosaurus – the charity's new friendly dinosaur helping children to form healthy online habits, routines and behaviours from a young age.

WHAT ABOUT OLDER CHILDREN?

When it comes to older children and teenagers, their needs and behaviour will be changing, and they may find talking to parents embarrassing when discussing difficult topics.

However, they still need support so it's always worth continuing to check in with them regularly, even if there's nothing they want to talk about. The NSPCC's Positive Parenting guide can help with this.

As with any conversation it helps to stay calm, balanced, and non-judgemental. From this, parents can get a good insight into their child's online activities so they can consider if any further steps need to be taken to ensure their child's safety.

Parental controls are a good way of keeping their experiences safe and checking whether the games and apps they're using are appropriate for their age.

BE A GOOD DIGITAL ROLE MODEL

Children look to their parents and carers for guidance, so it is important to be a good digital role model. There are lots of things you can do to set a good example.

Things such as keeping passwords safe and reminding children that they are private and shouldn't be shared are a good start. Making sure to have a break and turning off notifications sometimes also helps, as well as talking about the



things you read online. There is a lot of false information shared in some areas of the internet, so it's always helpful to talk to children about what they have seen and the importance of using trusted news sources.

As parents, we may tell children to be careful about the pictures they share online, but parents also have to stop and think carefully about what they post too.

FURTHER SUPPORT

It's important for children to understand that they have someone to talk to about anything that they've experienced online. If they don't feel comfortable speaking to a parent or carer, remind them they can talk to a teacher or one of our dedicated volunteer counsellors at Childline.

They can call for free and confidentially 24 hours a day, seven days a week on **0800 1111** or visit the Childline website for support.

Parents and carers can find more information about children's online safety on the NSPCC website.

Making The Leap

The transition from primary school to secondary school is a major step in your child's life. Although many children will feel accustomed to the change within the first couple of weeks, the new school transition can be extremely daunting. Even the most confident of children sometimes can feel overwhelmed when starting secondary school and it's normal for the whole family to feel slightly apprehensive when adjusting to the new routine.



What is difficult about

- Larger school environment
- No personal desks storage space
- Subject specific teachers
- Independent travel
- A greater volume and expectation of work and homework
- Need for greater organisation skills and timekeeping

What are the main transitional difficulties that children face?

- Finding their way around a new, larger environment
- Meeting new children
- Meeting new teachers
- Becoming accustomed to a personal timetable
- Moving from class-to-class
- Keeping belongings on their person throughout the day
- Independently organising work and homework
- Less supervision from teaching staff at break and lunchtimes
- Coping with new, more challenging topics & subjects

OUR TOP TIPS

- Recognise that your child will be anxious and allow them to openly communicate their worries, fears and thoughts with you and other close relatives. Try to help them relax and reassure them that they will become accustomed to their new environment. It is important to not dismiss any worries your child may have – it is important that you listen to their worries and think about what you can do to help emotionally support them.

- It is important to establish a sincere and open relationship with your child's new school. Be honest about your child's needs/requirements and inform the secondary school's SENCO or your child's current primary school if you have any concerns. If you consider your child to be vulnerable, ensure that you have frequent contact with a key member of staff at the secondary school who you can work closely with you to help aid your child.

- Make sure to attend parent induction evenings – it will help you and your child's new teachers get to know one another.

- Make sure that you are familiar with the school's prospectus and policies (including attendance).

- Help your child take responsibility for their belongings and encourage them to use a locker.

- Help your child practice getting to school. Ensure that they are familiarised with walking/ cycling/bus routes, have alternative plans (if they miss for bus, for example) and reach school within plenty of time. Also, do not forget to apply for a bus pass if needed.

- Ensure that all uniform is correct/appropriate (including footwear, hairstyles, jewellery etc.) and contact the secondary school if you have any queries in regards to school uniform codes and cost. It is extremely important that school uniform and supplies are bought in advance to avoid unwanted stress before the big day.

- Encourage and support your child's independence and free thinking – listen to their opinions and freely engage in conversation with them. Not only will they reinforce and share their thoughts about what they are learning in secondary school, it will also help them to develop social skills and help to encourage a strong sense of self.

Checklist

Clothing & Essentials

- School uniform; shirts/polo shirts, ties, trousers, shorts/skirts, jumpers, blazer, fleece
- Coat
- Hat, scarves and gloves
- Socks
- Comfortable shoes
- PE Kit; t-shirt, shorts, trainers, socks & gym bag
- Rucksack/ large bag
- Lunchbox and bottle
- Wash-proof fabric markers

School Supplies

- Plain paper
- Notebooks
- Pencil case
- Pens
- Pencil set
- Colouring pencils
- Colouring pens
- Ruler
- Rubber
- Pencil Sharpener
- Handwriting Pen
- Scientific Calculator
- Basic maths set
- Exercise books
- Paper clips
- Highlighters
- Post-it Notes
- Diary
- Ring binder
- Plastic wallets
- USB stick
- Dictionary
- Thesaurus



KEEP SAFE IN HOT SUMMER WEATHER

First aid and health response charity St John Ambulance explains how you can stay safe in hot weather this summer.

Knowing how to spot the symptoms and treat common heat-related conditions such as heat exhaustion, sunburn and dehydration can also be vital in helping people look after themselves and others, as well as preventing avoidable trips to hospital.

HEAT EXHAUSTION

Long periods in the sun can take its toll after a while and can lead to heat exhaustion, which is caused by a loss of salt and water from the body, usually through excessive sweating. It develops slowly and usually happens to people who aren't used to hot, humid weather. If you're at a festival and it's very hot, it's easy to suffer from heat exhaustion.

These are typical symptoms of Heat Exhaustion

1. Headache.
2. Dizziness and confusion.
3. Loss of appetite and feeling sick.
4. Sweating with pale clammy skin.
5. Cramps in the arms, legs and stomach.
6. Fast, weakening pulse and breathing.



