



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. 26: 19 Apr 2024

DIARY DATES

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
w/c 10 Jun	St Peter's Health & Wellbeing Week
Fri 14 Jun	Bring Your Dad to School morning—details to follow
	1.30pm Sports Day—All welcome
Sat 22 Jun	St Peter's Family STEAM Funday

THINGS TO CHECK THIS WEEK:

- PE Kits returned to school

HAPPY BIRTHDAY TO...

Florence S (age 6)



Dear Parents and Carers,

I hope you all managed to have some break over the Easter holidays, are rested and ready to start the exciting summer term with us.



We started the new term with the most amazing workshop led by Grieg Trout from the '52 Lives' charity. It was lovely to welcome him back to St Peter's after a couple of years and for the Dragonflies Class to recognise him from his previous visit. 52 Lives was set up in 2013 with the aim of helping to change someone's life every week of the year through the power of collective kindness and people can nominate those they would like the charity to support. The overarching aim of the charity is Kindness – and wow, do our children certainly have that in abundance. Grieg talked to the children about the 3 elements of kindness: friendship, generosity, and consideration. The children in turn were able to give fantastic examples and show a clear and embedded understanding of kindness, how this might feel to others and what it feels like for themselves. They then went on to make lots of lovely pictures, cards, boxes, baskets etc to give to someone special as an act of kindness. What a wonderful way to start the new term.

Although the weather hasn't exactly welcomed in our summer term with warmth and sunshine just yet, the children definitely have been our rays of sunshine. They have all started the term brilliantly. They have eagerly engaged in their new topics (the topic webs will be emailed to you and will be on our school website by the end of the week) and have been delightful.



Our Christian Value this term is 'RESPONSIBILITY AND SERVICE'.

The children have already started to look at these two very important words in our individual Collective Worship. We looked at the meaning of each word before looking at the ways in which they complement each other.

RESPONSIBILITY: Taking responsibility for our actions - recognising when we are at fault, not trying to pass the blame on to someone else, owning up to our mistakes, having the courage to face the music.

Taking responsibility for a task - being a responsible person, honouring another's trust in you, doing a job to the best of your ability, being a willing volunteer, seeing the job through, taking the blame if the job goes wrong.

Taking responsibility for someone or something - looking after another person or a pet, making sure someone is properly looked after, being a reliable carer, not giving up halfway through, focusing attention on another's needs.

Sharing responsibility for our environment - not leaving it up to others, playing your part in making the classroom, school and community a safer and better place, doing what you can to care for the world.

SERVICE: Words relating to 'servant' or 'service' are also central to our Christian Value this term. Jesus washed the feet of his disciples at the Last Supper. This turned the normal relationship between master and disciple, leader and follower upside down. During this term we will be discovering what this symbolises and how Jesus set an example to his followers and wished for everyone else to do the same.

Serving God means serving others. The children will be thinking about how we can serve each other and how serving others makes us humble. We do not need to know a person to serve them, and we do not ask for anything in return.

God said to human beings, 'Fill the earth with people and look after it' - Genesis 1:27
Care for all that I have made! (paraphrase).

And Jesus commanded his followers to 'care for one another, as I have cared for you' - John 13:34 (paraphrase).

'...serve one another in love. The entire law is summed up in a single command: "Love your neighbour as yourself" - Galatians 5:13-14)



Take a look at our [family sheet](#) on the school website with ideas for how to explore this terms' Christian Value as a family.

PLEASE HELP US TO HELP YOU

Please could we ask that parents do not stand on the 'grass' area on the playground when waiting to collect their child[ren] at the end of the school day. For safeguarding we need to have clear lines of sight from the classrooms to ensure that the children are safely handed over to parents. Please use the whole playground area and try to move up towards the bus where possible so that we are able to spot parents more easily. This should also help us to speed up the pick up process for you and reduce the risk of children taking themselves off without staff/parent awareness.

On a similar note, please vacate the playground quickly after school. You are welcome to stay on the field area but please make sure that children are supervised at all times; do not enter the Millenium Field or Strawson's Field, and do not re-enter school buildings unaccompanied. This is for the safety of all. Thank you.



OUR MARATHON MUM

As you may be aware, Joseph's mummy, Ché, is running the London Marathon on Sunday in aid of our school! She is so very close to her target now and would love to reach it by Sunday. Please donate if you can, however large or small : <https://www.crowdfunder.co.uk/p/stpeterscofe>

Sending buckets of luck and our very best wishes to you Che. Thank you for what you are taking on for us. Enjoy the quiche!

