

St Joseph's Catholic Primary School: Newsletter 19.04.24

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: On Tuesday 23rd April, we celebrate our own country's patron saint: Saint George. We actually know very little of the life of Saint George, however, we do know he wasn't actually English! He was born in, what is now, modern-day Turkey. He was raised as a Christian and joined the Roman army. He was killed by the Emperor Diocletian for refusing to renounce his Christian faith. St George's emblem was a red cross on a white background.

The flag of England is derived from Saint George's cross. It is believed that St. George appeared to the Christian knights to help them in the first Crusade. About 100 years later, King Richard III fashioned his army's uniform on the cross of St. George. St. George was declared a saint in AD 494 by Pope Gelasius, however, it wasn't until 1350 that St. George was declared the patron saint of England. King Edward III, who was the reigning monarch in England at that time, chose St George as the country's patron saint as he was admired by many for his bravery in the face of terrible suffering. King Edward also created the Order of the Garter at this time, which to this day is the highest order of chivalry. The badge representing the order shows St. George on horseback, slaying a dragon. There are many different versions and stories about Saint George slaying a dragon. Regardless of whether the tale is true or not, due to this legend, as well as the manner of his death, St. George is a symbol of courage in the face of adversity, as well as the English ideals of honour, bravery and gallantry.



Stanley Grange: Our weekly visits to our allotment plot started again on Thursday. Group 3 planted sunflower, cucumber and pumpkin seeds, as well as helping to weed the plot and look after the potato plants ensuring they were protected from the frost.



Sunday Gospel: Jesus said, "I am the good shepherd: the good shepherd is one who lays down his life for his sheep. The hired man, since he is not the shepherd and the sheep do not belong to him, abandons the sheep and runs away as soon as he sees a wolf coming, and then the wolf attacks and scatters the sheep; this is because he is only a hired man and has no concern for the sheep. I am the good shepherd; I know my own and my own know me, just as the Father knows me and I know the Father; and I lay down my life for my sheep. The Father loves me, because I lay down my life in order to take it up again. No one takes it from me; I lay it down of my own free will, and, as it is in my power to take it up again; and this is the command I have been given by my Father."

John 10: 11-18 (Wednesday Word)

This week spotted: Fawn

For being kind and sharing

Happy Birthday: Peggy and Ginny

New Footpath: We would like to take this opportunity to thank @The Archdiocese of Liverpool for funding our new school footpaths. We are sure you will agree it looks very smart! Don't forget, our new main entrance is next to the staff car park.



Classroom Catch Up: Wow! What a busy first week back we've had in Class R/1. We have enjoyed exploring Shirley Hughes' 'Out and About' poetry book in English. Year One worked very hard to write a Forest School themed poem using lots of exciting adjectives and rhyming words. In maths, Year One have been focusing on multiplication using 2's, 5's and 10's. Whereas, Reception have been busy building and comparing numbers between 10 and 20. On Wednesday, the sun was shining during our Forest School session. As we are learning about plants in science, the children investigated the different types of plants that we have on our school grounds. After that, they were all so excited to build dens with the new tarpaulins and camouflage netting. We would like to say a huge thank you to Mattie's parents for their generous donation to our Forest School.



This week, Class 2/3 finished our geography unit of the UK by looking at all things English. We started our new English poetry unit by looking at the poem called "The Magic Box" by Kit Wright by thinking what we might put into our own box.

We've had a very busy first week back in Class 4/5. In geography, the children have produced their own travel guides based on Iceland and have done an amazing job. In science, we have been busy completing the final experiments of our unit where we

looked at reversible and irreversible changes. The children particularly enjoyed the irreversible change of mixing baking soda with vinegar in order to create carbon dioxide. In RE, we have started our 'Sacrifice' unit where we explored the theme of temptation linked with Jesus' time in the desert. The children then worked in pairs to create a role play set in the modern day showing someone being tempted but resisting.



There is no such thing as 'easing back into the final term gradually' in Class 6. In just five days we have covered pie charts linking with fractions and percentages, accurately drawn our own pie charts and found the mean average of a group of numbers! In English, we have been looking at the difference between the active and passive voice, alongside word classes and difference sentence structures. This is an awful lot for Year 6 to digest, but as usual, they have taken it all in with absolute ease. SATs is only three weeks away, and they are ready!

Staff Email Addresses: If you need to speak to your child's class teacher, you can catch them at the end of the school day or make an appointment with Mrs Cox in the school office.