Signs and symptoms of Heat Stroke

Fast deterioration in level of response
Behavioural changes (agitation or aggression)

Vomiting
Delirium

Stumbling gait (ataxia)
Flushed or pale skin
Seizures

Hypotension
& cardiac arrhythmia
Urinary or faecal incontinence

Coma
Collapse

Temperature usually greater than 40°C

Treating heat exhaustion:

1. Help them to lie down in a cool place and raise their legs.
2. Give them lots of water to drink or isotonic sports drinks.
3. Check their breathing, pulse and responsiveness.
4. Suggest they get medical advice. Call 999/112 if you are concerned.

The initial first response for this is known as "S3F":

- Shade: get them out of the sun or away from the heat source
- Strip: take all extra layers off the person, ideally down to their underwear
- Spray: spray misted water over the patient or pour cool water over them
- Fan: waft air across them with a fan to promote evaporation

HEAT STROKE

Heat stroke is characterised by someone having a very high internal temperature (40c and above) and a decreased level of consciousness. This might mean they are confused, unresponsive or even aggressive. The initial first response for this is known as "S3F":

- Shade: get them out of the sun or away from the heat source

If someone is showing signs of heat stroke, call 999 immediately.

SUNBURN

It's important to avoid too much exposure to the sun by covering up with clothing, staying in the shade and applying high factor sunscreen. Most sunburn is mild, but in severe cases the skin can become damaged, turn lobster red and blister. They may also develop heat exhaustion.

Symptoms of sunburn include:

1. Reddened skin.
2. Pain in the area of the burn.
3. There may be blistering.

Treating sunburn:

1. Cover the skin with light clothing and move them out of the sun.
2. Give them cold water to sip.
3. Cool the skin with cool water for 10 minutes.
4. Apply calamine lotion to soothe mild sunburn.
5. If there are blisters, advise that they see a healthcare professional.
6. Treat any symptoms of heat exhaustion or heatstroke and get medical help.

DEHYDRATION

Dehydration happens when someone loses more fluid than they take in, especially if it's really hot outside, so make sure you're sipping lots of water at regular intervals.

There are four key things to look for:

1. Headaches and light-headedness.
2. Dry mouth, eyes and lips.
3. Passing only small amounts of dark urine.
4. Muscle cramps.

Treating dehydration:

1. Help them to sit down and give them plenty of water to drink.
2. Giving them an oral rehydration solution to drink will help replace salt and other minerals which they've lost – you can buy this in sachets from any pharmacy.
3. If they have any painful cramps, encourage them to rest, help them stretch and massage their muscles that hurt.
4. Keep checking how they're feeling – if they still feel unwell once they're rehydrated then encourage them to see a healthcare professional straight way.

If left untreated, someone with dehydration can develop heat exhaustion, which is more serious, so it's important to make sure they

rehydrate themselves as soon as possible.

St John Ambulance's Head of Clinical Strategy and Policy, Lydia Scroggs, says: "In the hot summer sun a few simple steps can really help everyone to make the most of the weather while staying safe. Drink water regularly - little and often is best, avoid the sun during peak hours, and wear broad-spectrum sunscreen with at least SPF 30. If you're heading somewhere hotter, give yourself time to adjust and consider using SPF 50.

"Young children and older adults are more vulnerable in hot weather, so check in on them and help them stay cool and hydrated. A hat and some shade can go a long way.

"Finally, do take a moment to check the first aid advice for heat-related conditions on the St John Ambulance website – it could make all the difference."

For much more information about heat-related conditions please visit <https://www.sja.org.uk/heat>.

Photo credit: Roo Pitt





Understanding Child Custody

- A Short Guide

**Dawson
Cornwell**

shaping
family law

When parents separate, one of the most important questions to resolve is how their children will be cared for. This is often called **Child Arrangements**, a term replacing the traditional 'child custody,' and applies to all families, including same-sex parents.

The language shift reflects a modern, balanced approach focusing on shared responsibility rather than one parent having full control. The priority is meeting the

child's needs and keeping both parents involved. Child Arrangements cover plans, agreements, or court orders about a child's life after separation, including where the child lives, how time is shared, and how parents remain involved in decisions.

Who makes decisions about Child Arrangements?

Those with **Parental Responsibility** make these decisions. This usually includes parents, but can extend to others like step-parents or grandparents if granted legal responsibility.

Parental Responsibility means the legal rights and duties to make key decisions about a child's upbringing, such as housing, education, healthcare, and travel.

- Mothers automatically have it.
- Fathers or second female partners have it if married to or in a civil partnership with the mother at birth, or named on the birth

certificate (for children born after 1 December 2003 in England and Wales).

- Others can obtain it by agreement or court order.

All those with parental responsibility must be involved in major decisions, regardless of where the child lives.

If parents can't agree, the court can decide based on the child's best interests.

Do all families need to go to court?

Not necessarily. Courts actively encourage families to make arrangements between themselves where possible. A **Parenting Plan** may assist. If arrangements cannot be agreed, an alternative to going to court is **Family Mediation**, which supports parents in reaching an agreement in a cooperative and flexible way. It is a process in which an independent, professionally trained mediator helps families



work out arrangements for children and finances following separation. Mediation can help reduce conflict and avoid the emotional and financial stress of going to court. Although mediation itself is not compulsory, meeting with a mediator to learn about mediation is now a requirement before parents apply to court.

Before applying to court, parents are legally required to attend a Mediation Information and Assessment Meeting (MIAM), unless the case meets one or more of the MIAM exemption criteria such as domestic abuse, urgency, or geographical distance. It is important to understand that mediation itself is not compulsory – only the MIAM is.

Types of Child Arrangements

Child arrangements vary depending on each family's needs, but typically address:

• Where the child lives (Residence):

Joint lives with order: The child spends time with both parents (not necessarily equally).

Lives with order: The child lives primarily with one parent but maintains regular contact with the other, often through a Child Arrangements Time Spent with Order.

