



# 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. 19 : 31 Jan 2025

## DIARY DATES

|             |  |
|-------------|--|
| Tues 4 Feb  | Ladybirds Class Trip to NorthWest Surrey Synagogue   |
| Tues 11 Feb | Safer Internet Day<br>9am-10am ICT and E-Safety Open Morning with Parent Information Session and open classrooms |
| Fri 14 Feb  | INSET Day—School closed for staff training   |
| Mon 24 Feb  | Back to school   |
| w/c 24 Feb  | St Peter's Science Week  |



Dear Parents and Carers,

We have had a lovely week with a surprise letter being delivered to the Dragonflies Class on Tuesday. At the beginning of the autumn term the class wrote a letter to His Majesty the King. They had been inspired to design some 'King's Pants' after reading the book *'The King's Pants'* by Nicholas Allen. As this was a while ago now, the reply came as a lovely, but unexpected surprise, to the class. In the letter they were told that the King had enjoyed looking at their illustrations thoughtful questions What a wonderful surprise to have come from Buckingham Palace.

*"The best education does not happen at a desk, but rather engaged in everyday living – hands on, exploring, in active relationship with life"* - Vince Gowman

In their RE studies this term both Year 1 and Year 2 are studying Judaism. As part of this, the Dragonflies visited the North West Surrey Synagogue in Weybridge this week. They had an amazing time looking at all the different artefacts that can be found in a synagogue such as The Ark and the Torah Scrolls. They looked at the different artefacts used for specific festivals and even had a go at trying to blow a shofar horn. (The shofar is blown in synagogue services on Rosh Hashanah [Jewish new year] and at the end of Yom Kippur; it is also blown every weekday morning in the month of Elul running up to Rosh Hashanah).

They certainly showed how brilliant they were by answering lots of questions, identifying the artefacts and saying what they are used for. The Ladybirds will be visiting the synagogue next week and I know the volunteers who do the tours are already planning some dancing and singing for the children. What a wonderful experience to support and bring to life their learning. Thank you so much to the Friends who have covered the cost of these trips using funds raised at recent FOSP events.



**DID YOU KNOW?...** that Hebrew writing is written from right to left rather than the usual way of writing or reading from left to right. We learnt that the reason for this is that, in ancient times, when chiseling out words on a stone tablet, the engraver would hold the hammer in his stronger hand (usually the right hand) and the chisel in the left hand, making it much easier to write from right to left. As writing tools developed to include ink on parchment or a stylus on clay, scribes began to write from left to right so as not to smudge the letters. However, by the time this happened, Hebrew and other Semitic languages were already "set in stone," so as to speak, so they continued to be written from right to left.

## 新年快樂 Happy Chinese New Year

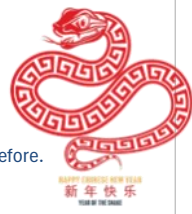
In Chinese tradition, each year is represented by one of 12 zodiac animals each possessing a unique set of qualities: rat, ox, tiger, rabbit, dragon, snake, horse, ram (or goat), monkey, rooster, dog and pig. Each animal is believed to hold and represent character traits for individuals born in that year, which can influence and impact friendships, personalities, relationships, and even your fortune and luck! There is a 12-year-cycle in Chinese culture; this is why there are 12 zodiac animals! But why and how were the zodiac animals chosen? They raced across a river to win their place!

The story goes that a race was organised by the Jade Emperor - one of the most important gods in traditional Chinese religion - who invited all the animals in the world to take part. Twelve species turned up at the start line: a pig, dog, rooster, monkey, sheep, horse, snake, dragon, rabbit, tiger, ox and rat. As a reward for turning up, the Emperor named a year in the zodiac after each one, while the race would determine the order each animal would be placed. The course included a huge river which every creature, large or small, had to cross.

The exhausted rat used its cunning to navigate the water by persuading the kindly ox to let it sit on its head as it crossed. Rather than say thank you on the other side, the rat made a dash for the finish with the ox not far behind. That's why the rat is first creature in the cycle, followed by the ox. Not surprisingly, the tiger ran a good race but the current in the river sent it a little off-course. It recovered enough to cross the line behind the ox and so comes in at number three in the Chinese zodiac. Next up was the rabbit. Also tired by the race, it almost came a cropper in the river but saved itself on a floating log and got to shore to finish fourth. In fifth place is the only mythical creature on the calendar, the dragon. A kinder creature than legend suggests, it didn't hesitate to divert from the race to extinguish a fire which was endangering the lives of some nearby villagers. Once it got back on course, it saw the rabbit struggling and used its breath to blow it safely to shore. The rabbit never learned who came to its aid while the dragon was content to finish behind it. The horse wasn't far behind the dragon and thought sixth place was in the bag. However, it hadn't noticed that the snake was saving energy by wrapping itself around the horse's leg to hitch a ride. With the finish line in sight, the snake uncoiled itself and frightened the horse enough to slither into sixth, leaving its carrier, the horse, to take seventh place. Next up were the sheep, monkey and rooster and this is a perfect example of teamwork. The three piloted a small raft which would see them across the river safely. Once on the other side it was a dash for the finish. The sheep was first, followed by the monkey and then the rooster (in some parts of the world, the sheep is known as a goat), so they took slots eight, nine and ten respectively. Now we're just left with the dog and the pig. Dog owners won't be surprised that the playful hound was more interested in splashing about in the river rather than crossing it. This enabled the first 10 creatures to overtake it. It eventually ran over the line in 11<sup>th</sup> place. Which leaves the pig. The pig got peckish during the race. After stopping for food, it became sleepy and dozed off. It did wake up after a while and managed to make it over the line in last place. The Emperor had almost given up on it but was happy to assign it the final space in the zodiac.

