



# SSPP School News

15<sup>th</sup> March 2024 Issue 24



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# THE SIMPLE ACT OF CARING IS HEROIC

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# SS Peter and Paul's Catholic Primary School

## The Good Shepherd Catholic Trust

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*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,

I hope this newsletter finds you well. I extend warm wishes to our Muslim friends and families in our school community during this season of Ramadan. May this month be filled with divine blessings and spiritual growth as fasting, prayer, and acts of kindness bring us closer to God and each other on the path of fraternity.

We've had a bustling week here at SS Peter and Paul's. It all commenced with our Governors' Day, where our esteemed governors spent the day engaging with our pupils. Discussions revolved around important matters such as the safety of our children and their learning experiences. It was heartening to witness our pupils articulate themselves effectively, demonstrating a keen awareness of how to keep themselves safe and where to seek assistance if needed. Their use of the worry boxes and understanding of trusted adults is commendable and should be encouraged. The day proved productive for all involved, providing our governors with invaluable insights to contribute to the strategic vision of our school. I extend my sincere gratitude for their ongoing support and dedication.

In other news, we are in the process of appointing a Parent Governor, and I am pleased to announce that we have received more than one candidate. Please be on the lookout for governor elections in the coming weeks. Your involvement is integral to driving our school forward, and I am grateful for your willingness to commit your time and energy.

I thoroughly enjoyed meeting with parents during Tuesday's parent evening. It provided a wonderful opportunity to gain a better understanding of your wants, needs, and expectations. For you, it offered insight into your child's progress thus far, providing clarity on their next steps. By working together, we can ensure that your child reaches their full potential.

This week, our focus has been on Young Carers and their invaluable role within the home. We have identified a significant number of children who could be identified as young carers, and we are dedicated to providing them with appropriate support. If you were unable to attend our coffee morning where this was discussed in detail, please refer to the letter emailed yesterday, updates on our school website will be shared soon. Remember, support is always available, so please do not hesitate to reach out if needed. Meeting parents of young carers today was a wonderful moment where we were able to come together and consider what this support would look like. I look forward to making contact with parents, agencies, companies, and charities over the coming months to see what contributions we can utilise to help support our group of young people.

Continuing our commitment to pupil voice, I met with the School Council to discuss various matters, including safeguarding. Together, we have developed a 'child-friendly' Safeguarding Policy, which will be shared with their classes for feedback. I eagerly anticipate sharing the finalised policy with our school community soon.

A special mention to 5C for leading Thursday's assembly with such charm and talent. Their performance was a delightful blend of drama, comedy, and song, showcasing their gifts wonderfully. Thank you to Mr. O'Connor and all the adults involved in preparing the children for this memorable event.

As we journey through Lent together, let us be mindful of the ways in which we can grow closer to God and to one another. Let us strive to live lives of greater love, joy, and holiness, following in the footsteps of Jesus Christ.

Wishing you all a restful weekend ahead.

Many blessings,  
Ms. Osei  
Headteacher

### Headteacher

Ms Osei

### Deputy Headteacher

Mrs Hull

### Assistant Headteacher

Mr Roca-Mas

### DATES FOR YOUR DIARY

#### Thursday 21<sup>st</sup> March

6B Class Assembly

#### Tuesday 26<sup>th</sup> March

Stay and Pray Session

Wednesday 27<sup>th</sup> March

Swap 2 Save – The Big Book Swap

#### Thursday 28<sup>th</sup> March

Final Day of Spring 2

1:30pm finish

#### Monday 15<sup>th</sup> April

First Day of Summer 1

#### Wednesday 24<sup>th</sup> April

Bishop Alan Visiting SSPP

### LINKS

School Website:

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

Twitter - X:

[https://twitter.com/SSPP\\_Primary](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 (John 12: 20-33)

Jesus said to his friends, the disciples, "If you do not bury a grain of wheat, it stays just one grain. But if you bury it in the ground, it dies, and then produces a rich harvest. In the same way, those who are willing to give up their lives to help others will be given everlasting life. Whoever serves me must follow me. When I am lifted up from the earth, I will bring all people to myself." By these words Jesus made it known how he would die.

