

3rd May 2024

**Our School Christian Vision: 'Working together to build a firm foundation for learning and caring.'**

*Rooted in Matthew 7 24 – 25: 'Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.'*



## CHRISTIAN VALUE OF THE TERM: FRIENDSHIP

*Christians believe that they can call God their friend because of the relationship made possible through Jesus.*

### Message from the Headteacher

This week I had the pleasure of joining the hot chocolate celebrations for our Stars of the Week and loved hearing all about the achievements and weekend plans that the children had. I was also lucky enough to accompany our EYFS class to Sainsbury's to buy their unusual fruits which linked to their rainforest topic. The children were a real credit to St. John's.

May is a busy month here at St. John's with Year Six preparing for and taking their end of primary SATs tests, year group trips and class photos to name but a few. Please make sure you keep an eye on purple pages to keep informed of upcoming dates.

Don't forget Monday is a bank holiday so school will be closed - let's hope the sunshine decides to make an appearance!

Best wishes,  
*Mrs West-Gaul*

### Dates for Your Diary

MAY	
6th	Bank Holiday
13th - 17th	Year 6 SATS week
15th	Year Three Trip to Stonehenge
21st	Class Photos
24th	PTA Non-uniform day and cake sale Last Day of Term Five
29th	PTA Meeting, 7pm online
JUNE	
3rd	Start of Term Six
3rd - 7th	Year Six Residential
19th	Sports Day

### Hot Chocolate for Stars of the Week



### Midsomer Norton Town Fayre

The Town Show will be held on Saturday 13th July, 12.30 - 4pm.

There is a small number of entry forms available from the school office.

### Road Safety

Children have been reminded of the concepts of road safety, particularly when walking to and from school by themselves. Please do also speak to them at home, reminding them of this and the importance of using the safe crossings available on their routes.

## Awards of the Week

Well done to all of our pupils who have achieved an award this week!

	Star of the Week	Star Readers
Acorns	Aidie Sofia	Leo S Jacob
Ash	Mila	Eva
Birch	Dylan	Harvey
Chestnut	George	Harry
Elm	Noah	Sophie
Hazel	Charlie	Thomas
Holly	Oscar	Zena
Maple	Josh	Lyra
Oak	Finley	Jude
Pine	Kara	Teddy
Rowan	Annabelle	Issy
Sycamore	Darragh	Esme
Willow	James	Zack

### Top Doodling Class

2A

Well done!



### Forever Sport Stars of the Day:

Year 6 Sycamore - Owen  
 Year 6 Willow - Tommy and Poppy  
 Year 5 Pine - George and Kara  
 Year 5 Rowan - Noah and Annabell  
 Year 4 Maple - Charlie and Lyra  
 Year 4 Oak - Texa and Blake  
 Year 3 Hazel - Evie and Josh  
 Year 3 Hollie - Ameilia S and Xander  
 Year 2 Elm - Ori and Lola  
 Year 2 Chestnut - Sophia S and Lucas  
 Year 1 Birch - Sofia and Jasper  
 Year 1 Ash - James and Myra

*Great Work!*

## Learning in Acorns



This week Acorns class enjoyed a visit to the supermarket to buy some fruit. As we are learning about the rainforest we have been exploring the exotic fruits that grow there. We found lots of familiar and some new fruits and had a look to see which countries they came from. Then we used our money to buy something to bring back to school to try. We enjoyed a real fruit feast and tried lots of new fruit including mangoes, nectarines and coconut!



## PHSE

At St John's, we believe that promoting the health and wellbeing of our pupils is an important part of their overall education. We do this through our personal, social, health and emotional (PSHE) curriculum. PSHE covers many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHE curriculum is to help pupils make safe and informed decisions during their school years and beyond.

**Relationships, sex and health education (RSHE)** is the statutory element of our PSHE curriculum and all schools in England are required to teach. We will be teaching lessons about RSHE/RHE as part of our Jigsaw PSHE unit '**Changing Me**' next term. During these lessons, pupils will be able to ask questions, which will be answered factually in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

We want to assure parents that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive factual information, rather than hearing content second hand or via online platforms. In the 21<sup>st</sup> century pupils are exposed to so many of the incorrect messages about their bodies, relationships and expectations. The prevalence of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts, dispel myths and ultimately feel safe. Jigsaw PSHE is a carefully planned curriculum and is there to ensure our pupils can navigate the world around them safely.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you head to the school website, you will be able to see the content of the lessons. Please do not hesitate in contacting your class teacher if you wish to have any further information about the materials used in class.

**Mrs Stone**



## Building resilience

While certain factors might make some children more resilient than others, resilience isn't necessarily a personality trait that only some possess. Resilience involves behaviours, thoughts, and actions that any child can learn and develop.

We are not born with resilience but the good news is that resilience skills can be learned.

### **Like building muscle, increasing your child's resilience takes time and intentionality.**

Most of us idealise childhood as a time of carefree joy and happiness, but even very young have to deal with emotional challenges and difficulties.

Our children may face problems such as changing schools, social media, peer bullying, challenges at home, and growing up in a world struggling with the aftermath of a pandemic. Childhood can be anything but carefree. The ability for a child to thrive, despite these difficulties, grows from the skills of resilience. Building resilience in your child and developing their abilities to adapt well to adversity, trauma, threats, or significant source of stress, can help your child manage stress and feelings of anxiety and uncertainty.

### **But how can you, as a parent, help your child build resilience?**

#### **Relationships**

Teach your child the importance of building relationships and connecting with their peers. Demonstrate to them the important skill of empathy and of having the ability to listen to others. Connecting with others provides social support and strengthens resilience.