• Who makes decisions:

Even if a child lives mainly with one parent, those with parental responsibility must consult each

other on key matters. Day-to-day decisions are usually made by the parent the child is with at the time. In specific cases, the court may issue: Specific Issue Orders (to address particular matters, like schooling), or Prohibited Steps Orders (to prevent certain actions, such as relocating a child without permission).

If necessary, the court can require that a non-resident parent's time with the child be supervised.

How do courts decide?



If parents cannot agree, the court decides based on the child's welfare using a legal tool known as the **welfare checklist**, which considers:

- The child's wishes (depending on age and maturity)
- Their physical, emotional, and educational needs
- The impact of changes in living arrangements
- Each parent's ability to meet those needs
- The level of cooperation between parents
- Any concerns about safety,

abuse, or neglect

The child's safety, happiness, and long-term stability are always the court's top priorities. Courts aim to ensure the child has a secure home and meaningful relationships with both parents. They encourage parents to reach agreement wherever possible.

Cafcass and Safeguarding

During court proceedings, a **Family Court Advisor** from Cafcass (Children and Family Court Advisory and Support Service) provides a **Cafcass Safeguarding Letter** to the court after conducting background checks (e.g. police and agency records). If needed, Cafcass may recommend further investigations, such as a detailed social worker report. In serious cases, the court may hold a fact-finding hearing to resolve disputed allegations.

CONCLUSION

Every family is different; there's no one-size-fits-all solution. Whether parenting is shared, or one parent takes on a greater role, what matters most is that the child feels safe, has a stable home life, and a relationship with both their parents. Understanding your responsibilities and options can help you make decisions that put your child's well-being first.

Please note that this article is provided for general information only. You must obtain professional or specialist advice before taking, or refraining from, any action on the basis of this article.

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NSPCC

Childhood Day is the NSPCC's national day to fundraise and help keep children safe, and with more than 80% of funding coming through donations, it's an important day on the charity's calendar.

**childhood
day**

SAFETY AND PLAY

A survey by the NSPCC and YouGov recently found the majority of UK parents of children aged 18 and under believed their own childhood was safer (63%), easier (54%) and full of better experiences (55%) than their own children's.

The YouGov survey, commissioned by the NSPCC to analyse children's playing habits, also found 59% of participants wanted their children to play more in person, but a third (33%) said the biggest barrier to their child playing more in person was concern over their safety.

With its focus on the importance of play, Childhood Day aims to bring families together to have fun while raising vital funds for the charity, showing that everyone can play a part to keep children safe and ensure they have the childhood they deserve.

THIS YEAR'S SUPPORT

This year's events across the UK included collections at a Robbie Williams concert at Scotland's Murrayfield Stadium, and the lighting up of skyscraper One

Canada Square in Canary Wharf. Emma Warden, Associate Director, Corporate Social Responsibility & Community at Canary Wharf Group, said: "Seen by people all over London, One Canada Square can act as a beacon of hope and raise critical awareness for this cause.

We applaud NSPCC for their incredible work in our local area and to all the volunteers who contributed their time to support Childhood Day this year."

CHILDREN AND FAMILIES

In Liverpool, pupils from Florence Melly Community Primary School

enjoyed sporting activities with Everton in the Community in an open day at the NSPCC's Great Homer Street hub and Childline base.

The hub offers services such as Domestic Abuse Recovering Together (DART), Letting the Future In (LTFI) which helps young people who have experienced sexual abuse, and Pregnancy in Mind (PiM), which supports parents who are at risk of or experiencing mild to moderate anxiety and depression during pregnancy.

Joe Doyle, Pastoral Support and Mental Health Lead at Florence





Melly said: "Our children at Florence Melly had a great experience. NSPCC plays a key role in keeping children safe."

Georgie, 11, said: "It was so much fun! We got to meet police officers and play games with Everton – I didn't want it to end!" The NSPCC's National Training Centre in Leicester also opened its doors to local children and families for the first time since it was opened by Princess Margaret in 1989 to celebrate this year's Childhood Day.

The site trains NSPCC staff and volunteers from across the country, but a summer fayre organised by local NSPCC staff and volunteers raised thousands of pounds for the charity.

SPORTING AND CELEBRITY SUPPORT

Former Olympic swimmer and NSPCC Friend Michael Gunning joined an assembly at Wickham Common Primary School in Bromley.

Michael, who has a degree in Early Childhood Studies and has taught children to swim, said: "I am proud to have supported this important day that benefits the NSPCC's essential work. As adults, we must do everything we can to protect children from all forms of abuse."

Newcastle United footballer Shania Hayles took part in a Q&A with pupils at White Mere Community Primary School in Gateshead, then joined them on the sports field to complete their Childhood Day Mile with parents and grandparents.

Other celebrities who supported

Childhood Day included international music band, Kidz Bop, who entertained children with performances at Larchwood Primary School and Kelvedon Hatch Primary School in Essex where they also took part in the Childhood Day Mile.

Elsewhere, author Tom Percival attended Rotherfield Primary School in Islington, where he read his latest book, *Bea's Bad Day*, to the children. He also discussed his career as an illustrator and delivered a drawing workshop with the children.

WHY IT MATTERS

Every £29 raised from Childhood Day, could fund a Childline supervisor for one hour supporting our volunteer



counsellors. Similarly, £5 pays for one practitioner to answer a call to the NSPCC Helpline which, in 2023/24, received 75,000 contacts from people with concerns about a child.

Chris Sherwood, NSPCC Chief Executive, said: "Childhood Day is our opportunity, as a family, to come together and remind ourselves why we are here, why the work of the NSPCC is so important and the need to place children and young people right at the heart of what we do."

To find out more about how you can support the NSPCC, either through volunteering, donations or taking part in a challenge, go to www.nspcc.org.uk/support-us

Calming Back-to-School Nerves



The new school year can be an exciting, yet daunting time for children.

Leaving the comfort of old familiarities and moving on to new pastures can often be intimidating, especially when school holidays have disrupted a commonplace school routine.