Alternatively, you can email them as follows:

Miss Ollerton / Class R/1: e.ollerton@st-josephs-hoghton.lancs.sch.uk

Mr Smith / Class 2/3: k.smith@st-josephs-hoghton.lancs.sch.uk

Miss Bottomley / Class 4/5: m.bottomley@st-josephs-hoghton.lancs.sch.uk

Mr Astle / Class 6: j.astle@st-josephs-hoghton.lancs.sch.uk

Cool Milk: All pupils now the opportunity to have a glass of milk in school every day. If you would like more information about this, please speak to Mrs Cox. If your child no longer requires milk, please let school know so that we can reduce the order accordingly.

School Attendance:

	This Week	This Year
Yr R	98.3%	96.9%
Yr 1	100%	97.5%
Yr 2	97.8%	94.3%
Yr 3	98.2%	94.4%
Yr 4	98.2%	94.9%
Yr 5	91.4%	98.2%
Yr 6	91.3%	95.7%
Total	96.2%	96.1%

Children's Liturgy: Sunday is 4th Sunday of Easter.

In the Gospel Jesus calls himself the good shepherd, who carefully looks after his sheep. When he says sheep, Jesus means us, because he cares for us and for all people around the world. Jesus loves his sheep – us so much he is prepared to die to save them from danger!

Sometimes it can be very difficult to stop someone or something that we do not like or that we know is wrong. We might be afraid that we will be hurt or laughed at.

Jesus wants us to follow his example. He doesn't want us to run away when things are difficult. He wants us to stand up for what we believe in and know to be right.

Jesus loves everybody the same amount. This week think of how will you stand up for what you know is right and show your love for everyone.

We do hope you can join us at 9:30am Mass - there will be a procession into church.

Award Winners

CI R/1:

Dojo Champion: **Freddie**

School Values/Mission: Resilience—**Darcy** for demonstrating this in maths when faced with a tricky word problem to solve

"Spotted": **Valentina** for always offering to lend a helping hand

CI 2/3:

Dojo Champion: **Tiffany**

School Values/Mission: Compassion—**Phoebe** for helping a fellow pupil when they had fallen over in PE and looking after them

"Spotted": **Isabella** for showing effort, commitment and improvement when practising throwing and catching

CI 4/5:

Dojo Champion: **Darcy**

School Values/Mission: Thankfulness—**Peggy** for being thankful for her education and the time she spends at school

"Spotted": **Henry C** for displaying a love for learning and putting 100% effort into his work

CI 6:

Dojo Champion: **Heidi**

School Values/Mission: Creativity—**Niah** for inventing the RNH method to multiply by a power of 10

"Spotted": **Savannah** for conquering column addition, subtraction, multiplication and short division!

Pope Francis: *Let*

us travel as pilgrims of hope towards the Holy Year. As we rediscover our #Vocation and share the various gifts of the Spirit, may we bear witness to Jesus' dream: that we may be a single family, united in the love of God. (Taken from X)



Theatre Trip: Class 4/5 thoroughly enjoyed their trip to Manchester to watch a performance of "The Boy at the Back of the Class". Thanks to the PTFA for helping subsidise the cost of this, and providing snacks.





Easter Bonnets: On the last day of term, staff had the very difficult task of choosing the winners of our Easter bonnet competition. There were some amazing entries and there was a lot of deliberation before the eight winners were finally selected. Well done to everyone who entered.

Active Travel: this half term, staff from South Ribble will be in school on a Thursday to deliver a range of “active travel” lessons. This week, Class R/1 continued their “Tots on Tyres” activities. Next week, Year 6 will be having the first of their two bikeability sessions. If you have not already done so, please remember to return your consent form.



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:

- Wednesday Word*
- After School Drama Club*
- Stanley Grange Group 3*
- Yr 6 Bikeability*
- Swimming Lessons*
- School access and paths*
- Dr Bike*
- After School Football*
- Online Safety Newsletter—April*
- School Meals*

After school activities: Don't forget, our wraparound provision is now provided by St Joseph's PALS. Sessions start at 7.30am and finish at 6pm, including breakfast and a snack. This week, pupils have enjoyed craft activities, outdoor games and team games. If you would like more information, email: playandlearnscheme@gmail.com or to book a place, visit pals.schoolipal.co.uk

In addition, we have a football club starting on Monday for pupils on KS2 (Year 3 to 6) and a dodgeball club starting on Tuesday for pupils in every year group. Details about both these clubs have been sent home. Miss Sanders is also running her Jam Coding club on a Thursday, for more details please speak to Mrs Cox.



Mutual Respect and Tolerance

We understand that people have different preferences and opinions in relation to art. It is important to respect the opinions and preferences of others.



What does art mean to you?

SUMMER FAMILY FUNDAY

Saturday
15th JUNE
2pm to 5pm

PARISH HALL, PRIVATE ROAD, HOGHTON, PR5 0DE

What Parents & Educators Need to Know about ENERGY DRINKS

WHAT ARE THE RISKS?

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.

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

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