



HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"

Jeremiah 29:11

ISSUE NO. 24: 22 Mar 2024

DIARY DATES

w/c 25 Mar	NO AFTER SCHOOL CLUBS
Tues 26 Mar	2.45pm Easter Bonnet Parade—All welcome
Wed 27 Mar	9am Easter Service @ St Peter's Church, Tandridge—All welcome
Thurs 28 Mar	FOSP Sponsored Bunny Hop
	Last day of spring term
Mon 15 Apr	Start of summer term
Tues 16 Apr	Primary School Admissions Outcomes published
w/c 22 Apr	After School Clubs start
Tues 30 Apr	Whole Class Photographs
Mon 6 May	Bank Holiday—school closed
Wed 15 May	Ladybirds Class Visit to The Big Wood Estate, Lingfield
Fri 24 May	INSET Day—school closed for staff training



NO CLUBS NEXT WEEK

Please note that After School clubs will restart w/c 22 April.



THINGS TO CHECK THIS WEEK:

- ☐ Parent Voice questionnaire completed

HAPPY BIRTHDAY TO...

Louis (age 5); and Freya, Theo K, Camilla, and Poppy (all age 6)



Jesus said to him, "I am the way, the truth, and the life. No one comes to the Father except through Me." John 14:6

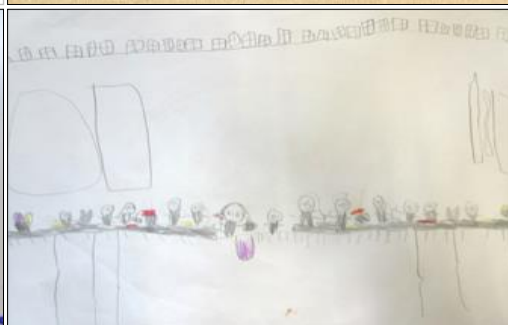
Our Easter Pause Day †



Dear Parents and Carers,

How lovely is it that the days really are getting longer and, dare I say, we have had less rain this week, so the children have properly had the opportunity to get out and about exploring, investigating, and doing all the wonderful things that children love to do!

Well, we are about to enter not only the last week of the spring term, but also the Christian 'Holy Week' which looks set to be a very busy, but extremely exciting week. We started this properly by having our Easter Pause Day on Wednesday. Reverend Ashton introduced this to the children in Collective Worship, talking about the importance of Easter to Christians. The children then participated in lots of wonderful activities in their classes: Busy Bees created mini stained glass lanterns as well as woven crosses; Ladybirds looked at the stunning picture of the Last Supper painted by Leonardo da Vinci to then re-created their own version using pastels; and Dragonflies made super stained glass windows depicting the cross. The children came together at the end of the day to see, discuss and celebrate each other's work. What a fantastic day!



Please be vigilant: Have you turned on parental controls?

It has come to our attention that some children are watching or being exposed to **inappropriate materials** not suitable for children of their age, through films and other streaming devices. Please may we ask that you check the parental controls on your child(ren)s devices/TV's etc so they only access age-appropriate content. Children can be very clever and may know your passwords etc, so it might also be a thought to change these. Thank you very much for your consideration of this extremely important matter, especially when it can affect other children at school. For more advice please go to: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>



Can you answer these questions? You may think these questions aren't relevant to you, but when 17% of children get their first phone between the age of 3-4 years, it does!

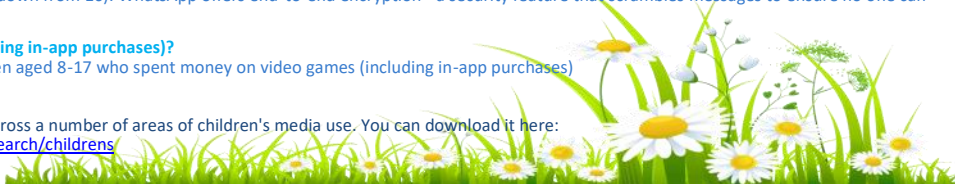
According to a recent Ofcom report*, what percentage of children have had a social media account setup for them by a parent below the age of 11?

Ans: 58% - the top 5 most popular being: YouTube (33%), TikTok (18%), WhatsApp (17%), Snapchat (14%) and Facebook (9%). It's worth noting that on 11 April 2024, WhatsApp is changing their minimum age to allow children aged 13+ to use the service (down from 16). WhatsApp offers end-to-end encryption - a security feature that scrambles messages to ensure no one can view the contents.

How much do children (aged 8-17) spend on video games (including in-app purchases)?

Ans: The Insights Family* data (Ofcom, 2023) suggests that children aged 8-17 who spent money on video games (including in-app purchases) had spent an average of £38 in the past month.

Further research *The Ofcom report makes fascinating reading across a number of areas of children's media use. You can download it here: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens>



CLASS NEWS

BUSY BEES

This week Busy Bees have been learning about the animals that live in the Savanah and Desert habitats. We went on a virtual safari at Disneyland Florida to see the animals and then thought about the different camouflage patterns we had noticed and tried painting them. During our Easter Pause Day we spent time thinking about the Easter story and we created art pieces related to this. In Maths we deepened our learning of number bonds to 10 exploring different ways to make a 10 using the part-whole model. The children gained more confidence with the concept and vocabulary of parts and wholes. The writing task this week was silly sentences about a rabbit who decided to go on the jelly, on the bin and to other funny places.