Whether your child has started a new school year or term, is starting school for the first time, or has moved to a new school, our tips may be able to help calm the nerves of children who are struggling to find their footing.

• **Organise**

Organisation is an extremely important aspect of helping your child get used to a new school routine.

Pack school bags the night before your child attends school – the morning school bag rush can often be the undoing of a calm start to the day.

Helping your child to organise themselves also promotes the habit of being responsible for their own belongings.

• **Communicate**

Help to build your child's confidence by praising them, offering them compliments and encouraging open discussion about their school day. It is important to help build their self esteem during this time.

Listen to any fears your child may have and encourage them to talk about anything which makes them feel anxious. Practice 'what if' scenarios with your child and don't brush off any worries, even if they seem small.

If you have any concerns, you can always request to have a chat with your child's teacher or the school's SEN officer. Your child's school will want to know earlier rather than later if a problem is developing.

Don't Forget!

- Make sure that your child has memorised important phone numbers/writes them down in a safe place
- Ensure that the school is aware of any major events such as bereavement, moving house, etc.
- Make sure your child has had a proper breakfast
- Arrive in good time for the start of the school day
- Encourage them to build new friendships
- Relax and trust your child - you are their role model



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means there's something
for everyone!



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Higher Education Courses



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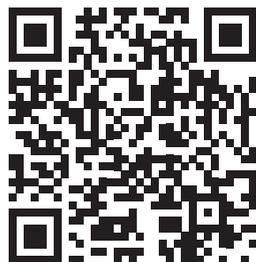


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BENEFITS OF FOOTBALL FOR CHILDREN

PHYSICAL BENEFITS

1. Improved Physical Fitness

Football is a physically demanding sport that requires a high level of stamina, strength, and agility. Young players who engage in regular football practice develop their cardiovascular system, muscle strength, and coordination. The running, jumping, and quick changes in direction involved in the game help to build endurance and improve overall physical health.

2. Motor Skills Development

Playing football helps children develop essential motor skills. Dribbling, passing, shooting, and defending all require precise movements and coordination. These activities enhance fine motor skills, hand-eye coordination and spatial awareness.

3. Healthy Lifestyle Habits

Introducing children to football at a young age instills a love for physical activity. This early exposure encourages them to adopt healthy lifestyle habits that can last a lifetime. Regular participation in sports like football

reduces the risk of childhood obesity and associated health issues.

MENTAL BENEFITS

1. Cognitive Development

Apart from being a physical game, football also requires strategic thinking and quick decision-making. Young players learn to analyse situations, anticipate opponents' moves, and make split-second decisions. These cognitive challenges enhance problem-solving skills, critical thinking, and overall cognitive development.

2. Focus and Concentration

Players need to stay aware of their surroundings during the game, track the ball, and remain attentive to their teammates and opponents - tasks that demand high levels of concentration and focus. This constant need for attention improves children's ability to concentrate and stay focused in other areas of their lives, including academics.

3. Discipline and Time Management

Regular football practice teaches children the importance of

discipline and time management. Balancing school, training, and other activities requires planning and organisation. These skills are invaluable as children grow older and face more complex responsibilities.

SOCIAL BENEFITS

1. Teamwork and Cooperation

Football is inherently a team sport. Young players learn the value of working together towards a common goal. They develop essential social skills such as communication, cooperation, and empathy. Understanding the importance of teamwork helps children build strong relationships both on and off the field.

2. Building Friendships

Football provides a platform for children to make new friends and build lasting relationships. The camaraderie developed through shared experiences on the field fosters a sense of belonging and community. These friendships often extend beyond the pitch, creating a supportive social network for young players. We enhance that with a supportive community that families become

a part of after joining the club. That way we create more opportunities for children to interact with each other and share their interests on and off the field.

3. Respect and Sportsmanship

Football teaches children the importance of respect and sportsmanship. They learn to respect their coaches, teammates, opponents, and the rules of the game. These lessons in respect and fair play are essential for personal development and contribute to creating a positive and inclusive sporting environment.

EMOTIONAL BENEFITS

1. Confidence and Self-Esteem

Successfully learning new skills and scoring goals in the game boosts children's confidence and self-esteem. The sense of accomplishment they feel after mastering a difficult move or scoring a goal translates into greater self-assurance in other areas of their lives as well.

2. Resilience and Perseverance

Football teaches children to handle both success and failure. They learn to cope with losing games, making mistakes, and facing challenges. These experiences build resilience and teach the importance of perseverance. Kids learn that setbacks are part of the journey and that determination and hard work lead to improvement and success.

3. Stress Relief and Emotional Well-Being

Physical activity is a natural stress reliever. The endorphins released during exercise help to reduce anxiety, promoting overall emotional well-being. Football provides an outlet for children to release their energy and emotions in a positive and constructive way.

LONG-TERM BENEFITS

1. Lifelong Love for the Game

Starting football at a young age often leads to a lifelong passion for the sport. This love for the game can translate into continued physical activity, whether through recreational play, coaching, or even pursuing a career in sports.

2. Career Opportunities

For those with exceptional talent and dedication, starting football early can open doors to various career opportunities. Whether as professional players, coaches, sports analysts, or sports medicine professionals, the skills and knowledge gained through early football training can pave the way for a successful career in the sports industry.

3. Transferable Life Skills

The skills and values learned through sports are transferable to many areas of life. Discipline, teamwork, leadership, and resilience are qualities that benefit individuals in their

skills contribute to well-rounded adults who are equipped to face various challenges and achieve their goals.

To recap, starting football at a young age offers a multitude of benefits that extend far beyond the field. From physical fitness and cognitive development to social skills and emotional well-being, football provides a comprehensive platform for holistic growth. Encouraging children to start early not only nurtures their love for the game but also equips them with essential life skills that will serve them well throughout their lives.

Many thanks to
British Football School,
www.britishfootballschool.com



How Children Grieve

Winston's Wish
the charity for bereaved children

More than 100 children are bereaved of a parent every day in the UK. By the time children reach primary school, there is likely to be one child in every class that has experienced the death of an immediate family member.