Following Jesus includes respecting and caring for those who sometimes may be rejected or neglected. Do you know what 'to follow someone' means? Who impresses you? Who sets you a good example which you would like to follow? How has that person made things better for someone, for a family, for friends or for your school?

We can follow Jesus in the simple things we do in our lives every day, and make life better for all the family and everyone around us. In this coming week, how can we follow Jesus, even in little ways? Perhaps you can: be a good listener if someone is sad and wants to share their problems with you; find regular time to pray for others; be kind and generous; go out of your way to support anyone who needs your help.

### Prayer for the week

Dear Lord Jesus, thank you for giving your life for us and for calling us to follow you, so that our world may become a better place. Amen.

*"Lent is a journey during which the Lord asks us to follow three steps: almsgiving, prayer, and fasting."* Pope Francis

### Star Pupil Awards

<b>N</b>	Lydia & Leo
<b>RC</b>	Hejal
<b>RK</b>	Bohdan
<b>1M</b>	Ifra
<b>1S</b>	Eliza
<b>2B</b>	Aadhira
<b>2I</b>	Emilia
<b>3P</b>	Aaron
<b>3W</b>	Jaiveer
<b>4A</b>	Roisin
<b>4C</b>	Dhvija
<b>5C</b>	Whole Class
<b>5S</b>	Abhay
<b>6B</b>	Kyla
<b>6R</b>	Karolina

### Attendance w/e 15<sup>th</sup> March 94.19%

<b>Class</b>	% (Target 95.5%) Class attendance weekly percentages since the 4 <sup>th</sup> September 2023  Gold = Highest Green = Above 96% Red = Below 96%
<b>RC</b>	<b>88.26%</b>
<b>RK</b>	<b>89.13%</b>
<b>1M</b>	<b>91.03%</b>
<b>1S</b>	<b>91.00%</b>
<b>2B</b>	<b>96.33%</b>
<b>2I</b>	<b>95.71%</b>
<b>3P</b>	<b>93.20%</b>
<b>3W</b>	<b>95.20%</b>
<b>4A</b>	<b>97.83%</b>
<b>4C</b>	<b>96.96%</b>
<b>5C</b>	<b>98.40%</b>
<b>5S</b>	<b>99.23%</b>
<b>6B</b>	<b>95.19%</b>
<b>6R</b>	<b>97.78%</b>



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

**Thursday 21<sup>st</sup> March**

6B Class Assembly

**Tuesday 26<sup>th</sup> March**

Stay and Pray Session

**Wednesday 27<sup>th</sup> March**

Swap 2 Save – The Big Book Swap

**Thursday 28<sup>th</sup> March**

Final Day of Spring 2 1:30pm finish





## 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: Saint Patrick (c. 387–c. 460 or 493)

Patrick was born in Roman-ruled Britain to loving parents, perhaps as an only child. His father was a senator and a deacon, and his grandfather was a married priest. Despite his Christian upbringing and the clerical influences of his father and grandfather, Patrick struggled with his faith, stating later that when he was young he “did not know the true God.” This testimony, and the quotes to follow, come from his own hand, preserved in his *Confessio*, his short autobiographical confession about the workings of God’s grace in his life and ministry. At the age of sixteen, Patrick’s life took a dramatic turn for the worse; at least, that’s how it first appeared. Gaelic slave traders from Ireland arrived by ship and raided Patrick’s village. Though young women and children were often their preferred targets, a young, healthy boy could also profit them. Patrick was captured and “was taken into captivity in Ireland with many thousands of people.

While in captivity, Patrick was made a swineherd for one of the clans and spent much of his time in the forests, enduring the snow, ice, and rain. But his time alone, experiencing the suffering and loneliness of captivity, greatly benefited his soul. At first, Patrick didn’t know God. Then, he began to think about God. Then he began to speak to God. Within six years, he was praying a hundred prayers every day and a hundred prayers every night. As a result, Patrick testified that “the Spirit was burning in me at that time.” After receiving chastisements from God for his lack of faith, Patrick’s heart was changed and filled with gratitude for all that God had done in his soul. He realized that his only “way to repay Him is to exalt Him and confess His wonders before every nation under heaven.”