LADYBIRDS

Ladybirds have had a fantastic week. We enjoyed our Easter Pause Day where we thought about the true meaning of Easter and it's importance for Christians. We created some art work based on the last supper painting by Leonardo Da Vinci and designed easter eggs using our photos. In Maths, we have been learning to add a one digit number to a two digit number. We have been focusing on 'proving it' and showing we know how to get to an answer with our workings. In History we continued our 'Crazy Castles' topic by designing our own shield of armour.



DRAGONFLIES



Dragonflies have had a very interactive week! We have been very creative and 'hands on' in all our learning. In Maths we looked at weight, using weighing scales to balance objects around the room and outside. We also investigated Columbus' voyages across the Atlantic. We were given a price list for items of food and water and a budget and we had to decide which items of food and water we would take if we were on one of these voyages calculating our total spend to ensure we stayed in budget.

In English we learned how to self and peer assess. We reviewed our stories from last week and assessed them against specific criteria. We then did the same when looking at a friend's work. In History we have looked at the US Civil War. We investigated the cause of the conflict and its effect. This also crossed over well with Geography, as we explored maps

from 1861. In Science we have been out and about in the schoolgrounds to find plants and identify the parts of each - linking this to our dissecting lesson last week. We have also been watching our tomatoes and lemons grow, recording any changes for use in our study - the tomatoes are growing quickly and the lemons are now starting to sprout. During Pause Day we created stained glass windows to depict Easter scenes. We used plastic bags, tissue paper, card and a LOT of glue!

EASTER SYMBOLS

The children in Year 2 have been looking at the various different symbols we see at Easter. They have been sorting them into 'Christian', 'Non-Christian' or 'both'. Could you do the same? It makes for a really great discussion.

What do these symbols represent?

- Easter egg (chocolate)
- butterfly
- dove
- palm leaf
- red egg
- chick
- lamb
- lilies
- hot cross bun
- water
- wine cup
- Easter bon-



'Christian', 'Non-Christian' or 'both'?

SPRING SIGNS: A MOMENT OF AWE AND WONDER

It is absolutely wonderful to see the swans back on the pond opposite The Red Barn at the bottom of Tandridge Lane. As I drove down on a misty Monday morning this week it was wonderful to see daddy swan (Cob) having a morning swim while mummy (Pen) was tucked up on her nest. I spoke to the children about seeing them. I did promise that I would try to take a photo of them soon. But ... if someone gets to do it first - great!



I hope you all have a fabulous weekend and enjoy every minute of it.

God Bless, Lenia Greenaway

OUR PLAY TIME NEEDS YOU!

Do you have any of the following items to make our playtimes go with more of a swing?

If you are having a 'spring clean' over the Easter holiday and would like to get rid of good quality dressing up items, dolls, tea sets or play food, the children would love to have them for their lunchtime play here at St Peter's. Thank you.



HOMEWORK



Busy Bees: Play a board game with 2 dice to encourage counting on. Daily reading

Ladybirds: Addition

Dragonflies: Abraham Lincoln Profile

Dear Father,
When we serve others and do good deeds,
when we show people kindness and care for their needs,
earth will grow closer to heaven above
when we follow you, Jesus, when we follow love.
Amen.



ST PETER'S CHURCH, TANDRIDGE



Phone: 01883 714263
Email: stmaryoxted.stpeterandtandridge@gmail.com
https://stpeterandtandridge.uk/Groups/343723/St_Peters_Church.aspx

SUNDAY 24 MARCH—PASSION SUNDAY

11am All Age Worship
4.30pm Café Service @ St Mary's, Oxted
6.30pm Holy Communion

EASTER

Monday 25 March

7pm Holy Week Prayers at St Peter's

Tuesday 26 March

7pm Holy Week Prayers at St Peter's

Wednesday 27 March

7pm Holy Week Prayers at St Peter's

Maudy Thursday 28 March

7pm Christian Seder Meal in The Space with communion
8.30pm Striping the altar in St Mary's with a time of silent prayer

Good Friday 29 March

10am - 11.30am Craft Morning for all in OCH
9.30am - 11.30am The Meeting Place in The Space
12noon Seven Words on the Cross at St Peter's
1pm Walk of Witness (Council offices to the war memorial)
2pm An Hour at the Cross at St Mary's

Easter Sunday 31 March

6am Sunrise Vigil at St Mary's
8am Communion at St Mary's
8am Communion at St Peter's
9.30am Family Communion at St Mary's
11am Family Communion at St Peter's
6.30pm Evensong at St Peter's



HOUSE TEAM POINTS



98



57



151



CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhass. If you feel you have not had a satisfactory response from us to any child protection issue, please phone the contact centre on:



Tel: 0300 200 1006

"Safeguarding is Everyone's Business"

Emergency information regarding the school will be announced on HEART RADIO 102.7FM

01883 712439 hello@stpetersinfant.org www.stpetersinfant.org



Southwark Diocesan Board of Education
Supporting Christian Education



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 café, 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