Children, unlike adults who stay with their grief, often jump in and out of their grief – we call this ‘puddle jumping’. This means that at first they may be upset about their loss, but then appear to be fine for a period of time, before becoming upset again, and so on. This can be very confusing for children and they will need time and understanding to help them to process their loss.

The response to grief and loss can differ for each child according to

their age and developmental stage. Children need time and space to learn about death and grief, as well as the time to make sense of and express their feelings about it.

Children under 5 are unlikely to have an understanding of the permanence of death. They will react to being apart from a parent and may regress in their behaviour. They will pick up on the emotions of other family members and can become very unsettled.



What to look out for...

As school is such a constant in a child's life it may be the first place that a change in behaviour is

noticed. It's important for school and home to be in touch so that any concerns can be shared and the child can be supported. It's a good idea to identify a teacher or support person at school who the child can go to if they feel upset or need to talk to someone.

Be aware that when an important person has died, this can often cause worry for children and young people, particularly about others dying. Giving reassurance and talking about these fears can really help.

For a young child, grief will resurface as they grow up with the onset of each developmental stage.

We see older children, who were bereaved before they started school, struggling with their emotional health with feelings of anger and anxiety. Such difficult feelings can make the journey through school more challenging. Don't be surprised if a child is upset about a death that occurred

some time ago, rather than having happened recently. As children grow and develop, their understanding of what death means and how it affects them and their family changes and this can take both the child and those around them by surprise.

It is also worth looking out for feelings of anxiety, particularly about separation from parents or carers. Young children will need to go over and over what has happened in order to begin to understand that death is a permanent thing.



What to say/not to say...

Be as honest and as clear as you can about how the person died. Try to find language that they are comfortable with and be sure to check that they have understood. By being supportive, adults can help them to express emotions e.g. sadness, anger, fear, treasure the good memories while accepting the tough times too, cope with the separation, and adjust to subsequent changes in their life.

It is worth avoiding general explanations, such as "daddy's gone to sleep" can cause confusion for children who may be expecting their father to wake up. This is can also give children fear of falling asleep themselves. It's important to use clear language and use word like "Grandad has died" so that children can begin to understand that being dead means something different to having 'gone away' or

'gone to sleep'. Explaining that when a person has died their body doesn't work anymore and they can't walk, talk or feel can help children start to understand what being dead means.

What to do / how to get help...

Every case is different, so there is no right or wrong when considering what to do. It is worth making time to talk about and remember the person who has died; it can be helpful to do creative activities together like making a memory jar or creating a photo album.

Don't just wait for the child to talk about the person who has died; bring the special person into conversation. It is important for children to make their memories as strong as possible so that they will last a lifetime.

For special days, such as mother's day, birthdays etc., plan ahead and be prepared for what may be a difficult day. For example, if school is making mother's day cards, it might be possible for the child to make a card for another relative, do another activity or even make a card to remember their mum – giving them the choice is important and acknowledges that you are thinking about them.

Lastly, don't be afraid to seek professional support. There are a number of charities and professionals offering support to those that need it after

bereavement, which can help your family in the grieving process.

How to contact us...

The first point of contact should be our helpline, who will be able to offer you advice and support over the phone. They will also be able to refer you to one of our family practitioners for further support should they feel it is needed.

Our helpline can be contacted on **08088 020021** and is open Weekdays from 8am to 8pm excluding Bank Holidays. You can also email us at ask@winstonswish.org

You can also visit our website www.WinstonsWish.org.uk for free support materials and details of our drop-in services. We are also on Facebook (<https://www.facebook.com/winstonswishcharity/>) and Twitter (<https://twitter.com/winstonswish>) where we can offer you support.

We also offer professional training from our family service team on how to support a bereaved child, which has proved beneficial for many school teachers in the past. More info here:

<http://www.winstonswish.org/supporting-you/professionals-and-training/>

Author: Tina Woods,
Senior Practitioner for
Winston's Wish



PORTION CONTROL

Calorie consumption and expenditure is extremely difficult to understand. It is incredibly hard to apply various, generalised numbers fed to us from varying sources to an individual child, especially when children weigh different amounts, are different heights and some are more active than others. So, when it comes to limiting and controlling what our children eat, it can often be hard to calculate and control their intake.

Overconsumption of food can cause numerous health problems such as obesity, diabetes and heart problems.

If you want to check the amount of calories in certain foods, visit:

www.nhs.uk/better-health/lose-weight/calorie-counting/ for a useful guide and calorie checker on measuring how many calories are in common choices. For an official guide on calorie intake for children, please visit:

<http://www.nhs.uk/change4life/Pages/calories.aspx>

WE HAVE COMPILED A FEW SIMPLE TIPS ON HOW TO MANAGE PORTION CONTROL, MAKING IT EASIER TO MAINTAIN CONSUMPTION ACCORDING TO YOUR CHILD'S NEEDS.

- Don't serve children large portions and do not expect them to clear their plates. If they often leave food aside, decrease the amount in which you serve up. Do not use desserts or sweets as a reward for finishing a full meal, especially if they are struggling to finish their meal in the first place! This will tot up their intake even further and is not a good habit to teach, especially if the energy consumed will not be expended.

- Try to make informed changes. Replace calorie rich snacks and sides with foods lower in calories. Make sure to have a look at the NHS calorie counting guide:



www.nhs.uk/better-health/lose-weight/calorie-counting/ to check how many calories are in commonly consumed foods and to check the differences in calories when changing to a healthier side or snack. Make sure to take note of the nutritional information on food packaging, also.

As children learn and grow, it is important to alter their portion sizes to certain factors. They may tend to be hungry when playing more sports, during a growth spurt or during different seasons where they will be more active. Make sure to alter your portion regime to these various factors.



- Dish out portions for your family; don't leave bowls and dishes on the dining room table for them to help themselves. This will discourage your children reaching for unneeded second servings and will also help you control their portion size. By serving single portions, your child will start to learn what an appropriate portion is.

