



20th January 2023



#### Reflection on the week:

This week we have been focused on Peace as last Sunday was Peace Sunday. We have been thinking about living Peaceful lives by having Peace with God, Peace with each other and Peace with ourselves. Perfect Peace is difficult to achieve but I have explained to the children that it starts within our hearts and that if we show Peace to others and live our lives through the example of Jesus, that together we will make the future and the world a better place to be.

Wishing our families many blessings,

*Mrs Kerrell*

Headteacher



#### School Uniform

It has been good to see the children return to school looking very smart in their winter uniforms. Please remember that pupils must wear a school coat as part of our uniform policy. If your child is cold they may wear a fleece underneath. Please remember that we have a great 2nd hand uniform shop where you can buy our logoed items a hugely reduced cost. Please name all items of uniform so that your child's can be easily identified.

#### Home School Agreement

We sent hard copies of these out earlier this week. It is very important that they are completed and returned to the office as soon as possible please.



#### Good Luck Mrs Farrelly

Our Year One Grasshoppers teacher, Mrs Farrelly will be leaving us today to go on her Maternity Leave. Her baby is due very soon and we are very grateful to her for her hard work and commitment to our Year One pupils. We wish her lots of luck and hope that she can relax and put her feet up next week in preparation for her new arrival. We will keep everyone posted and will let you know when her baby arrives.

We are delighted to welcome Mrs Draycott-Guise from her maternity leave and she will be joining Grasshoppers next week.

#### Communication

We have prepared all of the dates and events for the forthcoming term and we are excited to share these with you. We do of course have our school website for the latest news but we also have an app, School News, which can be downloaded using the following information <https://www.holycross-pri.essex.sch.uk/page/?title=School+App&pid=136> and we have a Facebook Group HolyCross pa. You will have some questions to answer to join and we ask that parents follow our strict code of conduct when part of the group.





### NSPCC-Pants are Private

We have been using resources on the NSPCC website this week to teach the children about the importance of keeping their private parts private and to speak out if they are worried about something that they feel is not safe.

Preventing Child on Child abuse is a key aspect of Keeping Children Safe in Education 2022, government guidance which underpins our Safeguarding practice and procedures.

The NSPCC have an excellent campaign and resources to support a discussion at home or to find out more can be found by following this link <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

### Gospel Values Awards

The Gospel Value this week is...

## Compassion

- kindness, service of neighbour

"When the Lord saw her, he had compassion for her." (7:13), Good Samaritan (10:36)



Congratulations to the following children who received the Gospel values certificate this week.

Butterflies: Elissa Okyere

Ladybirds: Gray Grieveson

Dragonflies: Curvis Agyemang

Grasshoppers: Brielle Cox

Hedgehogs: Rufus Cook

Squirrels: Clara Stewart

Badgers: Liliana Smaglo

Foxes: Emmanuella Boateng

Hares: Mahayla Hackett

Rabbits: Ilinca Branisteanu

Kingfishers: Cassidy Anderson

Robins: Ronnie White

Eagles: Teddy White

Owls: James Harten



# ATTENDANCE MATTERS

Congratulations to the winners of the KS1 Attendance Award are Grasshoppers achieving a fantastic 99% attendance. Well done! The winners of the KS2 Attendance Award are Hares and Rabbits, also attaining 99% attendance. Well done!

Please ensure you are sending your child into school everyday, unless they are not well enough to attend. Attending school is so important and makes a huge difference to your child's learning. The gates open at **8:30am** until **8.50am**.

Familiarise yourself with the symptoms of COVID 19. If your child displays any COVID 19 symptoms they must have a negative test before they may attend school. There is no need to keep your child off with a common cold, if they are well enough to come in.

Parents of children below attendance targets will be invited in for a meeting with the Educational Welfare Officer.

**It is essential you notify us of your child's absence by 9am either by telephone or using the Pupil Asset report absence option on every day of absence. We need full details of why your child is unable to attend school. We are frequently having to contact parents, to find out why their child is absent from school. If you do not notify us of the reason for your child's absence it may not be authorised.**

Absences over 3 days require supporting medical evidence, for the additional absence to be authorised. Medical evidence can take the form of prescriptions, antibiotics and medical appointments.

