

# St Joseph's Catholic Primary School: Newsletter 23.02.24

## Mission

Together we love, learn, follow Jesus

## Vision

At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.

## Values

Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect



**A Message from Miss Dewhurst:** A lovely welcome back to all of our children. We have come back refreshed and ready to go!

Please be prepared for a full newsletter as we have lots of information to pass on! Can I please remind all families to check this thoroughly for up-to-date information and any changes for the following week.

As the start of Lent began in Half Term, I have been talking to the children about the importance of this time in the liturgical year. A time where, more than ever before, we are kind and think of others; a time where we challenge ourselves to be better and do better. We have discussed the importance of supporting each other on our Lenten journey and allow time in our day to become closer to God as we share our special journey together as a school community.



### Award Winners



CI R/1:



Dojo Champion: **Willow H & Henry**



School Values/Mission: **Ginny**—creativity & **William**—thankfulness



“Spotted”: **Cal** for his positive attitude towards reading; **Alice** for putting 100% effort into her handwriting



CI 2/3:



Dojo Champion: **Rory & Emily**



School Values/Mission: **Rowan**—resilience & **Rory**—creativity



“Spotted”: **Oscar** for his contribution on Safer Internet Day in answering questions & for showing a fantastic understanding of column multiplication



CI 4/5:



Dojo Champion: **Stanley & Dexter**



School Values/Mission: **Ava**—thankfulness & **Isla**—thankfulness



“Spotted”: **Effie** for putting 100% effort into all that she does and always thinking outside of the box ; **Arthur C** for showing a love for learning whilst putting 100% effort into his maths



CI 6:



Dojo Champion: **Will & Olivia**



School Values/Mission: **Albie**—hope; **Lois**—resilience



“Spotted”: **Niamh** for writing a good explanation text on the parts of the eye; **Bella** for using a variety of skills and vocabulary in her independent writing



This week spotted: Willow R

For being kind

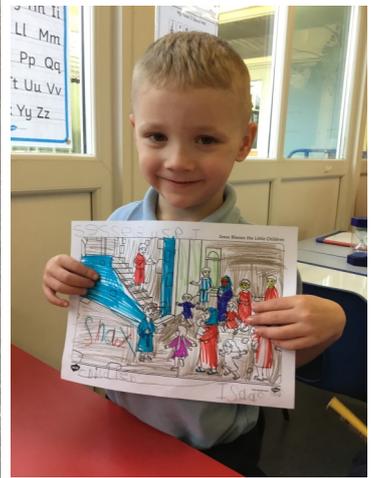
**Sunday Gospel:** Peter and John went with Jesus to pray on a mountain top. While they were there, Jesus was transformed. His face shone like the sun and his clothes became as dazzling as the light, whiter than any normal clothing could ever be. Suddenly Moses and Elijah, the great teacher and the great prophet of the Old Testament, appeared and were talking with Jesus. Then a bright cloud covered them with shadow, and from the cloud there came a voice which said, “This is my Son, the Beloved. Listen to him.” Then suddenly, when the disciples looked round, they saw only Jesus was left there with them.  
Mark 9: 2-10

### Happy Birthday

Penelope, Darcie. Ava & Thomas

**Theatre Performance:** We are looking forward to welcoming actors from M&M Productions back into school next Friday (March 1st). They will be performing “The Railway Children” for us. School is subsidising the cost of what we know will be a fantastic theatrical event, but we are asking for donations of £9 per child, payable via School Spider.

**Classroom Catch Up 1:** Class R/1 were delighted to see a brand-new mud kitchen in Forest School this week. We would like to say a huge thank you to Tommy's mum and dad for building this for us. The children thoroughly enjoyed cooking burgers, soup and vegetables in it. We would also like to express our thanks to parents who have donated old pots and pans. It is much appreciated! I'm sure the mud kitchen will continue to be a popular area of Forest School, therefore, if you have any old utensils or plastic bowls and plates that you no longer use, we would appreciate them to further enhance our Mud Kitchen. It's been a very different week in Class 2/3!



On Monday, we had Number Day, where we used our detective skills to work out who had changed all the signs at the zoo. Using addition, subtraction, multiplication, division and problem solving skills, we worked out that 'Franklin' was the culprit! And with no respite, we then went into Safer Internet Day on Tuesday! Everyone came back at the end of the day with a full understanding of the 4 Cs of Internet Safety!

We've had a lovely end to the term in Class 4/5. On Number Day we looked at famous mathematicians and completed an investigation of our own in order to solve a mystery! On Tuesday, we celebrated Safer Internet Day and completed a whole-school carousel of activities. In science, the children worked practically to explore pulleys, gears and levers which they really enjoyed. In R.E., it was the last lesson in our unit where the children explored the different denominations of Christianity - this was very interesting. All in all, a VERY busy week!

After the hectic start to the week with Number Day and Safer Internet Day, Class 6 settled back into the routine perfectly. In maths, we are still ploughing along with algebra, working backwards to write an algebraic formula to solve problems. In English, we have started our independent writing, based on the story of Goodnight Mister Tom.



