



SSPP School News

22nd March 2024 Issue 25



**FOR LIFE AND
DEATH ARE ONE,
EVEN AS THE RIVER
AND SEA ARE ONE**



SS Peter and Paul's Catholic Primary School

The Good Shepherd Catholic Trust

Gordon Road, Ilford, Essex, IG1 1SA, UK

Tel: 020 8478 1267

admin.sspeterandpauls@redbridge.gov.uk



*We show our love for God, in the way we treat each other.
Together we follow Jesus, by learning, and sharing our gifts.*

Dear Parents, Carers and Friends of SS Peter and Paul's,

As we continue our journey through Lent, I hope this newsletter finds you all well and filled with the spirit of reflection and renewal. In our whole school assembly this week we explored the theme of 'Belonging'. It was a poignant reminder of our unity as a school community, rooted in our shared faith and values. Together, we celebrated the diversity within our school while recognising our common bond as children of God. As part of Lectio Divina, we delved into Psalm 100:3 - 'Know that the Lord is God. It is He that made us, and we are His; we are His people, and the sheep of His pasture.' This verse holds a profound message, reminding us of our connection to God and the importance of recognising His sovereignty in our lives.

On Wednesday, we had the pleasure of welcoming visitors from Al-Noor Primary School. 4A had the opportunity to engage with their counterparts from Al-Noor in various activities aimed at fostering friendship and understanding. It was heartwarming to witness the children embrace their similarities and differences, highlighting the unity that transcends cultural boundaries. We eagerly anticipate future collaborations and the enriching experiences they will bring.

I am delighted to announce that despite the intense competition, our school choir received the prestigious 'Platinum Award' in the Redbridge Choir Competition. While we may not have secured the first place, this recognition underscores the exceptional talent and dedication of our pupils. Congratulations to Mrs. Ayiash and to each member of the choir for their outstanding performance! I extend our best wishes to Cranbrook Primary School, the winners of our heat, as they proceed to the finals.

I am pleased to share with you the touching experience we had yesterday as 6B led us in a remarkable class assembly. Their assembly, thoughtfully themed around "Death and New Life," served as a moving reminder of the profound teachings we explore in our Religious Education curriculum. Through dramatisation, the children masterfully recounted the scripture story of the raising of Lazarus, inviting us all to reflect deeply on the themes of resurrection and eternal life. In a display of maturity and empathy, the children of 6B bravely opened their hearts to share personal reflections on the loss of loved ones. With tears shed and hearts open, they tenderly reminisced about cherished memories of friends, family members, and beloved pets who have departed from this world. Thank you Mrs. Bond and all the adults involved in preparing the children for their final class assembly at SSPP.

In alignment with our faith and commitment to living simply and compassionately, we continue to support CAFOD through the Live Simply Initiative. This initiative reflects our dedication to practicing stewardship of the Earth and solidarity with those in need, echoing the core principles of love, justice, and mercy central to Catholic Social Teaching.

As part of our ongoing efforts to foster community engagement and support charitable endeavours, we invite you to participate in the Big Book Swap event hosted in the school hall this Wednesday after school. It's an opportunity to share the joy of reading while contributing to a worthy cause. Additionally, mark your calendars for Thursday's festivities as the PTA will be hosting the Easter Bonnet Parade in assembly and Easter Colouring Competition. Your participation and support are warmly welcomed as we come together to celebrate the spirit of Easter.

Our Lenten journey takes us deeper into self-reflection and spiritual growth. Let us take a moment this weekend to ponder upon our actions, words, and thoughts, aligning them with the teachings of Christ as we strive to become better versions of ourselves.

Wishing you all a restful weekend ahead.

Blessings,
Ms. Osei
Headteacher

Headteacher

Ms Osei

Deputy Headteacher

Mrs Hull

Assistant Headteacher

Mr Roca-Mas

DATES FOR YOUR DIARY

Tuesday 26th March

Stay and Pray Session

Wednesday 27th March

Swap 2 Save – The Big Book Swap

Thursday 28th March

Final Day of Spring 2

1:30pm finish

Monday 15th April

First Day of Summer 1

Wednesday 24th April

Bishop Alan Visiting SSPP

LINKS

School Website:

<https://www.sspeterandpauls.redbridge.sch.uk/>

Twitter - X:

https://twitter.com/SSPP_Primary

UNICEF Article 17

Every child has the right to reliable information from the mass media.



You can get information in lots of ways – so long as it's safe
U.N. Convention on the Rights of the Child Article 17

Gospel Reflection (Mark 11:1-10)

Why were the people shouting? This coming Sunday is known as Palm Sunday of the Passion of the Lord. It is the start of Holy Week. Palms will be handed out in Church in remembrance of the welcome and great praise that the people gave to Jesus when he entered Jerusalem. As we grow in our knowledge and love of Jesus, it's natural to want to praise God. Think about what the word 'praise' means. Who regularly praises us and lets us know we have been good. How do you feel when you receive praise?

In this Sunday's Gospel, the people praised Jesus. There are many things for which we can praise God (e.g. a loving family, good friends, caring teachers and for always having a good friend – Jesus – who loves us and never forgets us). Praising God brings happiness; it's what we were made for. How can we praise God this week? Perhaps we can: think of all the good things that we have received from God (like the beauty of nature and all creation, for our homes and for each other) and say a quiet prayer of thanks and praise; regularly pray the 'Glory Be' – a simple prayer of praise.

Prayer for the week

Dear Lord Jesus, as Holy Week approaches, we thank and praise you for giving your life for us, so that one day we too may know the joys of heaven. Amen.

"God is full of love: to him be praise forever!" Pope Francis

Star Pupil Awards

N	
RC	
RK	
1M	
1S	
2B	
2I	
3P	
3W	
4A	
4C	Elizabeth
5C	
5S	
6B	Kobi
6R	Harleen

Attendance w/e 22nd March 94.72%%

Class	% (Target 95.5%) Class attendance weekly percentages since the 4 th September 2023 Gold = Highest Green = Above 96% Red = Below 96%
RC	97.83%
RK	94.55%
1M	95.67%
1S	95.67%
2B	93.45%
2I	97.14%
3P	94.00%
3W	99.17%
4A	96.09%
4C	92.61%
5C	96.92%
5S	94.62%
6B	94.07%
6R	98.15%



It is important that we always have the most up-to-date contact details you can provide. Please let the school office know if your contact details have changed or if additional people are collecting your child.

Scooters and Bikes

When collecting children, please do not bring scooters or bikes past the main school gate and into the playground. This includes allowing younger siblings to ride to the collection lines.