Saint Patrick’s influence on Ireland was so profound that many later biographers have attributed numerous legends to him. Though most of these legends cannot be verified, the stories highlight the remarkable spiritual transformation of a hostile pagan nation by the faith and courage of one man. God humbled Patrick, changed his heart, set him on fire, and then used that fire to purify many thousands of people. In the centuries that followed, those converts went forth to the ends of the earth, bringing the same Gospel to others that Patrick first preached to them.



## Rights Respecting / Global Action – Miss Ionita’s Weekly Information

### Rights Respecting - Myths and misconceptions Part 1

As an international legal treaty, the Convention on the Rights of the Child (the Convention or CRC) may sometimes seem complex and difficult to interpret in practice. This can lead to misunderstandings about what each right means and how the Convention applies in practice. While we want the Convention to be accessible to everyone, it is important not to oversimplify it. This article seeks to deepen your understanding of the Convention by clarifying common misconceptions that can arise.

Common misconceptions about children’s rights:

1. Children have the right to be loved
2. Children have the right to be happy
3. Children have the right to have friends
4. Children have the right to have toys
5. Children have the right to make mistakes
6. With rights come responsibilities
7. Some rights are more important than others
8. Rights help to control children’s behaviour at school
9. Rights tell children how to behave towards other children
10. Children’s rights come from UNICEF
11. When you turn 18, you have new human rights that are just for adults
12. The Convention is out of date

**1 & 2. Children have the right to be loved and to be happy:** Incorrect - being loved and happy seem like the most obvious ‘rights’ children and young people should have but these are not listed in the CRC’s 54 articles. The CRC is a legal document with clear duties on how rights should be respected and fulfilled, and emotions such as love and happiness are impossible to legislate for or put into law. However many articles of the CRC are about the conditions, resources, protections and freedoms that a child needs to grow up feeling happy and loved. The introduction to the Convention recognises that “the child [...] should grow up in a family environment, in an atmosphere of happiness, love and understanding”.

**3. Children have the right to have friends:** Incorrect - children have the right to meet with other children (for example under Article 15 on freedom of association) but we cannot legislate for people’s affinity to others, so it cannot be a legal requirement for children to have friends.

**4. Children have the right to have toys:** Incorrect - the Convention does say that every child has the right to play, relax and take part in cultural and artistic activities (Article 31) but this right does not include a child’s right to have their own toys. However, the Committee on the Rights of the Child recommends that States should allocate adequate human and financial resources to ensure children and young people can enjoy their right to rest, leisure and play.

## West Ham Corner

You should have seen how this corner looked before Thursday night – let's just say it was less than complimentary after requiring a Messi-esque cameo from Danny Ings to even secure a point against a team who going into the game had not scored in over 5 hours and sat rooted to the bottom of the table.

Then Thursday happened. There is something about a European night under the lights of the London Stadium that gets into the very bones of even the most ardent Moyes-outer (me).

It was the best bits of Seville, Lyon, Fiorentina all rolled into one.

Yes it was only against German side Freiberg, who were one of the poorest teams left, but the job still needed doing. It has to also be noted that the 'poorer team' still held a 1-0 lead on aggregate going into the second leg.

Then the early kick off happened and we suddenly saw a masterclass. Goals were smashed in from left right and centre, with a special mention to Kudus who did a George Weah (ask your folks) and ran from deep inside his own half before finishing brilliantly for his first of two goals on the night.

It ended up 5-0 on the night, 5-1 on aggregate, next up is Bayer Leverkusen in the quarter finals, with a potential semi-final against AC Milan or Roma.