So prevalent in Chinese culture (who doesn't love a lucky waving cat?), why you may ask does the feline not feature in the zodiac? Well, that's down to the rat. Although the pair were friends, the cat asked the rat to wake it up for the race as it had a habit of sleeping in. The rat was so excited, it forgot. By the time the cat woke up, it was far too late to enter. Hopefully, their friendship survived this most bitter of hiccups.

Wednesday marked the beginning of Chinese Lunar New Year 2025, the Year of the Wood Snake—a time of transformation, wisdom, and personal growth. According to Chinese astrology, the Snake symbolizes intelligence, mystery, and renewal. It is said that in 2025, the Wood Snake will bring new opportunities for growth and change. The children will be participating in Chinese dance workshops next week with a wonderful company 'Dance Dayz' who have visited the school before. We are really looking forward to this and will of course take lots of pictures for you to see.



# CLASS NEWS

## BUSY BEES

This week Busy Bees have been immersed in Chinese culture and have been learning all about Chinese New Year. We played Chinese restaurants in the role play area, made paper plate 'snakes' (for year of the snake) and made paper lanterns. We shared the story "The Great Race" by Dawn Casey and wrote which animal from the story was our favourite and why. In Maths we are developing confidence in using the part-whole model, learning to identify the whole and the parts in different orientations and understanding that the combined parts make the whole. The key vocabulary 'altogether' was introduced as a term to describe the combined parts. In RE we made loaves of bread related to the story "Jesus feeds the 5,000" and had a fantastic class discussion about generosity and kindness.

**Homework:** Read a little every day of the week and record it in your reading diary.



## LADYBIRDS

Ladybirds have been very busy learning how to multiply by 2s, 5s and 10s using arrays this week. We found this quite difficult at the beginning of the week but we have shown amazing perseverance to learn the method and we are now understanding the concept. In English we have used the book 'Beegu' by Alexis Deacon to focus on our skills of re-telling a story. In History we have continued to learn about the life and work of Florence Nightingale. We compared the working conditions and job roles of nurses then to our nurses now.

**Homework:** Multiplication using arrays

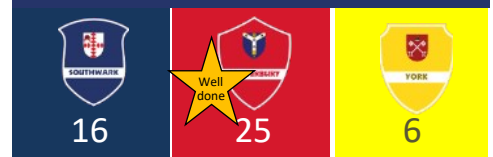
## DRAGONFLIES

We have had an extremely busy week in Dragonflies. On Monday we began painting our clay models of Titanic—these are looking amazing and will go on display soon. We then continued the Titanic theme by researching some of the people on the boat. Our learning on Judaism was brought to life when we visited the synagogue in Weybridge on Tuesday and saw many of the artefacts we had been learning about for real. We saw the Torah scrolls; the Sedar plate; the Ark; a mezuzah; and a menorah and even got to try on a tallit and blow the Shofar horn. In English we are using the book 'Mrs Armitage on Wheels' by Quentin Blake to help us create instructional sentences using imperative verbs. In Maths we have been investigating the properties of shapes—counting the sides and vertices. We then moved on to look at right angles and measured these using 'Angle Munchers'. We were so excited to receive a reply from Buckingham Palace this week. The King responded to the letters we had written when we looked at the 'The King's Pants' earlier in the year.

**Homework:** Shapes



## HOUSE TEAM POINTS



## CHURCH NEWS

Our services this Sunday:

- 8am Holy Communion
- 11am All Age Worship
- 6.30pm Evening Prayer

A digital version of the Parish Magazine has been created by voluntary members of Tandridge Village.

>> [St Peter's Church & Tandridge Village Magazine](#)



Lord our God,  
we thank you that we may be your children and may be led by your hand.  
Give us patience and faith, especially when our way on earth  
seems difficult and life is full of grief and hardship.  
You are light. You show us the right path.  
Amen.