- 'Me-sized' meals – remember, not everyone needs the same amount of calories. Take into account that your 10-year old will eat less than you, but will need to eat more than your 6-year old! Level of physical activity also has a large part to play in how much energy our children will need to attain from food consumption. A child who enjoys running around and plays sports will need to consume larger portions of food than a child who leads a more sedentary lifestyle.

- Let everyone eat at their own pace. By eating food without haste, it allows your child to feel full without the want of a second portion.

- Remember to apply portion size control to dining out. Often restaurants provide child menus, or even junior portions which are tailored to your child's specific age range. Restaurant portions can often be quite large, meaning that it is much easier to overeat than when at home!

- Remember that drinks also add more numbers to the overall figure of consumption! Avoid drinks high in sugar such as fizzy soft drinks and include fruit juice in your child's diet occasionally. Water and milk are a great option, which add very little to the final figure.

- Furthermore, it is important to remember that you play a great role model to your children. If they see you plating up heaps of food, it does not set a good example!

For official information on calorie control, please visit:
www.nhs.uk/better-health/lose-weight/calorie-counting/
<http://www.nhs.uk/change4life/Pages/calories.aspx>

PORTION SIZE GUIDE



PROTEIN



VEGETABLES



CARBS



FAT





It's not their fault – why we must stop blaming children with explosive behaviour and ADHD for being 'naughty'.

If you have a child with ADHD, or undiagnosed explosive behaviour, the most important thing you can do as a parent or carer is to understand what they are capable of changing and controlling. Spoiler: it's a lot less than many believe.

When I run behaviour workshops with parents of toddlers, a large amount of time is spent helping them to understand that they are not raising some sort of Machiavellian mini dictator, who spends all day plotting how to wind them up. It's always surprised me quite how much adults perceive toddlers to be fully in control of their behaviour, especially after lengthy attempts to reason with them, or sending them to time out or the naughty step where we mistakenly believe that they will think about their actions. In fact, when we punish toddlers in this way, all that happens is that they learn that if they sit quietly, the punishment is over quicker; they learn that their parents aren't a safe space for them to be authentic and, ultimately, that they are only lovable when they are not a bother to anybody.

In my workshops I use an analogy of a fish riding a bicycle. I ask the

parents if they had a pet fish and bought it a bicycle, what do they think would happen? They reply 'that's silly. Of course fish can't ride bikes.' Expecting a toddler to not tantrum is akin to expecting a fish to be able to ride a bicycle. Neither is physiologically equipped to succeed at the task. A toddler's brain is still two decades away from being able to fully control their emotions and in the meantime, our expectations are not only unrealistic, but almost as laughable as the idea of a fish riding a bicycle.

If I was in a room with you now, we would be looking at an A2-sized picture of a goldfish riding a bicycle, as I explained that the fish was your child (even though they may have long grown out of toddlerhood) and the expectation of being able to control their behaviour was as unrealistic as the picture in front of you. Once you move from a place of never-ending searches for the next behaviour-control hack to one where you realise your child's behaviour is caused by an inability and not a lack of desire to change, then your whole world, and your relationship with your child transforms. Does this mean I'm saying there is absolutely nothing you can do to improve

their behaviour? No, but lower those expectations and keep them realistic.

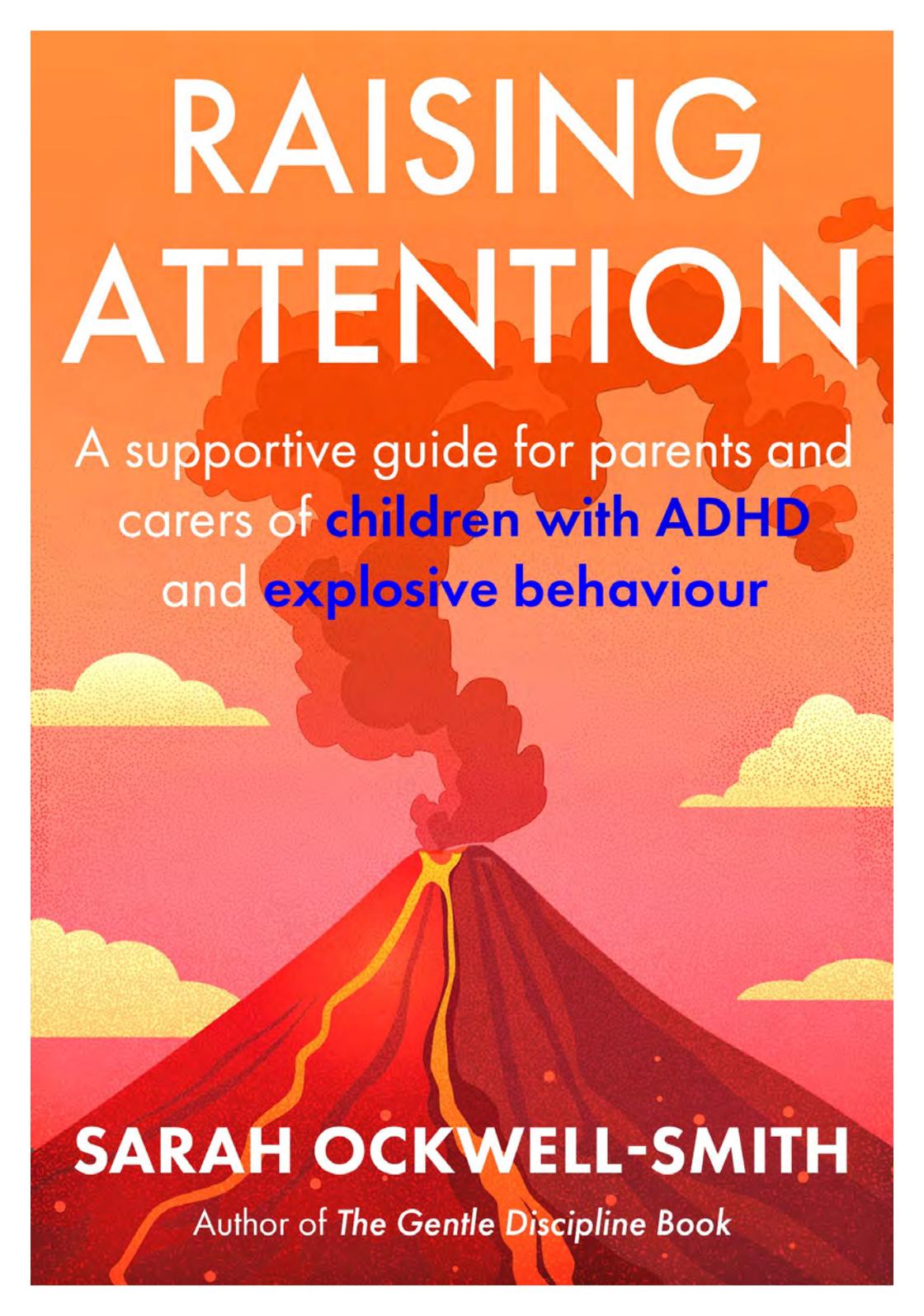
The key to not only surviving but thriving in your relationship with your child and helping them to grow into the happiest and most confident individual is acceptance. Embrace your goldfish and throw away the idea of a bicycle. Perhaps the most damaging thought that parents of children with ADHD and explosive behaviour can hold on to is the idea of what they think life should be like and who they think their child is and should be. The weight of these expectations doesn't just cause misery today – it takes away any joy and peace from tomorrow, too.