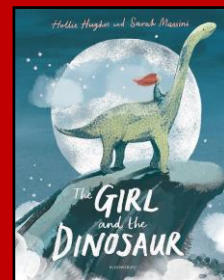
All hail the Moyesiah – I never doubted him for one minute!

**Latest Result:** West Ham United 2 – 2 Burnley

**League Position:** 7<sup>th</sup>



## Recommended Read Year 1



*Skandar Smith has always yearned to leave the Mainland and escape to the secretive Island, where wild unicorns roam free. He's spent years studying for his Hatchery exam, the annual test that selects a handful of Mainlander thirteen-year-olds to train to become unicorn riders. But on the day of Skandar's exam, things go horribly wrong, and his hopes are shattered...until a mysterious figure knocks on his door at midnight, bearing a message: the Island is in peril and Skandar must answer its call.*

*Skandar is thrust into a world of epic sky battles, dangerous clashes with wild unicorns, and rumors of a shadowy villain amassing a unicorn army. And the closer Skandar grows to his newfound friends and community of riders, the harder it becomes to keep his secrets—especially when he discovers their lives may all be in graver danger than he ever imagined'*

If you liked this then try:

+ 'The Girl and the Mermaid' by Hollie Hughes  
+ 'If I Had A Dinosaur' by Gabby Dawnay



## Top Ten

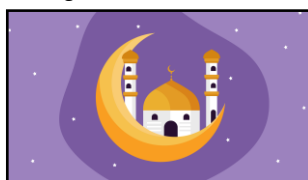
These are the current SSPP top ten pupils:

Rank	Name	Year Group
1	Kevin	Year 4
2	Nathaniel	Year 4
3	Bhavagnya	Year 5
4	Harleen	Year 6
5	Eden	Year 6
6	Manasvi	Year 4
7	Micajah	Year 4
8	Joab	Year 4
9	Ram	Year 3
10	Joy	Year 4

## Community News



Whilst we are still in the solemn period of Lent, we would like to also wish our family members who have entered the period of Ramadan, a reflective and peaceful time.



## Recent Tweets – @SSPP\_Primary



SSPPCatholicPrimary  
@SSPP\_Primary

...

It's a busy start to the week as it's Governors' Day - which starts with our weekly assembly focussed today on being a young carer. First up we are finding out who did something special for Mother's Day. #SSPP



SSPPCatholicPrimary  
@SSPP\_Primary

...

We are finishing our assembly by seeing our choir perform the piece they sang at the recent 'Primary Choir of the Year' heats, one of which was held at SSPP. #Choir





# #BOOKMATCH

© The Reader Teacher

Books for fans of Michelle Harrison



**IF YOU LIKE MICHELLE HARRISON, READ THESE**

For more #BookMatch & similar suggested reads, visit [TheReaderTeacher.com](http://TheReaderTeacher.com)

## Author Book Match

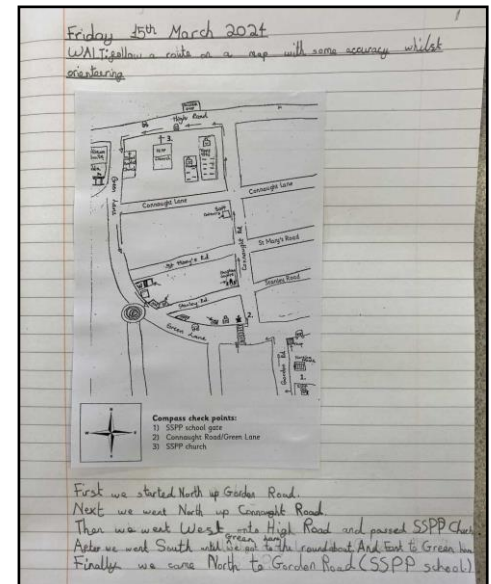


### Michelle Harrison

- + A Pinch of Magic
- + A Sprinkle of Sorcery
- + 13 Treasures
- + 13 Secrets
- + 13 Curses
- + One Wish

## Year 3 – Geography

In Year 3 we have been learning about the four compass points and how they can be used to follow a map accurately. We went on walk around the local area, using our map to check which direction we were walking in. We stopped at various points to look at the compass in order to check which direction was North, and to know which direction we were travelling in. When we returned to the classroom, we wrote the directions accurately so that another person could follow them.