**Classroom Catch Up 2:** Class R/1 have enjoyed spotting signs of Spring this week. In R.E., we have started our new topic of Lent and talked about Lenten promises and made some of our own. Many of the children said that it would be a good idea to donate their old toys to somebody who may need them. Giving up chocolate, sweets and praying more often were some of their other great ideas. We are enjoying following the 'Walk with Me' Lent Calendar in the lead up to Easter.



In maths this week, Year 2 have moved onto sharing. Using concrete resources, and real-life scenarios, they have been solving problems involving division. Year 3 have been continuing their work on multiplication, moving from multiplying using partitioning, to multiplying using the formal method. In English, we have all been looking at the front cover and blurb of our new book 'The Accidental Prime Minister' - it has got off to a fantastic start, and we can't wait to hear what happens next! Pupils finished their last history topic by looking at Samuel Pepys and his diary.



We have had a lovely start to Spring Two in Class 4/5. We have started our new unit in English which is based on folktales from around the world – one that I think the children will really enjoy. This links with our Geography topic – 'The Land of Fire and Ice' (Iceland). We will be looking at the location of Iceland, the climate and then comparing areas within a region. In science, we launched our new unit this week by organising materials and then exploring their scientific properties.

This week, Class 6 continued with their maths topic on algebra. Although it is getting really tricky (making formulas and equations based on questions and pictures) they are sticking with it, and putting in 100% effort! In English, we have started our new unit, 'Poems with Figurative Language'. Our quality text is the classic poem 'The Highwayman' and the level of discussion coming from the class is incredible - it's a tricky poem! In PE, the class started their new unit—badminton, focusing on their forehand shots.

## School Attendance:

	This Week	This Year
Yr R	99.2%	96.5%
Yr 1	92.5%	97.5%
Yr 2	95.6%	93.2%
Yr 3	87.3%	94.4%
Yr 4	95.3%	93.9%
Yr 5	99.3%	97.9%
Yr 6	97.3%	95.6%
Total	95.4%	95.6%

**Community Help:** Following Pope Francis' Laudato Si, Year 6 met Tom Halstead and Councillor Pauline McGovern this week to find ways of making our community a nicer place. Ideas included planting more trees, providing additional recycling bins, as well as having litter picking equipment for school.



**Facebook:** Don't forget, we share news and photographs on our School Facebook page every day. Please like, comment and share! Our page is St Joseph's Catholic Primary School, Brindle

**Children's Liturgy:** Sunday is 2<sup>nd</sup> Sunday of Lent. Lent begins on Ash Wednesday – it was whilst the school was on half term. Lent lasts for 40 days. During Lent in Children's Liturgy we are going on a journey. Our journey will end at Easter. Each week we will fill in a ticket to show how we will travel. These tickets will be placed on our tree in church each week.

In the Gospel we hear about Peter, James and John went up a mountain where they saw a great change in Jesus. Then God told them that this was His Son.

On the mountain the friends of Jesus saw Jesus's true loving self, shining like the rays of the sun.

If we listen to Jesus and spend time with God in our hearts then we too can let our true light shine brightly. This week we will try to do this.

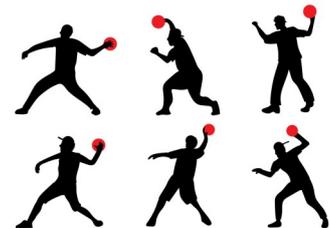
We do hope you can join us at 9:30am Mass - it would be lovely to see you



**Pope Francis:** *In this season of Lent, let us retreat into the "desert". May we dedicate time to silence to allow the voice of the Lord to speak to our heart and keep it in goodness. (Taken from X)*

**Sports Clubs:** Don't forget, SportsCool is running a UV Dodgeball club in school on a Tuesday morning and Absolute-futbol are running laser tag on the same day after school. **The sessions are open to all children**

**in school.** To book a place for your child, please contact the companies directly. If you need any more details, please speak to Mrs Cox



**PTFA:** Many thanks to all those who supported the Friendship Disco. The children really enjoyed themselves and £355 was raised. For more details about the next fund-raiser, please see the poster on the next page.



BRINDLE ST JOSEPH'S PTFA

**EASTER**  
**BINGO**

**FRIDAY 22ND MARCH**

**DOORS OPEN - 6PM**

**EYES DOWN - 6:30PM**

**BINGO - RAFFLE - BAR - REFRESHMENTS**

**ADULTS £1 - CHILDREN 50P**

**GREGSON GREEN COMMUNITY CENTRE  
TICKETS ON SALE FROM MONDAY 26TH FEBRUARY**



## Individual Liberty

We have opportunities to choose our food and drink. It is important to consider how these choices may impact things such as our health, the environment or our beliefs.



**Forest School:** In their last session, **Year Four** enjoyed mastering how to use a pruning saw and a palm drill to make a personalised tree cookie necklace. They were able to practice tying different knots when attaching the wool to their tree cookie. Earlier in the week, a few of the trees on our Forest School site were chopped down and



have been recycled into tree stumps that we can use for seating and logs that can be used for fire and building activities. The children enjoyed transporting the tree stumps to different areas of Forest School, generating new ideas for what they could be used for.