Please make use of the ample scooter and bike racks at the front of the school and then collect these as you leave.



Upcoming Dates

Tuesday 26th March

Stay and Pray Session

Wednesday 27th March

Swap 2 Save – The Big Book Swap

Thursday 28th March

Final Day of Spring 2 1:30pm finish

Monday 15th April

First Day of Summer 1



Final House Points Totals

NEWMAN	<div style="width: 100px; height: 15px; background-color: blue;"></div>	4807
MANNING	<div style="width: 150px; height: 15px; background-color: red;"></div>	4914
VAUGHAN	<div style="width: 250px; height: 15px; background-color: yellow;"></div>	5957
WISEMAN	<div style="width: 350px; height: 15px; background-color: green;"></div>	6642



SCHOOL NEWS

Saint of the Week: St Turibius of Mogrovejo (1538-1606)

Toribio Alfonso de Mogrovejo (Turibius) was born of noble parents in the town of Mayorga, northwest Spain. He was named after a local fifth-century bishop and saint. Turibius was a devout child. He had a strong devotion to the Blessed Virgin Mary, prayed to her daily, and fasted every Saturday in her honor. He had a heart for the poor and was generous in caring for them. When Turibius was twelve, he was sent to study humanities in Valladolid and was later sent to the University of Salamanca to study law. Turibius' brilliance quickly became known and caught the attention of King Phillip II, who appointed him as the Grand Inquisitor in Granada in 1571. He was only thirty-three and held that post for five years.

After the death of the first archbishop of Lima in 1575, King Phillip II knew he needed to send his best bishop to Lima. He needed a saint who knew the law, could bring reform where needed, preach the Gospel with zeal, and establish communion between the settlers and natives. At that time, it was the responsibility of the King of Spain to appoint bishops whom the pope would subsequently approve or reject. King Phillip chose Turibius for the task. There was only one problem: Turibius was not even a priest; he was a layman. Turibius objected to the idea but the king insisted, and the pope approved. Turibius pleaded with the king, pointing out that only a priest could be made a bishop, and arguing that the task was beyond his ability. But his humility was only a clearer sign that he was the man for the job. Turibius finally agreed. Over the next two years, Turibius prepared for the priesthood, was ordained, served as a priest, and then was ordained a bishop. He was installed in Lima on May 24, 1581, and served as the third archbishop of Lima for twenty-five years.

In addition to his administrative efforts, Turibius spent seventeen of his twenty-five years as archbishop traveling on foot to every parish and community on three separate occasions. He traveled through difficult terrain, snow-covered mountains, rain, heat, and cold. He went to confession and offered Mass every day, learned the native languages, got to know his people, and made sure that every parish was in order and adhered to Church discipline. He built many churches, baptized and confirmed half a million people, had a passionate zeal for every individual soul, and made sure that both Spaniard and indigenous were equally cared for.



Rights Respecting / Global Action – Miss Ionita's Weekly Information

Rights Respecting - Myths and misconceptions Part 2

Continuing from last week, we are explaining the next few misconceptions:

5. Children have the right to make mistakes: Incorrect - although making mistakes is a valuable part of the learning process and an important part of growing up, it is not a specific right in the Convention. But keep in mind that the human rights principle of dignity means children should be treated with dignity and respect at all times, including when 'they make mistakes'.

6. With rights come responsibilities: Inaccurate - there is a common misunderstanding that children's rights are linked with responsibilities. But this is not correct. Children's rights, like all human rights, are unconditional. This means there are no conditions attached to rights. Rights can never be a reward for the fulfilment of a responsibility, and they can never be taken away because a 'responsibility' hasn't been met. Everyone has human rights, so both adults and children should be encouraged to respect each other's rights, but this does not mean that a child's rights are dependent on them respecting the rights of others. This is why in a rights respecting school we speak of rights and respect, and not about rights and responsibilities.

7. Some rights are more important than others: Inaccurate - a key aspect of the Convention is that it must be considered as a whole and that all rights are connected. This means children should enjoy all the rights in the Convention and that no right is more important than another. Some nuances are useful to note:

+ General principles: four articles of the CRC are seen as distinct because they play a fundamental role in realising all the rights in the Convention. They are called 'general principles' and are non-discrimination (article 2); best interests of the child (article 3), life, survival and development (article 6) and respect for the views of the child (article 12).

+ Balancing rights: it can happen that adults, as duty bearers, sometimes need to balance one right with another. For example, a child may be separated from his or her parents in specific circumstances if this is in the child's best interests.

+ Restricting rights: there are also some rights that can be subject to restrictions, which would then usually be defined by law or a set of rules. For example, the right to freedom of expression (article 13) might be restricted if someone claims their right to freedom of expression to abuse other people and/or deny them their rights.

Remember that in all these circumstances, any action or decision that could stop a child from enjoying their rights should only happen in specific instances, within a time limit and with the child's best interests in mind. The child's right to be heard and taken seriously must also be respected at all times, and all actions must be done in a way that respects the **child's dignity**.

West Ham Corner

Away from the euphoria of the European journey continuing, it was back to the day-to-day grind of the league last Sunday.

With Villa still riding high in the Champion's League spots, pre-game, many West Ham fans might have settled for a point from this fixture. It is the manner of it that is hard to swallow though.

We started well, really well and took a deserved lead in the 29th minute when Antonio scored with a diving header. We reached half time in front (and it could have been more if the referee hadn't blown for a non-foul in the build up to a Kudus 'goal').

We even started the second half well. Villa made positive subs, but Antonio had the ball in the back of the net again; it was ruled out by VAR for handball despite it being far from clear.

Then the Moyes-effect kicked into full force and we started to defend, any attempt to attack was quickly aborted and it was clear that Moyes was going to just try and hold on for a 1-0. As I have said before here, that never works and after one way traffic for ages, Villa rightly equalised in the 79th minute.

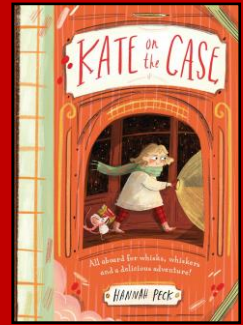
An injury time 'winner' did look to have been secured, but for another VAR intervention, this time breaking the record for the length of the deliberation – a whopping 5 minutes and 37 seconds.

Latest Result: West Ham United 1 – 1 Aston Villa

League Position: 7th



Recommended Read Year 2



Young reporter-in-training Kate and her mouse-accomplice Rupert are on board a train, off to visit Kate's mum in the Arctic. But as soon as the train departs, mysterious things start happening...