## Year 6 – Junior Citizenship

A morning was spent next door at the TA centre being run by all aspects of the community (Police, TFL, Thames Water etc).

This was the chance for Year 6 pupils to add to their transition preparation ready for the move to their new secondary schools in September.

Some aspects were about safety at home – such as the Fire Brigade offering advice as to what to do in a house fire. Other elements were more about rules and procedures for travelling safely on public transport.

One of the most pertinent workshops had the children listen to the tale of two older children who had made poor choices about what they shared online.



## World Book Day – Competition

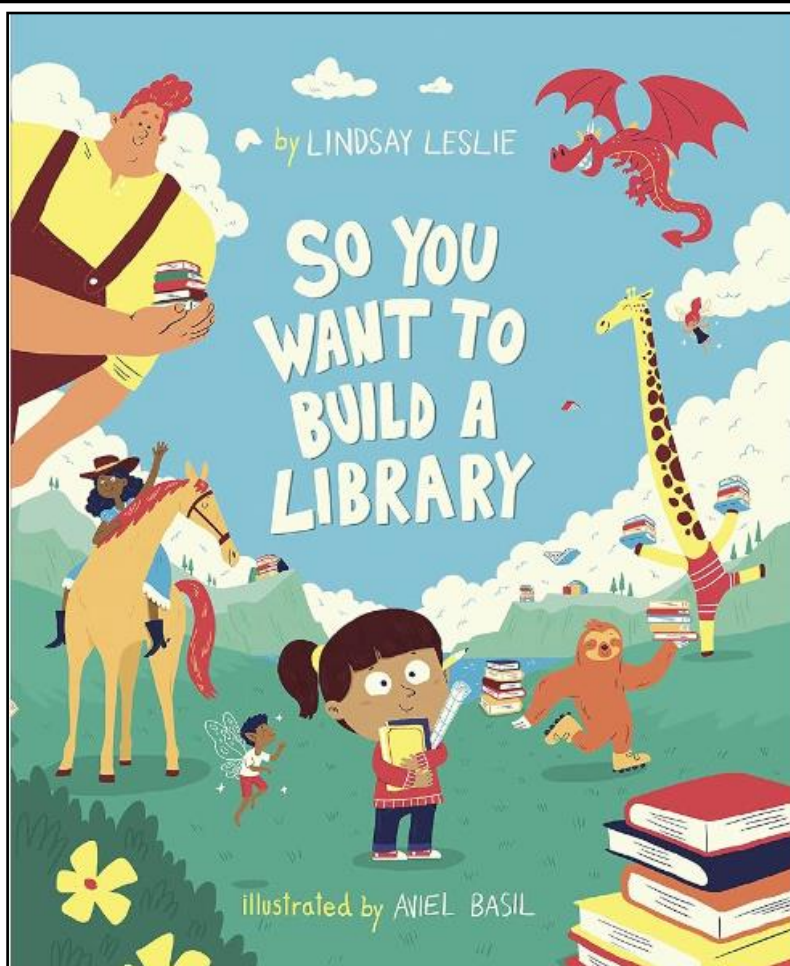
After reading the book 'So You Want To Build A Library' by Lindsay Leslie, we have launched a competition to **design your dream library** – the ideal space for **you** to enjoy books!

There is a template loaded to each Google Classroom, although you **do not** need to print it and use it. Your entry must include your own name and class.

Competition Deadline:

**Wednesday 20<sup>th</sup> March.**

Think about showing off the whole inside of your library, filled with all the features you think would make it the best library on the planet!