Butterflies	93%
Ladybirds	97%
Dragonflies	96%
Grasshoppers	99%
Hedgehogs	90%
Squirrels	98%
Badgers	96%
Foxes	97%
Hares	99%
Rabbits	99%
Kingfishers	98%
Robins	97%
Eagles	98%
Owls	95%



## Times Tables Rockstars

Congratulations to the following children for trying really hard with their times tables this week.

Hedgehogs: Jaxon Bender

Badgers: Liana Serekaite

Hares: Ohemaa Yaa Prempeh

Kingfishers: Grace Kelly

Eagles: Kingsley Udeagha

Foxes: Keaton Peters

Rabbits: Tehilah Sambo

Robins: Blanka Trus

Owls: Korneliusz Adamczak



# What Parents & Carers Need to Know about TWITTER

## WHAT ARE THE RISKS?

Twitter is a social media network which allows users to post short messages ('tweets') of up to 280 characters. Tweets can consist of text, photos, videos, audio, links, polls and GIFs – often linked by hashtags if they share a common theme or message. Hashtags receiving high levels of interest are said to be 'trending'. Twitter users can engage with other people's posts by liking, retweeting (sharing) or tweeting back (commenting on). Since the entrepreneur Elon Musk acquired Twitter in October 2022 for \$44 billion, he has implemented several major changes to the platform.

AGE RESTRICTION  
**13+**

## INTERACTION WITH STRANGERS

Tweets are public by default, meaning that anyone can view and interact with posts, follow someone and send direct messages. The concern here is that young people may therefore connect and communicate with strangers. Some individuals may follow a young person's Twitter account simply because they have similar interests; however, others may turn out to have more sinister intentions.

## FIXATION ON VIEW COUNT

Twitter has recently introduced a 'view count' feature – telling users how many people have seen their tweet (even if they haven't reacted to it). Previous research has found that unfavourable comparisons with other social media users can cause young people to experience feelings of insecurity, jealousy and low self-esteem – leading to an obsession with increasing their numbers.

## TROLLS AND BULLYING

The anonymity offered by fake profiles encourages some users to send tweets designed to provoke a reaction; to disrupt conversations; to spark an argument; or to harass the recipient. Such trolling and bullying can impact the mental wellbeing of both the target and anyone who witnesses it. Encourage your child to come to you if they experience such behaviour on Twitter, or if they see it taking place.

## PAID-FOR VERIFICATION

Previously, if a Twitter profile displayed a blue tick icon, it meant that the owner – usually a celebrity or a major organisation – had been verified as genuine. Now, however, anyone can pay for a Twitter Blue subscription to receive the tick, with the platform carrying out limited checks on the account's authenticity. This could easily lead to more fake accounts impersonating real people or companies.

## CONTENT MODERATION CHANGES

In late 2022, Twitter stated that their 'policy enforcement will rely more heavily on de-amplification of violative content: freedom of speech, but not freedom of reach'. No policies have changed yet, but this wording suggests they may limit who can see posts rather than removing them. While supporting free speech, this could encourage an environment where some toxic content remains online.

## HIJACKED HASHTAGS

The hashtag (#) is one of Twitter's most recognisable facets, allowing users to find specific trends or topics. But the sheer volume of tweets each hour can rapidly distort a hashtag's meaning: an initially innocent search term can quickly end up returning inappropriate results. This is common with 'trending' hashtags, as people know that using them will get their tweet seen by a larger audience.

## Advice for Parents & Carers

### SET ACCOUNTS TO PRIVATE

To reduce some of the fear of your child's tweets being seen and shared by anyone, you can always make their account protected. This means that your child has to give approval for another user to view their posts. You can change Twitter's privacy settings so that your child can't be messaged directly by other people on the platform and their geographical location won't be shared.

### FOSTER CRITICAL THINKING

It can be difficult for anyone to ascertain if something online is real or false, but particularly for young people. Encourage your child to check several reputable sources to determine if a story they've seen is true; remind them to watch out for scams and think about the message's possible motive. Emphasise that it's not a good idea to retweet something if they aren't sure it's correct.