## LEAP YEAR

Little month of February,  
You are small, but worthy—very!  
Will you grow up like the others,  
Like your sister months and brothers?  
Every four years with a bound



With a leap up from the ground,  
Trying to grow tall as they—  
All you stretch is one small day!  
Even then you're not so tall  
But just the shortest month of all.

by Annette Wynne

## 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, or telephone Surrey Child Services contact centre on:



**Tel: 0300 200 1006**

**"Safeguarding is Everyone's Business"**

I hope you all have a fabulous weekend.

God Bless, Lenia Greenaway

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

01883 712439 | [hello@stpetersinfant.org](mailto:hello@stpetersinfant.org) | [www.stpetersinfant.org](http://www.stpetersinfant.org)



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## FAMILY LEARNING



**Free Courses for parents and carers**  
Surrey Family Learning offer **FREE** courses and workshops to help you create a better family life.

Do you want to help your child or teenager to improve their behaviour, development and learning?  
Book onto one of our tailored courses today to begin supporting you and your family. Find more information at:

[surreycc.gov.uk/familylearning](http://surreycc.gov.uk/familylearning)



...or scan here

### Courses available

- **Parenting** Help understand your children and teenagers' behaviour, anxiety and mental health.
- **Maths** Learn about methods used in schools today.
- **Literacy** Learn about how English is taught in schools today.
- **English as an Additional Language** Support for you and your child with English and how education in England works.
- **Cookery** Be inspired and cook healthy family dishes together.



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...or scan here



**New Sensory Courses/Workshop**  
Enhance Your Skills to Support Your Child's Sensory Needs

Join our courses/workshops to learn strategies for behavior and learning support, tailored for children with ASD, ADHD, and other needs. Improve your family's wellbeing and learning with our expert guidance.



**New Maths Courses/Workshop**  
Boost Your Math Skills to Support Your Child

Develop your understanding of math, its language, and school terminology to help with your child's schoolwork. Enhance your family's knowledge with our expert guidance.



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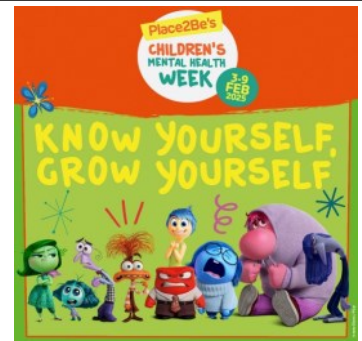
## CHILDREN'S MENTAL HEALTH WEEK — 3-9 FEBRUARY 2025

It's aim is to raise awareness, offer support, and amplify the voices of children and young people.

This year, children's mental health charity, Place2Be is exploring the theme 'Know Yourself, Grow Yourself' in partnership with Here4You, supported by The Walt Disney Company and the 'Inside Out 2' characters. It focuses on self-awareness and understanding our emotions to build resilience. We're inspiring children across the UK to explore their feelings for personal growth and to improve their wellbeing.

You can download official free resources including tips for families around encouraging children and young people to express their emotions here >>

<https://www.childrensmentalhealthweek.org.uk>



**FREE**

**THE BABY SPACE**

A PLACE TO CHAT & MAKE FRIENDS OVER COFFEE & CAKE WITH OTHER PARENTS WITH BABIES UNDER ONE

THURSDAYS FROM 10AM - 11.30AM  
THE\_SPACE  
OXTED COMMUNITY HALL RH8 9NB  
JUST TURN UP!

ST MARY'S OXTED: KNOWING CHRIST - GROWING COMMUNITY - RENOVING OUR HERITAGE

ST MARY'S, OXTED & ST PETER'S TANDRIDGE

**PARISH ALES**  
AT THE WHEATSHEAF  
OLD OXTED

8pm

FIRST THURSDAY OF EVERY MONTH

**ONE OF THE GIRLS**

**FUN SKILLS TRAINING AND MATCH PLAY.**

**Netball & Hockey camps in 2025**

- **Elevate your game** with our inspiring coaching, hone your technical skills & dive into thrilling match play!
  - **Half term** February 17th/18th
  - **Easter** 7th, 8th, 9th April
  - **Summer** Various dates in July & August
- Based at Hazelwood School, Oxted, our **Inclusive atmosphere** welcomes players of all abilities aged 5-16. **Join us!**

Book online @ [www.girlsattack.com/sessions](http://www.girlsattack.com/sessions)  
Early bird and sibling discounts available!

England netball | **GIRLS** | f | t

25% discount for St Peter's children.  
Email for a discount code

# 10 Top Tips for Parents and Educators

## SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

### 1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.



### 2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.



### 3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.



### 4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.



### 5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.



### 6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.



### 7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.



### 8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.



### 9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.



### 10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.



## Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



#WakeUpWednesday

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