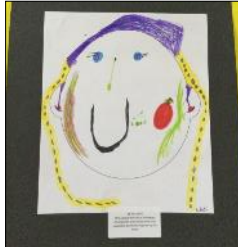
LONDON MARATHON
Sunday 21st April 2024





BUSY BEES

We have started the new term learning all about Healthy Eating. We explored the food wheel and learned about the importance of the food groups for our health and well being and why we should try to eat different foods from all of the food groups. Inspired by Giuseppe Arcimboldo we designed portraits using flowers, fruits and vegetables. We used the stories of "Oliver's Vegetables" and "Oliver's Milkshake" by Alison Bartlett and Vivian French to create some fantastic writing about our favourite vegetables. In Maths we explored complex patterns and we learned that patterns can be found everywhere around us. To begin our new RE topic "Who cares for this special World and why?" we thought about the story of creation. We



enjoyed time out on Strawson's Field planting butterfly seed bombs full of lovely British wildflowers.

LADYBIRDS

Ladybirds have had a fantastic first week back. To start our topic 'Precious Plants' we began the week by planting some broad beans. We are very excited to be able to watch these grow and will be monitoring them regularly to record any changes we notice. We went outside onto Strawson's Field and looked at the different plants we could see out there. We found lots—including bluebells! We then investigated the different parts of a plant. We have also had some exciting visitors join us this week: we have got some caterpillars which we are going to watch transform into butterflies! We are very excited to watch this transformation. In English, we have been looking at the traditional tale 'Jack and the Beanstalk'. We have been practicing our writing skills and using adjectives to describe various characters from the story. In Maths we have been using our counting in 10s skills to help us add ten more and to find ten less than any number.



DRAGONFLIES

Dragonflies have a great first week of the summer term. The children have settled into routines again really well after the holiday. In English we have started looking at our new topic 'Go Wild'. We researched Sea Turtles using both books and the internet. Next week we will use the information we have gathered to write a non chronological report. In Maths we have recapped our knowledge of investigating fractions. We mixed up fractions looking at halves, thirds and quarters by drawing bar models, and then deciding which one to use for each fraction. In Geography we had the challenge of looking at a world map and labelling the continents, oceans and specific countries. We then had to find Kenya and plan a route to travel from the UK to there. We also continued our History topic, which crossed over with English last half term, by playing baseball wearing the kits we created. There were several really good home runs!!



I hope you all have a really wonderful weekend and have had a great start back.

God Bless, *Lenia Greenaway*

HOMWORK



Busy Bees: Tricky words worksheet

Ladybirds: Ten More, Ten Less

Dragonflies: Maths Challenges

We thank you Lord for our children, a precious gift from you.
 May we use the gifts of our time, wisdom, and experience to help them to learn and grow, fulfil their potential and become all that you want them to be.
 We pray for our school, for the staff who teach, support and care for our young.
 We ask that you bless them, cause them to flourish and give them resilience as they face both challenge and joy in their work.
 We pray for our governors, parents, and those who advise and train.
 Help us to both see the big picture and attend to the small details with grace and hope, knowing you hold us all in your loving hand.
 Amen.



ST PETER'S CHURCH, TANDRIDGE



SUNDAY 21 APRIL

- 11am Family Service
- 4.30pm Café Service @ St Mary's
- 6.30pm Evening Prayer & Eucharist

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

St. Peter's C of E Infant School

FAMILY STEAM DAY
 June 22 13:30 -16:00
 (Gates open at 13:15)
SAVE THE DATE!
 SCIENCE
 TECHNOLOGY
 ENGINEERING
 ART
 MATHS
OPENING WITH THE LEGENDARY MAYPOLE EXTRAVAGANZA
 bring lots of spare change for DRINKS, SNACKS & FETE GAMES to enjoy
Fun for the whole family!
 WonderLAB

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 Vaquinhas. 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



Holland Junior School

JACKSON-STOPS



FREE
ENTRY

SATURDAY 20TH APRIL
MIDDAY - 3PM

JOIN US FOR OUR 2024

SPRING
FAIR

FUN FOR ALL!

GAMES | PRIZES
REFRESHMENTS
RAFFLE & FUN AUCTION

HOLLAND JUNIOR SCHOOL, HURST GREEN

The
Woodhouse
Craft Centre



Craft Workshop

For kids 8-11

1st Saturday of the month
starting on the 4th May
10am - 12.30pm

£10.00 per child



For more information contact 01883 715189
info@thewoodhousecentre.org.uk

Hoskins Road, Oxted RH8 9HT

What Parents & Educators Need to Know about ENERGY DRINKS

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

WHAT ARE THE RISKS?

HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

Advice for Parents & Educators

LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washingborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded TasteD, a sensory food education charity.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at nationalcollege.com/guides/energy-drinks