A packet of ginger nuts goes missing...

A collection of gymnastics trophies are stolen...

And some ancient scrolls disappear...

Fellow passenger Madame Maude seems the most likely culprit, until a surprising – and delicious – twist turns the whole investigation on its head.

If you liked this then try:

+ 'Kate on the Case: The Call of the Silver Wiggler' by Hannah Peck

+ 'Wildsmith: Into the Dark Forest' by Liz Flanagan



Top Ten

Most correct answers over the last 7 days:

Rank	Name	Year Group
1	Nathaniel	Year 4
2	Zion	Year 4
3	Kevin	Year 4
4	Joy	Year 4
5	Ky'Reiss	Year 3
6	Ram	Year 3
7	Manasvi	Year 4
8	Alyssia	Year 3
9	Thasvin	Year 4
10	Elizabeth	Year 4

Community News



We offer our thanks to the Garcha family who generously donated some money towards the recent school discos.



Recent Tweets – @SSPP_Primary



SSPPCatholicPrimary
@SSPP_Primary

Another turn for our Year 6 pupils to be given the chance to attend the #JuniorCitizenship programme. It has been a chance for them to learn about many elements which will help to keep them safe next year and the years ahead. @metpoliceuk @TfL @leytonorientfc



SSPPCatholicPrimary
@SSPP_Primary

Year 4s had Pedestrian Training last Wednesday. They learned the names of different parts of the road and how to cross safely using a zebra crossing or a pelican crossing. The children also learned to stop, look and listen when there is no crossing (or animal). #SSPP



#BOOKMATCH

© The Reader Teacher

Books for fans of *The Boy at the Back of the Class* by Onjali Q. Rauf



IF YOU LIKE THE BOY AT THE BACK OF THE CLASS, READ THESE

For more #BookMatch & similar suggested reads, visit TheReaderTeacher.com

Author Book Match

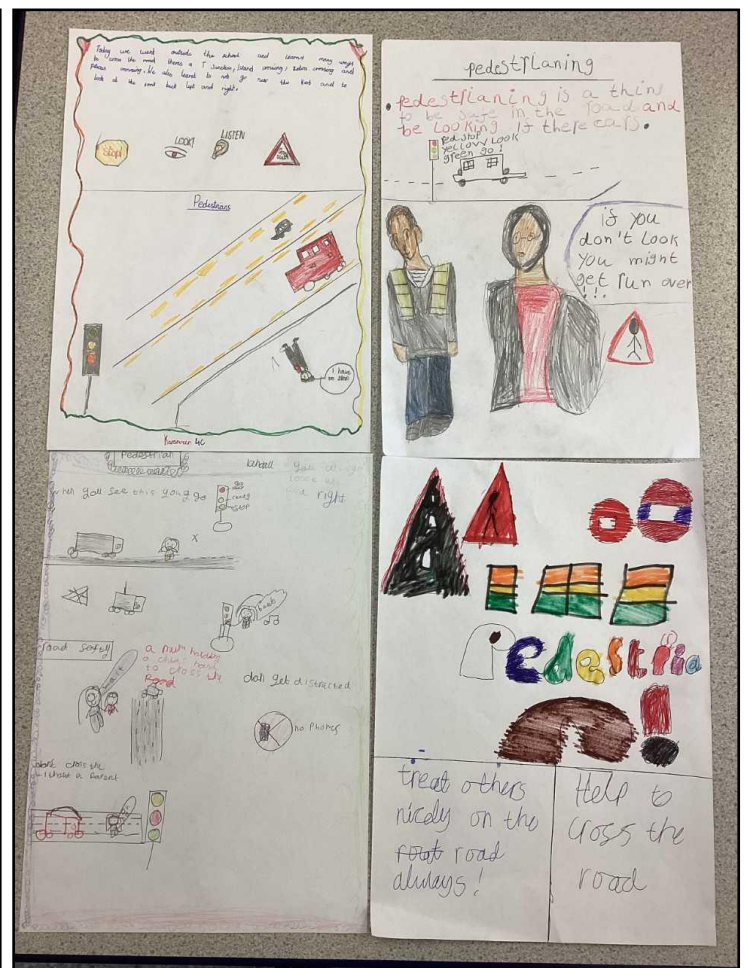
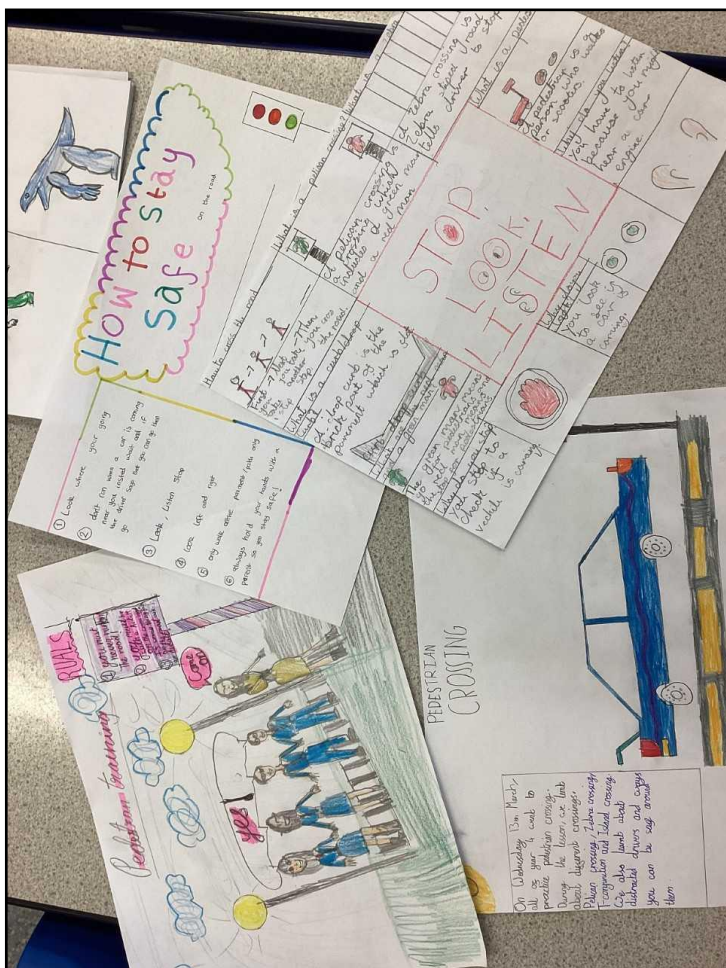


Onjali Q Rauf

- + The Boy At The Back Of The Class
- + The Night Bus Hero
- + The Star Outside My Window
- + The Day We Met The Queen.