## Participation

*Together, we can confront the problems of our world and seek solutions that are truly effective. We listen to others as they speak for themselves, help them to participate if they need such help and speak-out boldly on their behalf when it is right to do so. This is about Doing-Together, not Doing-To things.*



### Stay and Pray

Our next 'Stay and Pray' session at SSPP will take place on **Tuesday 26<sup>th</sup> 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 26<sup>th</sup> 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 19<sup>th</sup> April.** Further details will be provided nearer the time.



### Parent Consultation Feedback

Thank you to all those who attended our Spring Term Parent Consultation sessions.

This was a good opportunity to talk through your child's learning and whether they are on track to meet the end-of-year expectations in a variety of subjects.

We have been using the layout of them taking place in the hall for a number of years post-covid, so please be reminded for next time, that it is our parents' responsibility to keep children with them before and during the consultations. We had to stop a number of times to ask children to return to the benches, when they were running around or throwing items between each other. Thank you for your cooperation in this matter.



## Sewing Club

This week in sewing club, we were in stitches over our fabulous embroidery. The mini cushions are coming along quite nicely with buttons, sequins and running-stitch designs. Well done sewers!



## 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 27<sup>th</sup> 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



## Primary Engineer – Competition

This Primary Engineer competition invites learners aged 3 to 19 to imagine what problem they would most like to solve if they were an engineer.

They are encouraged to interview an engineer, ask questions that engage their curiosity and identify a problem that engineering can solve. Having identified a problem that matters to them, they next design, draw and annotate an engineering solution, before writing a letter explaining to an engineer why it should be built.

- The activities involved provide learners with the opportunity to practice a range of skills, including creativity, observation, critical thinking, problem solving and visual, written and verbal communication.
- To find out more and register, visit the [Leaders Award website](#). Entries must be submitted by **22<sup>nd</sup> March 2024**.

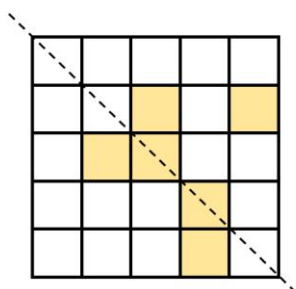
Primary Engineer®  
...the first step



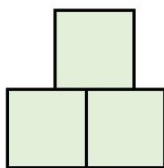


## Mrs Bond's Weekly Maths Problems – KS2

- 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  $75\text{cm}^2$ .

What is the perimeter of the shape?



The answer to the KS1 problem seen in our last Newsletter:

- 1 A bunch of 5 bananas cost £2



How much do 20 bananas cost?  
20 bananas cost £8

- 2 Complete

$$94 - 3 \text{ tens} = 64$$

$$94 - 3 \text{ ones} = 91$$

$$94 - 5 \text{ tens} = 44$$

$$94 - 4 \text{ ones} = 90$$

$$94 - 14 \text{ ones} = 80$$



## 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/category/online-safety>

For children and young people, low-quality sleep can become a serious issue. It has been theorised that poor sleep can have a significant impact on children's brain development, affecting them for the rest of their lives. A healthy – and consistent – sleeping pattern, therefore, is incredibly important for children and young people's wellbeing.

With the stresses and distractions that can present themselves to youngsters, it can be tricky to ensure they're in the best mindset to wind down in the evenings for the rejuvenating rest that they need. The right approach, however, can give them a better chance of cultivating a healthy sleeping pattern. Our guide has some practical tips on helping them to achieve exactly that.

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](https://nationalcollege.com).

### 10 Top Tips for Parents and Educators

## DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

- MINDFUL TECH USE**  
Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they're switched off, impacting how easily and how well a person can sleep.
- EFFECTIVE SLEEP PRACTICES**  
Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.
- HYDRATION HABITS**  
Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night. It's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.
- CONSISTENT BEDTIME SCHEDULE**  
Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.
- OPTIMAL SLEEP ENVIRONMENT**  
Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.
- RELAXING EVENING ACTIVITIES**  
Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.
- PRIORITISING ADEQUATE SLEEP**  
Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.
- NUTRITIONAL BALANCE**  
Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.
- PARENTAL SUPPORT**  
Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.
- MILITARY SLEEP METHOD**  
Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