#### **Helping others**

A child who may feel helpless can feel empowered when they help others. Involve your child in age-appropriate volunteer activities or ask them to help with simple tasks that they can do. Children can often help others in their class or the years below at school.

#### **Daily routines**

A daily routine can be comforting for a child, especially for a young child who needs structure in their life. Spend time with your child developing this routine for school work and play. During times of distress or difficulty, this routine can provide the much-needed still point and calm consistency they need.

#### **Perspective**

Even when your child is facing difficulties, help them see the bigger picture and keep a long-term perspective. Challenge unrealistic thinking by asking them to consider the worst-case scenario and show them that their future is good once the current moment passes. An optimistic and positive outlook can enable your child to see the good things in life and to keep moving even in the most challenging times. Show them that life moves forward after bad events and that the worst things are temporary.

#### **Self-care**

Teach your child the importance of looking after themselves, eating correctly, exercising, and getting enough sleep. Make sure your child has time to have fun and do things they enjoy. If your child can look after themselves and have fun, they will be more able to stay balanced and deal with any stressful and challenging times.

#### **Goal-setting**

Help your child set appropriate and achievable goals and show them how to move forward towards them one step at a time. Setting goals will help your child focus on specific tasks and help your child build resilience by moving forward step-by-step. Break down significant goals into smaller, achievable tasks.



## Self-confidence

Remind your child of how they have successfully handled difficulties in the past and how these past challenges will build their strength to address any future challenges. Let your child learn to trust themselves to solve problems and to make appropriate decisions.

## Self-discovery

Difficult times are often when your child will learn the most about themselves. Help your child recognise this and think about what they are learning.

## Change

Change is generally tricky for children to manage, particularly a change in school or peer group. Talk with your child to explain to them that change is part of life. New relationships will replace the old ones; new goals will replace the old ones. Work with them to see what is going well, and have a plan of action with your child for what is not going well.

At St John's we promote the learning behaviours linked to resilience through our achievosaurus. Each dinosaur highlights the lifelong learning skills we need to be successful. In the summer term, we would like to invite parents to nominate their child or another child from the school when they have displayed these behaviours at home or during an event. Nomination slips will be available in the office or you can simply email in the details so we can highlight the children in our celebration assembly. Every child has a resilience award grid in class and your nomination will go towards this award.

Please see below each of the achievosaurus and what they represent.



I'm a Tryatops. I persist when challenges occur. I bounce back after difficulties. I'm proud when I accomplish things.



I'm a Thinkodocus. I think of ideas. I make links and notice patterns. I can plan how I am going to approach a task. I can check how well my activity is going.



I'm a Stickosaurus. I am not easily distracted. I can focus on my activity for a long time. I pay attention to details.



I'm a Solvosaurus Rex. I find ways to solve problems. I find new ways of doing things. I make predictions and test my ideas. I can change the way I am doing something to solve a problem.



I'm a Sharadactyl. I can review how well the approach to solving a problem has worked. I can act out my experiences with others. I can share my thoughts and ideas with others.



I'm an Explorosaur. I use my senses to explore the world around me. I engage in open-ended activities. I have a can-do attitude and take risks in my learning.



I'm an Askraptor. I show curiosity about objects, events and people. I show particular interests. I learn by trial and error.



**BRISTOL SPORT FOUNDATION**  
ACTIVE. HEALTHY. HAPPY.

We deliver fun and inclusive sport and physical activity sessions in Greater Bristol to provide children with opportunities to enjoy being active and fall in love with sport.

Find out what Clubs, Hubs & Camps we have available at your school and in the local area at [www.bristolsportfoundation.org](http://www.bristolsportfoundation.org).



**LIBRARY EVENTS & ACTIVITIES** w/c  
6 May

**Keynsham Library**

**Baby Bounce and Rhyme**  
Tuesday 9.30 - 10.00am 7 May  
10.30 - 11.00am

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**Signed Storytime and Craft**  
Thursday 11.00 - 11.30am 9 May

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**Sensory Space, for families with children and young adults with sensory needs**  
Mon - Sat, Book a Session via Eventbrite

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**Board Game Saturdays**  
Saturday 12.30 - 4.00pm 11 May

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**Midsomer Norton Library**

**Signed Storytime and Craft**  
Wednesday 10.30 - 11.00am 8 May

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**Knit Two, Share One - Drop in. Knitting, Crochet and Fibre Arts group for any age or ability.**  
Thursday 10.00 - 12.00pm 9 May

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**Sensory Space, for families with children and young adults with sensory needs**  
Mon - Sat, Book a Session via Eventbrite

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**Board Game Saturdays**  
Saturday 10.00 - 12.30pm 11 May

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For any ticketed events, the link will be online via the blog. Visit [bathneslibraries.wordpress.com](http://bathneslibraries.wordpress.com)



**Live Well**  
Bath & North East Somerset



**Support for families and young people with special educational needs and/or Disabilities (SEND).**

Explore the SEND Local Offer to find out what support there is available for young people with SEND and their families. Live Well B&NES includes details of wellbeing groups, social clubs, inclusive activities, holiday clubs, mental health support services and opportunities beyond formal education.

Dedicated information sections signpost to support around benefits and funding, Education, Health and Care Plans (EHCP's), health services and how to access impartial advice and guidance from specialist teams.

Parent Carers of young people with SEND can identify ways they can access support for their role as a parent **carer** of a child with additional needs.

You can also apply for your child's free Rainbow Resource card providing discreet confirmation of their additional need, and enabling them to access dedicated activity sessions, quiet spaces and support, and in some cases concessions to venues across the South West.

Visit the [SEND Local Offer](#) to find out more.