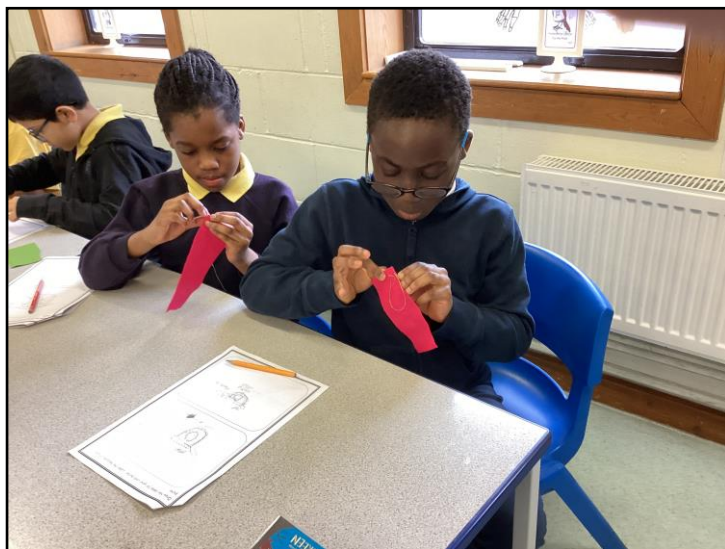
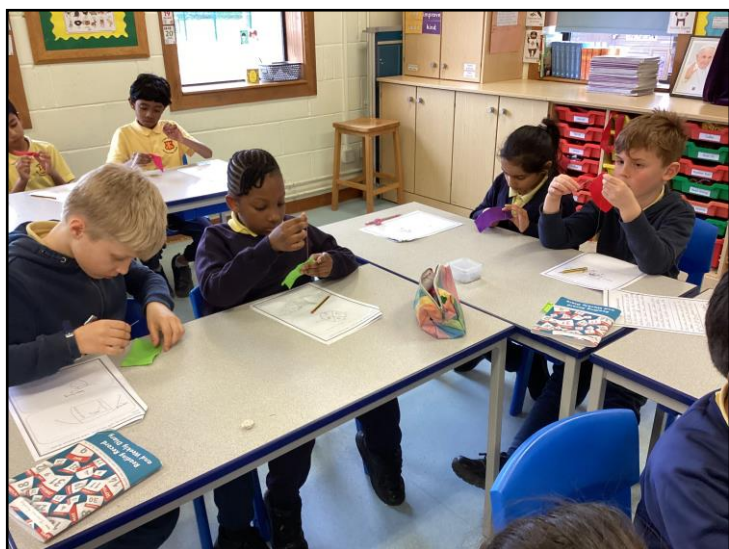
Year 4 – Pedestrian Training

Year 4 had Pedestrian Training last Wednesday. They learned the names of different parts of the road and how to cross safely using a zebra crossing or a pelican crossing. The children also learned to stop, look and listen when there is no crossing (or animal).



Year 3 – Design Technology – Textiles

As part of our DT sewing project in Year 3, we spent the afternoon recapping the skills we learned during the same 'golden thread' in Year 2. We practised threading a needle and using a running stitch to sew. We also learned a new skill - the backstitch. The children now have to choose which stitch they want to use to sew their own Roman-style coin purse.



Here are some of our completed Roman coin purses. After stitching their purse together, children were able to choose if they wanted to add a button or drawstring as a fastener. Some of the purses even feature Mount Vesuvius which we have learned about as part of our Romans topic.



Solidarity

By coming together in hope as individuals, families, communities, organisations and nations, we can achieve transformative change for the common good. Together, we can expose the fault lines that drive poverty - vulnerability, inequality, injustice, exclusion - and that harm the environment, opening them to change. When we unite and make a stand for what we believe in, we can achieve remarkable things.



Stay and Pray

Our next 'Stay and Pray' session at SSPP will take place on **Tuesday 26th March.**

For those who have attended before, it is another opportunity to settle in a space for quiet reflection and meditation. If you have not been before, then you are most welcome to take part in this latest session.

The hall will be available to KS2 parents of all faiths, please bring your child to pray with you; younger children are welcome, if they respect the quiet reflection time (we cannot accommodate pushchairs).

The hall will be available from **3.15 – 3.45pm on Tuesday 26th March.** Please feel free to drop in and spend some time talking to God.

We hope you will find the Stay and Pray session an opportunity to strengthen your relationship with God.

Stay and Pray



CAFOD – The Big Walk

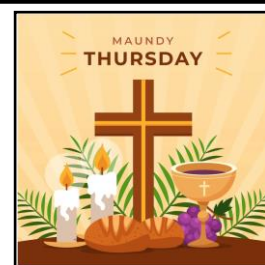
Advanced Warning:

Our annual fundraiser close to the Lenten period where we put in the hard yards and collectively walk hundreds of miles in order to raise awareness and much needed funds for CAFOD will take place after Easter on **Friday 19th April.** Further details will be provided nearer the time.



Last Day of Spring 2

REMINDER: We finish for the Easter break next **Thursday 28th March at 1:30pm.** Friday 29th is Good Friday, which is a Bank Holiday.



Swap 2 Save – The Big Book Swap

Following on from our very successful 'Swap 2 Save' events that have been previously held, we would like to invite you all to our next Swap 2 Save – The Big Book Swap.

This will be held in the school hall on **Wednesday 27th March** straight after your children have been collected.

We are accepting book donations (of anything suitable and in excellent condition) before the event.

Tea, coffee and cake will be available to buy on the night as you peruse the selections.



LET'S
SWAP



SSPP's Expectations

We are a very good school, and part of our academic and community success is knowing that our families buy into our values and high expectations.

Part of maintaining those standards, is spelt out in our 'Home School Agreement', where it states that our parents will:

Encourage my child to behave well and be supportive of school policies: particularly in relation to behaviour and school uniform.

We know that the vast majority of parents follow the expectations without issue, realising that it allows collectively for our children to be treated equally and with a sense of group belonging.

We have noticed in recent weeks, that some parents may have forgotten about our uniform policy and in particular our hairstyle requirements. So, as a reminder, extracts from our uniform policy states:

Boys and girls should have tidy, neat conventional styles. Mohicans, gelled/spiked and colours not allowed. No shaved heads, patterns shaved into hair or shaved eye brows.

The current 'fashion' to severely shave the sides and backs of their hair, keeping the top longer is not one that we allow at SSPP, and so we ask that this is not carried out. You will find this is in keeping with most Primary Schools and many Secondary Schools.