**Meet Our Expert**  
Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.

**#WakeUpWednesday**  
The National College



@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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Join in the celebration  
and discover how you  
can change your world by  
changing your journey

- ✓ Be active and feel more energised
- ✓ Help the environment by replacing a car journey
- ✓ Help your school win some fantastic prizes

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in the UK's biggest walking, wheeling,  
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# REDBRIDGE EASTER HOLIDAY FUN

London Borough of  
Redbridge

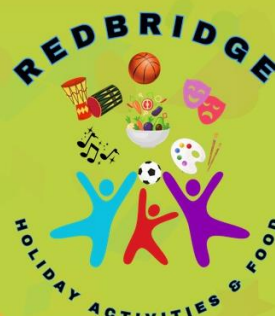


**APRIL  
2nd to 5th  
2024**

**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](mailto: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](https://engage.redbridge.gov.uk/redbridge-haf_programme/surveys/haf-parent-survey1)

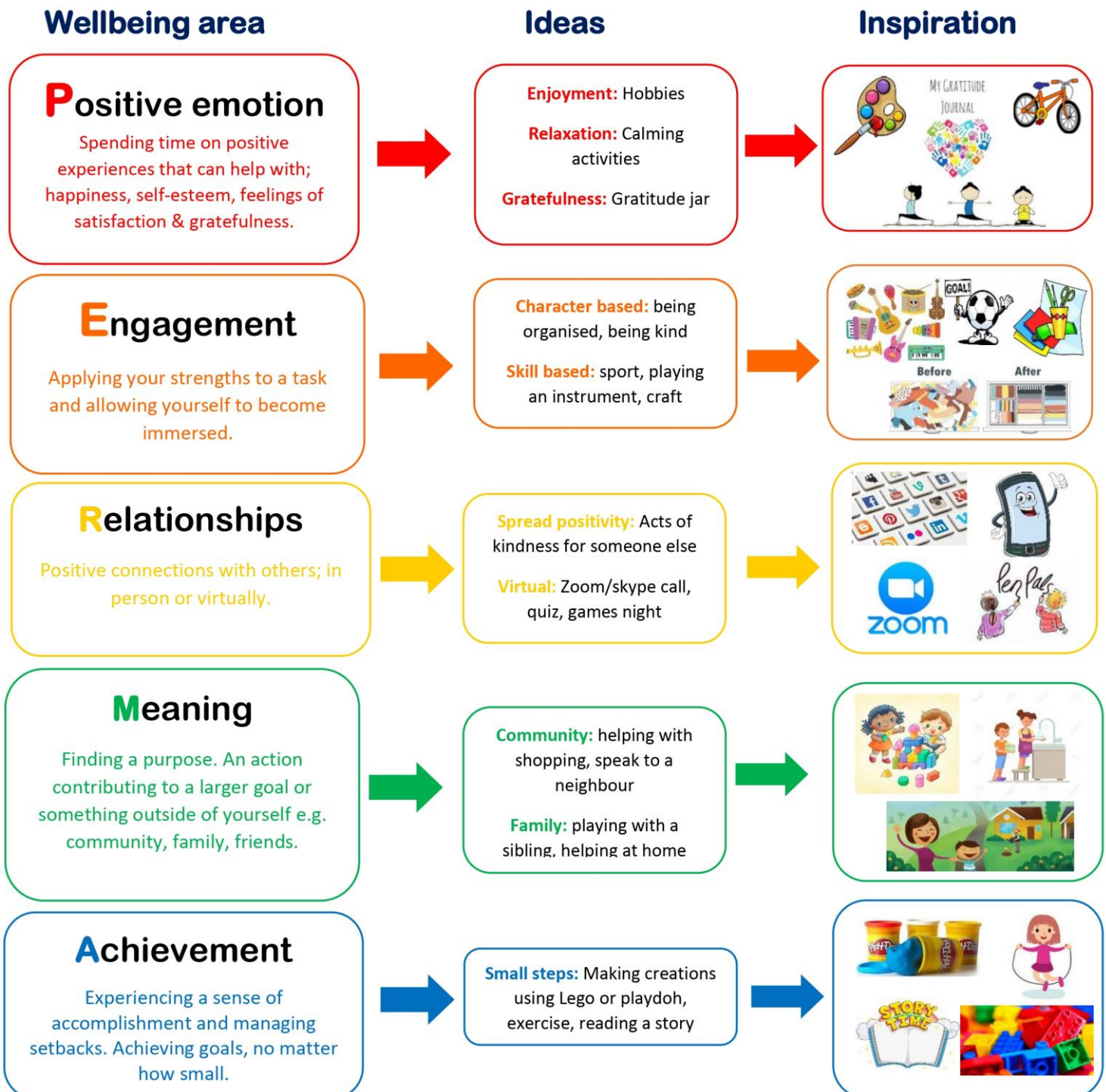


# Supporting children at home-

## The PERMA Model of wellbeing

### Introduction

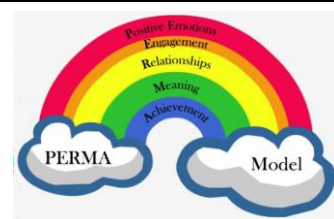
COVID-19 has given rise to increased levels of uncertainty and time spent at home. Positive Psychology focuses on strengths and people's ability to thrive. The PERMA acronym highlights 5 key areas for wellbeing that focus on strengths rather than difficulties. These are: **P**ositive emotion, **E**ngagement, **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**

<b>Spotlight on</b> Visual strategies to support autism and social communication needs including PECS. <b>29th January 2024</b> 7.30-8.30pm			<a href="https://www.eventbrite.co.uk/e/801864597597?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/801864597597?aff=oddttdtcreator</a>