You have to accept these children as they are, rather than trying to change them. Acceptance is so much more powerful than having a goal to change their behaviour. Once you drop ideas of deliberate defiance and naughtiness and instead move to a place of 'perhaps they already are doing the best they can', everything is different. When they feel safe to be authentically themselves and know that you're on their side, that's where the magic happens.

Thanks to Sarah Ockwell Smith



RAISING ATTENTION



A supportive guide for parents and
carers of **children with ADHD**
and **explosive behaviour**

SARAH OCKWELL-SMITH

Author of *The Gentle Discipline Book*



Protect children's eyes from UV damage with sunglasses and a hat this summer....

By Dr Paramdeep Bilkhu, clinical adviser at The College of Optometrists

Protecting children's sensitive skin has become second nature with widespread awareness of UV damage. But the sun's UV rays can also cause potential damage to children's eyes without proper protection in the summer months too.

Our recent poll of over 1,000 parents from across the UK found that more than half of parents don't ensure their children wear sunglasses with UV protection when spending time outside in the sun. Four in ten parents (38%) believe their child doesn't need sunglasses as they ensure they wear a hat or cap on sunny days instead. While donning a hat does

provide some protection from sun damage, particularly a wide-brimmed hat, it's not the same level of protection as wearing a pair of sunglasses with certified UV protection. Research in Australia found that combining wearing a hat with sunglasses can reduce UV radiation from reaching your eyes by up to 98%.

PROTECTING SENSITIVE YOUNG EYES

Children's eyes are more susceptible to UV-related damage as they are more likely to spend more time outside and because their pupils are larger and their eye lenses clearer, which allows more UV radiation to reach their retina. Long term exposure to even small amounts of UV radiation has been linked to an increased risk of developing

serious eye conditions, such as earlier onset cataract or macular degeneration, in later life.

Skin cancer can also develop on the eyelids and around 700 new cases of eyelid skin cancer are diagnosed in the UK each year. These types of cancer are usually slow-growing and treatable when caught early. Wearing sunglasses with UV protection can help reduce your and your children's risk by shielding the delicate skin around the eyes from harmful sun exposure.

It's also important to wear sunglasses whenever the UV index is moderate or above, so check the weather forecast for the UV rating as UV can still cause damage on cloudier days.

WHAT PROTECTION TO LOOK FOR IN CHILDREN'S SUNGLASSES

When parents are shopping for children's sunglasses, it's crucial to look for the CE or UKCA mark which ensures they meet British standards for UV protection. A recent survey by Which? magazine found that many pairs of children's sunglasses brought on online marketplaces didn't offer adequate UV protection, so we advise parents to buy sunglasses in person so you can check they have that all-important CE or UKCA mark on the sunglasses. This is usually found on the arm or frame of the sunglasses or included in the labelling.

It's also important to note that darker lenses don't mean better UV protection, so still check for the British standards mark. Not only can good quality sunglasses help protect children's eyes against UV damage, but they can also help prevent glare in strong sunlight, protect the eyes from wind and debris, and wraparound styles of sunglasses can also reduce hay fever symptoms.

LOOKING AFTER YOUR CHILDREN'S SUNGLASSES

With children outside playing and getting sticky fingers on their sunglasses' lenses after eating lollies and ice creams, it can be tricky to prevent breakages and make sure their sunglasses stay in good condition. But a few tricks can help keep them in tip-top shape.

Firstly, your local opticians can help with finding a pair of sunglasses that fits snugly and comfortably to ensure they stay on while children are outside having fun. Secondly, give them a quick clean each evening after use by washing them with lukewarm water and a tiny drop of hand soap (without moisturisers) to remove dust and grit. Rinse them well, shake off the water and dry them with a clean microfibre cloth.

LOOKING AFTER YOUR CHILDREN'S EYE HEALTH YEAR-ROUND

The summer holidays can also be an ideal time to book an appointment at your local optometrists for an eye test to check your child's eyes and vision are healthy.

It's ideal to take children for a regular eye test every two years from the age of 3-4 years old, or as advised by your optometrist. This will ensure any childhood eye and vision issues are detected and treated early to prevent any issues later in life.