Further reminders also include longer hair, where it states:

Only secure extensions in original hair colours allowed. Hair ribbons/bands/clips should be small, navy, red or white. No beads. Hair ribbons/bands/clips should be small and discrete in navy, red or white.

We appreciate all support in this matter.

We are always very proud when members of the public comment on how smart our children look in their uniform – it remains a fundamental part of SSPP.

We are very supportive of any families who may be experiencing hardship and the office will help you with good quality second-hand uniform which can be done with discretion.



Redbridge Early Help Parenting Team

Redbridge Early Help Parenting Team hosted a coffee morning today for parents of children in Nursery, Reception and Year 1 to tell them more about the Incredible Year Programme they will be running after the Easter holidays.

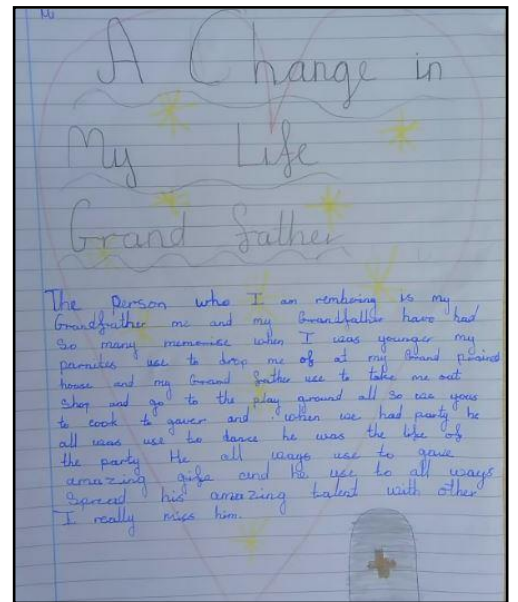
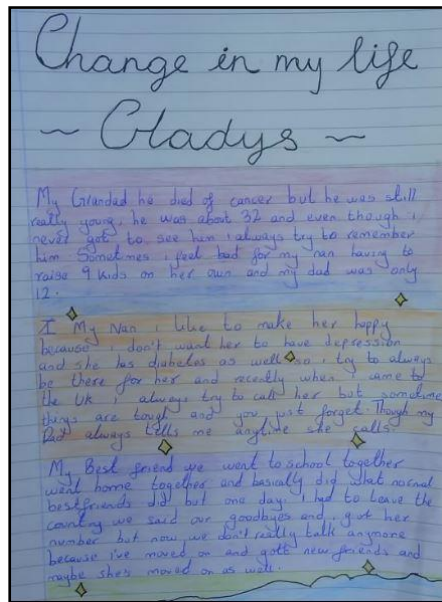
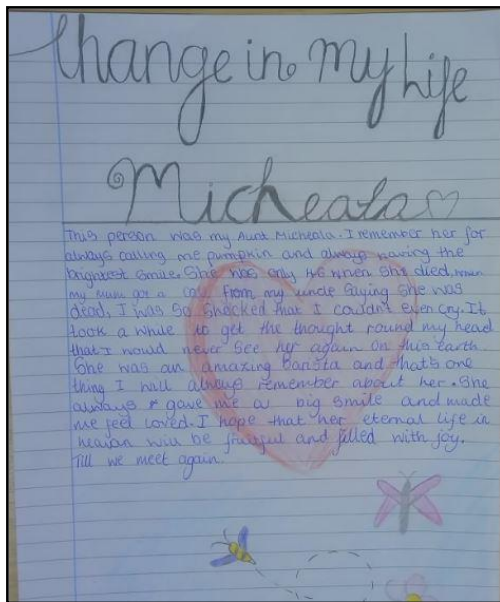
The programme, which will be co-delivered with a member of their team and our pastoral mentor Mrs Russell, is designed to provide parents with strategies for supporting their child with their emotional regulation and social skills. It will also help parents to support their child with transitions and improve their school readiness skills.

If you are interested in joining the course, then please contact our school office no later than Tuesday 26th March. The sessions start on Friday 19th April and will run every Friday excluding school holidays until Friday 28th June. The classes will start around 9:30am but parents are welcome to come into school after they have dropped their children and have a coffee and a chat before they begin.



6B – Class Assembly

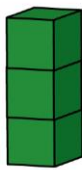
As noted in the Headteacher's section of our newsletter, 6B had the privilege of performing their last class assembly for their time in Primary school. It focussed on their RE topic of Death & New Life, and allowed the children the chance to share memories of those they had lost.



Mrs Bond's Weekly Maths Problems – KS1

1 Amy has 20 cubes.

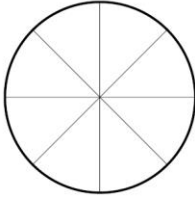
She makes towers of 3 cubes.



She makes 6 towers.

How many cubes has she left?

2 A circle is divided into 8 equal parts.



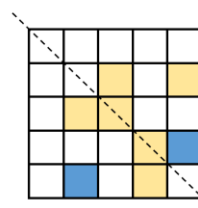
Shade $\frac{1}{2}$ of the parts red.

Shade $\frac{1}{4}$ of the remaining parts blue.

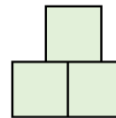


The answer to the KS2 problem seen in our last Newsletter:

1 Shade in 2 more squares so that the dotted line is a line symmetry.



2 A shape is made of 3 identical squares.



The area of the shape is 75cm².

What is the perimeter of the shape?

The perimeter of the shape is 40 cm.



Online Safety

As part of our continued drive to offer advice and support for all aspects of digital/online safety, we are going to showcase weekly information from the National Online Safety resources which can be found at:

<https://nationalcollege.com/categories/online-safety>

Cultural and technological changes have made the experiences of today's children vastly different to our own childhoods; it can be challenging to engage youngsters in open, honest conversation – especially about more sensitive topics. This, combined with many children's instinct to avoid "rocking the boat", can make it difficult to stay up to date with the goings on in their lives.

However, it's hugely important that trusted adults still offer an empathetic ear and feel able to encourage young people to open up about their day-to-day activities. This #WakeUpWednesday guide provides ten top tips for promoting open conversations with children – helping to make sure there's someone they know they can turn to in times of need.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE

Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or "teenage angst" – or to assume that they'll simply "get over" whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here; you could consider regular trips to a coffee shop or a cafe, or just a weekly walk.