<b>Spotlight on</b> Numicon and practical maths ideas. <b>5th February 2024</b> 7.30-8.30pm			<a href="https://www.eventbrite.co.uk/e/801967936687?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/801967936687?aff=oddttdtcreator</a>
<b>Spotlight on</b> Practical ideas to support primary spelling and phonics <b>12th February 2024</b> 7.30-8.30pm			<a href="https://www.eventbrite.co.uk/e/801999801997?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/801999801997?aff=oddttdtcreator</a>
<b>Spotlight on</b> Zones of Regulation/ managing emotions <b>26th February 2024</b> 7.30-8.30pm			<a href="https://www.eventbrite.co.uk/e/803381193777?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/803381193777?aff=oddttdtcreator</a>
<b>SEaTSS information open session</b> <b>13th February 7.30-8.30pm</b> Session for new parents to SEaTSS, or any parent who would like to learn more about SEaTSS. <b>16th February 9.30-10.30 am</b>		 	<a href="https://www.eventbrite.co.uk/e/793070042847?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/793070042847?aff=oddttdtcreator</a> <a href="https://www.eventbrite.co.uk/e/803407773277?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/803407773277?aff=oddttdtcreator</a>
<b>Spotlight on</b> Supporting students who are pre-verbal / have communication needs Autism/ Social Communication <b>4th March 2024</b> 7.30-8.30pm			<a href="https://www.eventbrite.co.uk/e/803416479317?aff=oddttdtcreator">https://www.eventbrite.co.uk/e/803416479317?aff=oddttdtcreator</a>

**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.

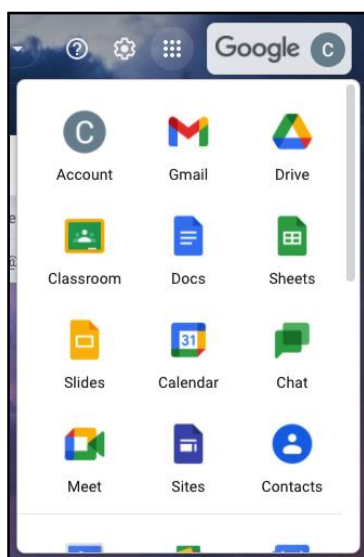
## How do you log into a Google Classroom?

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.