ABOUT THE COLLEGE OF OPTOMETRISTS

The College of Optometrists is the professional body for optometrists. For more advice about eye health and to find out local optometrist visit www.lookafteryoureyes.org





A World of Opportunity through Adult Education

Improved prospects, learning new skills and enhanced self-confidence are a few of the many benefits experienced by 'mature' students. A survey conducted by the Workers' Educational Association found that adult education can help to benefit local communities and boost confidence in regards to finding employment.

Research has shown that amongst the typical benefits associated with adult education, continuing learning later in life can be extremely advantageous in regards to health. It has been speculated that adult learning can help sharpen cognitive function and delay declines in mental acuity (often associated with ageing).

When it comes to education, there are no age or time restrictions - the old saying 'there is no time like the present' rings true. If you have been contemplating boosting your knowledge to help further your career, gain long-term employment or even for fun, there are a wide range of pathways available across the region offering a selection of courses, designed for a variety of subjects and vocations.

When juggling various components of a hectic lifestyle, it is easy to dismiss the thought of continuing education. An assumption which many make is that adult education courses require a lot of time (which many do not have to spare). Educational institutions recognise this, and there is an ever growing number of adult education programmes specifically designed to cater to busy adults. If you have been previously interested in returning to education but have had other commitments, it may be worthwhile researching what programmes are running in your local area and how often they run.

Whether your goals are personal or professional, adult education can help open the doors to success.



Five ways to help your child fall in love with nature for life...

Expert tips from Emma Tolley, Early Years Programme Director for the Nature Connections Programme at The Eden Project.

1. Model it.

'Show, don't tell,' seems apt for parenthood. We're role models for our children and how we interact with and nurture our relationship with nature sets the tone for their relationship too. Grow and share your enthusiasm for the natural world and make being in nature something you do together.

2. Make time for it.

Many parents feel time-poor. Try to prioritise having time in nature and find those windows in your day when you can squeeze in some green time, whether it's walking back from school through the park, having a picnic snack outside, or just taking time

to notice one thing or change in nature each day.

3. Make it playful.

Children learn through play. Play is fun. Make being outside a positive and playful experience. Hide behind a tree, catch falling leaves and use natural loose parts, like sticks, as your play things.

4. Follow their lead.

Being smaller means children will often notice things that adults don't see. Talk to them about what they find and give them time to observe it. Share their child-like curiosity of seeing something for the first time and learn about it together.

5. Grow it.

Children want and need to be able to shape their world and growing something is a very simple way to do something positive for nature and develop the skills to nurture and care for it. Whether it's a cress head in an egg shell, or a herb in a recycled yoghurt pot, find something and somewhere to grow.

About The Eden Project Nature Connections Programmes

Almost 25 years since it opened, the Eden Project is pioneering innovative programmes that connect people with the power of nature to transform their lives—from early childhood development to conservation and corporate sustainability. With over 1,000 individual participants annually and approximately 175 people engaging weekly in its various programmes, Eden's impact continues to grow steadily.

Far beyond its fame as a visitor attraction, the charity's 'Nature Connections Programme' utilises the biomes and wider Eden estate, working across the lifespan, from babies to older adults and everyone in between. It aims to embrace the transformative power of nature to improve health and well-being or offer a learning or developmental opportunity to its participants.



The Benefits of Cooking with Children

Involving your children with the cooking will help nurture a love of healthy food. We have compiled some of our favourite child-friendly recipes, which will help teach your kids some invaluable skills whilst also keeping hands and minds occupied. Make sure to always assist children when preparing food.



SPAGHETTI & MEATBALLS WITH A VEGETABLE SAUCE

A family classic!
Serves 6
(4 Children, 2 Adults)

For the meatballs

- 300g good quality pork sausage (about 4 large)
- 500g lean beef mince
- 1 small onion (grated)
- 1 carrot (grated)
- 50g Parmesan cheese finely grated
- 1 medium egg
- 1 tbsp olive oil

For the tomato sauce

- 1 tbsp olive oil
- 1 courgette, grated
- 3 garlic clove, finely chopped
- 1 tbsp tomato purée
- 2x 400g tins chopped tomato

To serve

1. Children: Squeeze all the meat out of the sausage skins into a large bowl and add mince. Tip all the rest of the ingredients (except the olive oil) into the bowl and then mix everything together thoroughly your hands. Keep an eye on young children to make sure they don't

taste any of the raw ingredients/mix!

2. Children: Roll the meatball mix into balls and place them on a plate.

3. Adults: While the children are rolling the meatballs, make the vegetable sauce sauce. Heat the oil in a large saucepan. Add the courgette and garlic and cook for 5 minutes until soft. Stir in the tomato puree and leave for 1 minute. Then, pour in the tinned tomatoes and simmer for 5 minutes. If your children like courgettes then you can leave the sauce chunky. But, if they dislike courgettes, then blend the sauce with a hand blender. Continue to simmer sauce gently while you cook the meatballs. If your child is confident with heat, from 7+ they can cook the sauce with your supervision.

4. Adults: Heat the olive oil in a large frying pan. Working in batches, brown the meatballs on all sides then pop them into the sauce – continue to simmer the sauce for 15 minutes, stirring gently until the meatballs are thoroughly cooked. Be careful of oil splashes, especially if your children are close by. Serve with cooked spaghetti.



FRUIT SMOOTHIE ICE-LOLIES

Serves 10

These lollies are super-easy and perfect for parties. They are a much healthier alternative to shop-bought icy treats!

You will need

- 1 large banana , or 2 small bananas
- 300 g frozen mixed berries
- 50 g porridge oats
- 400 ml pure organic apple juice
- Ice lolly moulds

1) Adults: place all the ingredients in a blender. Blitz for a few minutes until the berries and banana are completely smooth and the porridge oats are finely blended. If the mixture isn't sweet enough, add a small amount of honey.

2) Children: Divide the smoothie mixture into 12 ice-lolly moulds and freeze for at least 2 hours. Loosen the lollies and lift them out by wiggling them carefully.

THANKS FOR READING

**NEXT EDITION
OUT IN SEPTEMBER**

Hope you all have a fantastic summer!