9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College



@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: 20.03.2024



Young Carers - Redbridge

Pre-bookable only

Join us for our **FREE** Young Carers Groups
Every Saturday in Redbridge

T: 0203 375 9045

E: faye@endorphins.uk

W: www.endorphins.uk

YOUNG CARERS GROUP
Valentines High School
children & young people
Every Saturday (term time only)
9.30am – 12 noon
8 – 12 year old
Pre-bookable only

YOUNG CARERS GROUP
Valentines High School
for young people
Every Saturday (term time only)
12.30pm – 3pm
13 – 18 year old
Pre-bookable only

In Partnership with **London Borough of Redbridge** 

Young Carers Redbridge - What you've said ...

Very happy with the service so far, good lines of communication with the staff.
My daughter is happy

I like the way you cope with our children, my son loves coming there, he enjoys all of the activities, my son says the team are very caring and he wants to continue the activities. Thank you so much.

I feel safe with my son attending Endorphins. A has made some friends which is lovely to see, he also gets on with the adults which is a big deal for him.

We were hesitant at first as he had become accustomed to the last service, but everything is going well and I feel the staff are caring, friendly and accommodating - 100% love.

B says she loves the sessions and all of the activities – staff are nice she also commented that staff listen to her views.

My son has enjoyed the little time he has spent at Endorphins he loves the project.



To book
T: 0203 375 9045
E: faye@endorphins.uk



REDBRIDGE EASTER HOLIDAY FUN

London Borough of
Redbridge

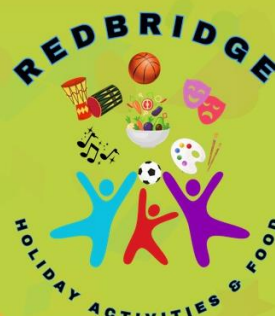


**APRIL
2nd to 5th
2024**

**Free activities ✓
New skills ✓
Free meals ✓
New friends ✓**

**IS YOUR CHILD
IN RECEPTION TO
YEAR 11 AND IN
RECEIPT OF BENEFIT RELATED
FREE SCHOOL MEALS?**

**Enjoy sports,
arts & crafts,
drama, cooking
and MUCH MORE!**



**SCAN ME
TO BOOK**

**TO BOOK YOUR PLACE - SCAN THIS QR CODE, VISIT
[HTTPS://FIND.REDBRIDGE.GOV.UK/HAF](https://find.redbridge.gov.uk/haf)
OR EMAIL [HAF@REDBRIDGE.GOV.UK](mailto:haf@redbridge.gov.uk)**

Funded by



**Department
for Education**

Redbridge Holiday Fun

H A F N E W S L E T T E R



Holiday Fun News:

Welcome to the second issue of our HAF newsletter. We hope these updates will provide you with helpful information, including upcoming dates and the great activities on offer.

This Easter, we return to some of our great venues across the borough including St Augustine's, Frenford Clubs, Hainault Youth Centre and Uphall Primary School.

Some of our dedicated holiday providers this Easter include *Leyton Orient* who have added a brand new Drama workshop.

Kids In Charge strive to keep things fresh with wholesome Cooking sessions.

While new provider *Learning Hive* will be bringing the fun with a Comic Book workshop, Gymnastics and Archery!

For the FULL list of providers and amazing activities, visit our booking page from 6th of March [HERE](#).

Best, Redbridge HAF Team

Important Dates:

29th February

HAF referrals for professionals working with families can be made here:

<https://forms.office.com/e/qnzdp8R7wB>

6th March

Easter HAF bookings officially open. Register your child(ren) here:

<https://eequ.org/redbridgehaf>

22nd March

Easter HAF referrals will close. Any submissions after this date will be a late referral and subject to availability.

2nd - 5th April

Redbridge Easter HAF!

CONTACT US:

e: haf@redbridge.gov.uk

w: <https://find.redbridge.gov.uk/haf>

Views from Parents:

Whether or not your child(ren) have attended a HAF session, we would love to hear your views. Your feedback helps us develop the service.

PLEASE COMPLETE OUR NEW SURVEY [HERE](#):

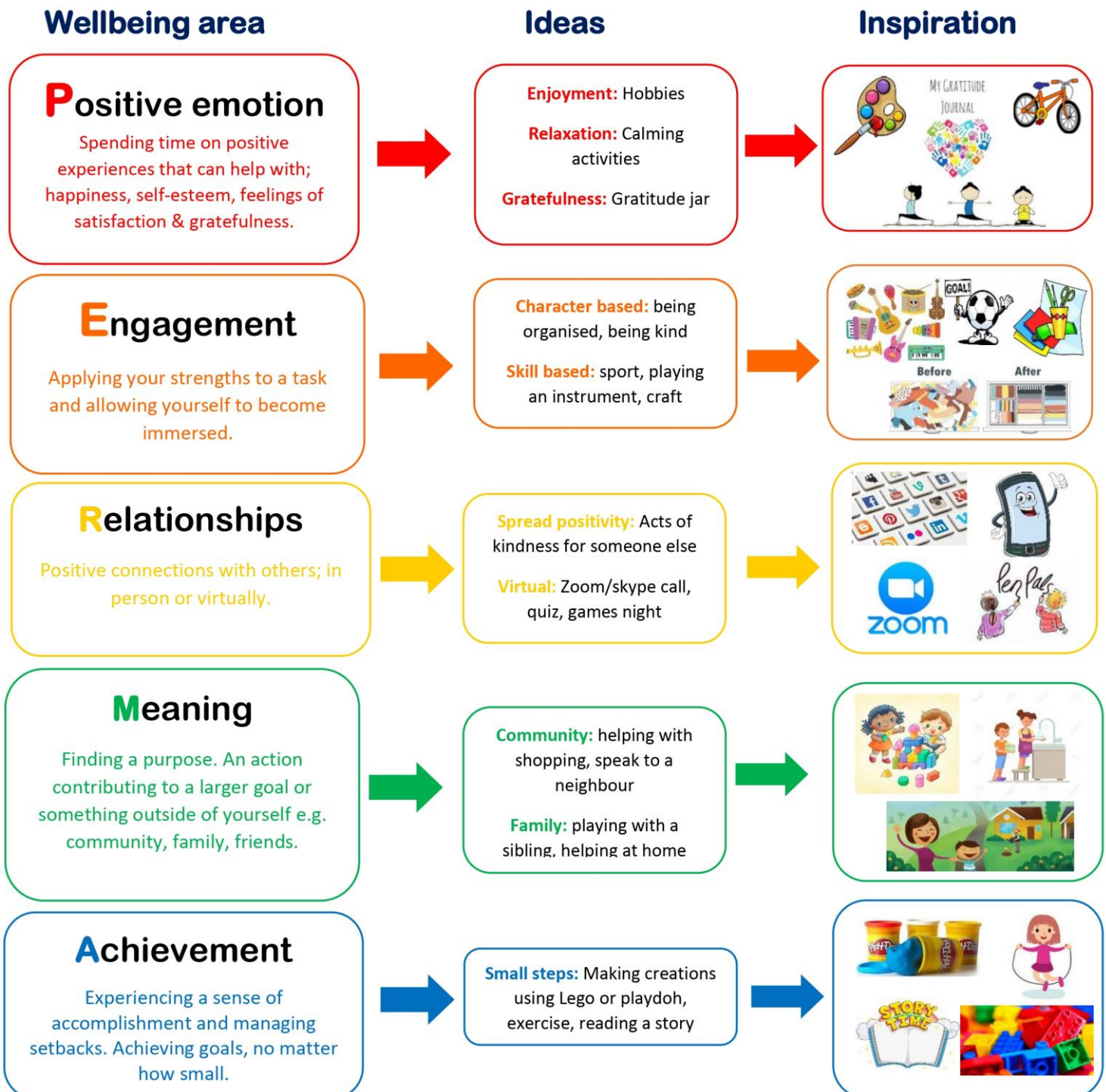
https://engage.redbridge.gov.uk/redbridge-haf_programme/surveys/haf-parent-survey1