It was a very muddy Forest School session for **Year Five** this week! To keep us sheltered from the cold and rain, the children worked in teams to use tarpaulins and paracord to build shelters. They demonstrated our school values of collaboration and creativity wonderfully.



**Stanley Grange:** This week's group got hands on with mixing coffee grounds and water to make plant feed. As well as harvesting leeks, they planted some ready for the next season.

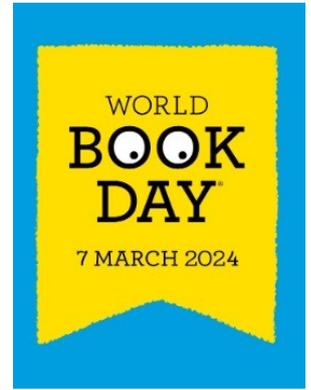


## Recent Correspondence

Please find below a list of information that has been sent out this week. Remember to check School Spider for all communication from school:

Yr 6 Residential Visit  
Yr R & Yr 6 Height & Weight Checks  
Schools Meals: w.c. 26.02.24  
M&M Productions: 01.03.24  
World Book Day: 07.03.24  
Care & Club Update  
Stanley Grange: Group 1 22.02.24  
Sacramental Preparation Meeting Reminder  
PE: Change of Day Yr 6  
Year 6 Booster Sessions  
Wraparound Provision: Clubs & other information

World Book Day: As you know, we will be marking this in school on Thursday, 7th March. Pupils can come to school in either a headband / headwear to represent their favourite book character, or dress up as that character. There will also be a special themed lunch—details will be sent on School Spider next week.



## Inter School Athletics:

Well done to our team of athletes who took part in the recent tournament at Lostock Hall Academy. After competing in a range of field and track events, St Joseph's finished third overall.

## Inspired learning:

Some pupils in Class 4/5 used the half term holiday to bring their history topic about the Titanic to life. Ava & Isla visited a house in Bolton where the Captain of the Carpathia, Sir Arthur Ros-tron KBE, was born.

While Rohan and his dad went to the Maritime Museum and started work on a model of the ship they said "could not sink"!



Stay and Read: Thanks to all the family members of pupils in Class R/1 who took part in all the activities on the last day of half term.





**ST JOSEPH'S**



**EASTER BONNET  
COMPETITION**



**To celebrate Easter, children in all year groups are invited to enter this year's Easter Bonnet Competition.**

**Please send the bonnet into school with your child on Thursday 28th March in order for them to participate in the Easter Bonnet Parade.**



**We look forward to seeing everybody's creations! If you have any questions, please speak to Miss Ollerton.**

# 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

## 1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

## 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

## 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

## 4. REMAIN PATIENT



If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

## 5. BE 'A DYSREGULATION DETECTIVE'



While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

## 6. USE SUITABLE LITERATURE



There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

## 7. TRY SENSORY RESOURCES



An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

## 8. NURTURE INDEPENDENCE



If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

## 9. MODEL GENUINE FEELINGS



Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

## 10. FORMULATE A PLAN



As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

## Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday®

The National College®

# WHAT'S YOUR STORY, CHORLEY?

FOR ALL AGES

## Chorley's Annual Festival of Words

Over 30 authors, storytellers, poets, actors and musicians taking part

Town centre venues - Book bench trail



Saturday  
23 March  
2024

11am - 4pm

Chorley Council

ebb&dip

CHORLEY THEATRE

Lancashire County Council

CREATIVE



CHORLEY  
10K

CHORLEY  
2K  
FAMILY RUN

SUNDAY  
5 MAY  
FROM 9.30AM

Chorley Town Centre

REGISTRATION  
NOW OPEN

[checkoutchorley.com/chorley10k](https://checkoutchorley.com/chorley10k)



Chorley Council



Do you know a child aged 4-6 years old who loves singing and acting?

Do you know a child who needs more confidence and self-belief?

Is your child the next YouTube star or Tik Tok sensation?

If the answer to any of those questions is yes, then apply now for a FREE TRIAL LESSON at Little Voices!

Taught in small classes, with highly trained tutors, we build a child's confidence whilst teaching performance skills and valuable life skills all whilst having lots of fun!

With venues in:

- Bamber Bridge
- Chorley
- Fulwood
- Leyland

We are currently recruiting for our Minis classes – limited time only! (Join our waiting list for our other classes)

Apply now by clicking on the link and one of the team will be in touch:

[https://www.thinksmartsoftwareuk.com/ocr/lesson\\_booking.php?t=7jpibos2qAeG9ruRDgkv2A%3D%3D&u=L3qDI8J7MABeE59obquzZQ%3D%3D&p\\_id=4](https://www.thinksmartsoftwareuk.com/ocr/lesson_booking.php?t=7jpibos2qAeG9ruRDgkv2A%3D%3D&u=L3qDI8J7MABeE59obquzZQ%3D%3D&p_id=4)