Supporting children at home-

The PERMA Model of wellbeing

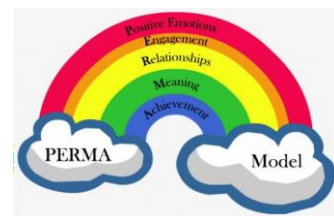
Introduction

COVID-19 has given rise to increased levels of uncertainty and time spent at home. Positive Psychology focuses on strengths and people's ability to thrive. The PERMA acronym highlights 5 key areas for wellbeing that focus on strengths rather than difficulties. These are: **P**ositive emotion, **E**ngagement, **R**elationships, **M**eaning, **A**ccomplishment. The guide below outlines each area with ideas about how to explore these with children at home. The examples can be adapted based on your child and what they enjoy.



Resources

Rainbows have been used as a symbol of hope throughout the current pandemic. In line with this, we have linked each area of wellbeing to a different colour of the rainbow. The image can be used as a visual reminder of the 5 areas of wellbeing. We have also provided a selection of free resources below.



Positive emotions

Cbeebies

Simple relaxation and [mindfulness activities](#) to do together with your children.

NHS Children's self-care kit

Ideas for [self-care for children](#), including mindful colouring, laughing out loud & breathing exercises.

Cosmic kids yoga

[Youtube channel](#) offering kids yoga, mindfulness and relaxation.

Gratitude Jar

Activity sheet including [printable sentence starters](#) to help children think of ideas.

Emotion wheel

By identifying an image, children can convey their [current feelings](#) and explore these with an adult.

Engagement

Sport activity programme

Fun '[Wellbeing Through Sport](#)' activities to do at home.

ELSA activity calendar

A [14-day calendar of activities](#), including mindfulness, crafts and positive thinking.

Joanna Basford colouring

Collection of free [colouring pages](#).

Joe Wicks Fitness

9am weekdays [live fitness](#) for adults & children.

Relationships

Power of kindness calendar

The [calendar](#) helps children and young people learn about and carry out kind acts.

Blue Peter Badges

Children could earn a blue [badge](#) by writing a letter telling Blue Peter about their hobbies and interests.

Meaning

30 indoor activities

Examples of [indoor activities](#) with limited resources needed.

Achievement

Origami Easy [origami instructions](#).

References: Seligman, M. (2011). *Flourish: A New Understanding of Happiness and Wellbeing – and How to Achieve Them*. London: Nicholas Brealey Publishing. Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 16, 126–127. PERMA resources: <http://www.adampsychologyservices.co.uk/coronavirus.html>

Spotlight on

Gear up for a term of training!



Our Parent Training is turning the spotlight on school SEND interventions and those named on EHCPs/I.E.P's. Brace yourself for a series of dynamic training events where we unravel the mysteries of interventions – what they are, how they unfold in schools, and most importantly, how you can be the superhero at home!

These hour-long sessions are your backstage pass to understanding, with opportunities to throw your burning questions into the mix and dive headfirst into the action.

FREE for Redbridge families. Other families are welcome to join for a small fee.



FREE

Spotlight on Visual strategies to support autism and social communication needs including PECS. 29th January 2024 7.30-8.30pm	 VISUALS/PECS/ SYMBOLS SPOTLIGHT ON 29.1.24 — 7.30-8.30PM		https://www.eventbrite.co.uk/e/801864597597?aff=oddttdtcreator
Spotlight on Numicon and practical maths ideas. 5th February 2024 7.30-8.30pm	 NUMICON/ PRACTICAL MATHS SPOTLIGHT ON 5.2.24 — 7.30-8.30PM		https://www.eventbrite.co.uk/e/801967936687?aff=oddttdtcreator
Spotlight on Practical ideas to support primary spelling and phonics 12th February 2024 7.30-8.30pm	 PRACTICAL SPELLING /PHONIC IDEAS SPOTLIGHT ON 12.2.24 — 7.30-8.30PM		https://www.eventbrite.co.uk/e/801999801997?aff=oddttdtcreator
Spotlight on Zones of Regulation/ managing emotions 26th February 2024 7.30-8.30pm	 ZONES OF REGULATION/ MANAGING EMOTIONS SPOTLIGHT ON 26.2.24 — 7.30-8.30PM		https://www.eventbrite.co.uk/e/803381193777?aff=oddttdtcreator
SEaTSS information open session 13th February 7.30-8.30pm Session for new parents to SEaTSS, or any parent who would like to learn more about SEaTSS. 16th February 9.30-10.30 am		 	https://www.eventbrite.co.uk/e/793070042847?aff=oddttdtcreator https://www.eventbrite.co.uk/e/803407773277?aff=oddttdtcreator
Spotlight on Supporting students who are pre-verbal / have communication needs Autism/ Social Communication 4th March 2024 7.30-8.30pm	 SUPPORTING COMMUNICATION NEEDS SPOTLIGHT ON 4.3.24 — 7.30-8.30PM		https://www.eventbrite.co.uk/e/803416479317?aff=oddttdtcreator

FREE

FREE

Spotlight on

Sensory Circuits and active movement ideas

11th March 2024

7.30-8.30pm



SENSORY CIRCUITS
SPOTLIGHT ON 11.3.24 — 7.30-8.30PM



<https://www.eventbrite.co.uk/e/803434212357?aff=oddtcreator>

Spotlight on

EHCP - what are my rights?

18th March 2024

7.30-8.30pm



EHCP- WHAT ARE MY RIGHTS?
SPOTLIGHT ON 18.3.24 — 7.30-8.30PM



<https://www.eventbrite.co.uk/e/803457181057?aff=oddtcreator>

Spotlight on

ADHD- practical ideas to support attention and focus

25th March 2024

7.30-8.30pm



ADHD- PRIMARY PRACTICAL STRATEGIES
SPOTLIGHT ON 25.3.24 — 7.30-8.30PM



<https://www.eventbrite.co.uk/e/803466228117?aff=oddtcreator>

Spotlight on

Colourful semantics

1st April 2024

7.30-8.30pm



COLOURFUL SEMANTICS
SPOTLIGHT ON 1.4.24 — 7.30-8.30PM



<https://www.eventbrite.co.uk/e/803472526957?aff=oddtcreator>

Additional training sessions you can join this term

Lunch and learn



These sessions cost £4.99, you can join the live 1 hr training over lunchtime.
You will receive a 1 hr video of the training and a handout of resources.

We are currently offering a discount to all families who book an event through any of these social media platforms- click on here to access your discount code.

Primary sessions 12.00-1.00 pm

Practical ideas when working with students who have dyslexia 29th January 2023	
Can't write/ Won't write 12th February 2023	
Zones of regulation 4th March 2023	
Precision Teaching 18th March 2023	

Secondary sessions 12.00-1.00 pm

Revision strategies to support dyslexic learners 5th February 2023	
Revision- mind maps, graphic notation and strategies for the visual learner 26th February 2023	
Revision -IT/app's 11th March 2023	
Exam anxiety- emotional support 25th March 2023	



Use the QR code to see events on
Eventbrite

Eventbrite



RIASS

Redbridge Information, Advice & Support Service
for Special Educational Needs & Disability



RIASS Walk-in Surgeries

Spring Term

Mondays

9.30am - 2.30pm

**Engagement
Hub**

**Jubilee Gardens
Ilford Lane
IG1 2DX**

Fridays

9.30am - 2.30pm

**Gearies Children
Centre**

**Waremead Road
Gants Hill
IG2 6TF**

**Walk-in Surgeries will
not be held on**

**Friday 15th Dec
Friday 5th Jan
Friday 2nd March
Friday 8th March
Friday 15th March
Friday 22nd March**

**Please note that these are
walk-in surgeries and you may
have to wait to see a member
of the team**



Redbridge Emotional Welling Mental Health Services



Anna Freud Centre Resources

- Lingo booklet: provides insight into the experiences of young people when talking to adults/professionals about their mental health <https://www.annafreud.org/mental-health-professionals/improving-help/resources/lingo/>
- Talking mental health with young people in primary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>
- Talking mental health with young people in secondary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-secondary-school/>
- Supporting children's transition into secondary school: Guidance for parents/carers: evidence-based guidance package for parents that was written with input from clinicians at the AFC and teachers. <https://www.annafreud.org/schools-and-colleges/resources/supporting-childrens-transition-to-secondary-school-guidance-for-parents-and-carers/>



Child Psychotherapy

- Understanding childhood: contains a series of leaflets written by experienced Child and Adolescent Psychotherapists to give parents, grandparents, carers and professionals' additional insight into children's feelings and view of the world and to help make sense of their behaviour. <https://childpsychotherapy.org.uk/resources/families/understanding-childhood>



Redbridge EWMHS/CAMHS

- ADHD Resources for parents: with information on organizations that parents can refer to for extra support for their child, including support in the education section, parenting programs, and online courses for parents/carers. (attached)
- Official Redbridge EWMHS/CAMHS Resource Booklets <https://www.nelft.nhs.uk/redbridge-camhs>



YoungMinds

- Apart from having great resources for parents/carers regarding young people's mental health, they also have a parenting support helpline that you are able to call.
 - Offer advice to parents/carers concerned about their child's mental health up to the age of 25.
 - Helpline: 0808 802 5544 (9:30am-4pm Monday to Friday) FREE
 - Webchat service (9:30am-4pm Monday to Friday) – on bottom right hand corner, click the webchat icon
 - Email service (temporarily closed)
 - [Parents Helpline | Mental Health Help for Your Child | YoungMinds](#)



Gov.Uk

- UK Government website also has a section called the Education Hub where they provide lists of resources for children, students, parents, school staff that you can access for free.
- [Mental health resources for children, students, parents, carers and school/college staff - The Education Hub \(blog.gov.uk\)](#)

Google Classrooms – Help Sheet



Google Classroom

What is Google Classroom?

Google Classroom is a class-organisation platform that incorporates Google's core G Suite (Google Docs, Sheets, Slides, Drive) and other Google products so students can access everything they need for a class, including homework assignments, group projects and files. Google Classroom is designed for organisation and collaboration. We will be using Google Classroom to assign homework as well as within school to improve children's digital literacy.

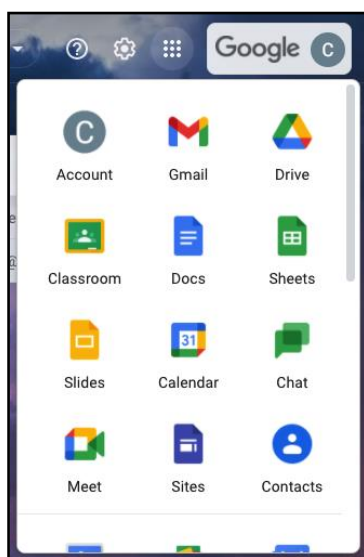
How do you log into a Google Classroom?

Your child has been given a username (email address) and a password, these should be stuck inside their communication or homework books. You have also received an email and/or text with the information. To access it you can search 'Google login', once you have logged in using the username and password you have access to email, classroom and Google drive (a storage system that uses the Google version of Word, Excel and PowerPoint).

When you log in look for the 'waffle' (the nine dots).



You will then see these options and you select 'Classroom'



Each class is private to the people the teacher has personally invited, including the students enrolled in that class and other teachers. Once your child has accessed a class, they can use all the features the teacher has enabled for that class, including class schedules, assignments and announcements.

Can you use Google Classroom at home?

Children can access Google Classroom from anywhere, including from their phones or tablets, when they download the Google Classroom app.

How does my child find out about new stuff posted in Google Classroom?

Your child will receive an email when the teacher posts an announcement. These emails come through your child's email account, not solely in the Classroom. Classrooms do not alert you when an assignment is due; to keep track of deadlines, kids need to check the class calendar.