### ENGAGE SAFETY MODE

When Safety Mode is activated, Twitter checks for abusive or spammy behaviour such as hurtful language or repeated negative replies. The platform then flags these suspect accounts and blocks them from responding to your child's tweets. The autoblock function then prevents these accounts from interacting with your child's again for seven days.

### EXPLORE THE NEW SETTINGS

Previously, any user could reply to anyone else's tweets. However, the new conversation settings let your child determine who can reply to their posts – either by selecting everyone (the default option), people they follow or only people they mention (using the @ symbol). This improvement has given users extra control, providing them with more protection from trolls and online abuse.

### PAUSE BEFORE POSTING

It's important that young people think about what they're about to post and whether they might regret it later. Twitter has developed 'nudges': little prompts which appear if someone is about to tweet using harmful or offensive language. These nudges promote more positive online behaviour by giving users an opportunity to pause and consider their words before they post something.

### BLOCK, REPORT OR MUTE

If someone is upsetting your child on Twitter, you can block and report them. Blocking stops them from messaging or following your child, while reporting an account alerts Twitter to investigate possible misuse. The 'mute' feature, meanwhile, keeps tweets from a specific account (or which include certain words) out of your child's timeline. The other user won't know that they've been muted.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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National Online Safety®  
#WakeUpWednesday

## BE CAREFUL WHO TO FOLLOW

As accounts are no longer being as rigorously verified under the 'blue tick' system, it's essential that young Twitter users understand what this means, in terms of people not necessarily being who they claim. Anyone who your child only knows online is still a stranger, regardless of how long they've been communicating for. Remind your child never to disclose personal information on social media.

Source: <https://blog.twitter.com/common-thread/en/topics/stories/2022/how-twitter-is-nudging-users-healthier-conversations> | [https://blog.twitter.com/en\\_us/topics/product/2022/twitter-blue-update](https://blog.twitter.com/en_us/topics/product/2022/twitter-blue-update) | [https://blog.twitter.com/en\\_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation](https://blog.twitter.com/en_us/topics/company/2022/twitter-2-0-our-continued-commitment-to-the-public-conversation) | <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=213&context=etd>



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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# What Parents & Carers Need to Know about SNAPCHAT

AGE RESTRICTION  
**13+**

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.

## CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

## EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily. Spotlight Challenges give users the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

## SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshotted first – users have found alternative methods to save images, such as taking pictures with a separate device.

## DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beauty' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

## VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

## Advice for Parents & Carers

### TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

### CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

### CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.

### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in. Additionally, it's important to be cautious about Shared Stories as this allows people who are not on your contact list access to the post.

### TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

### BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

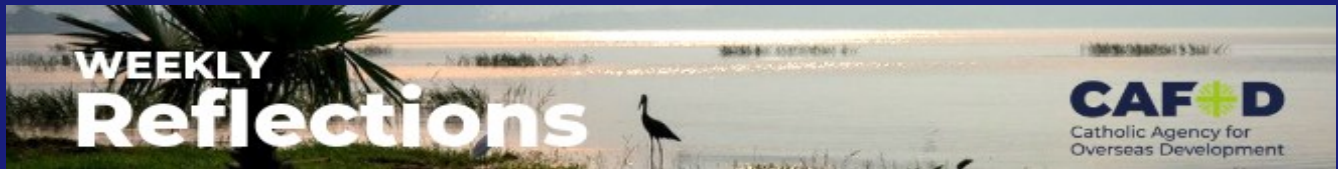
## Meet Our Expert

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Sources: Statista; Mind; Social media and young people's mental health | Life in Use – Children's Commissioners Report | <https://support.snapchat.com/en-US/https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | <https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | <https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | <https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | <https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | <https://ncc.gov.uk/sites/default/files/2021-07/Independent%20Report%20on%20the%20Use%20of%20Snapchat%20in%20Schools.pdf> | 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Based on the gospel for Sunday 22 January, Third Sunday in Ordinary Time: Matthew 4:12-23

**"From that moment Jesus began his preaching with the message, 'Repent, for the kingdom of heaven is close at hand.'"**

In today's gospel we see Jesus moving from his private, hidden life into public ministry. Discerning that John's imprisonment is a call to him from the Father, he responds immediately, with his whole heart.

Jesus knows, first-hand, what life is like under occupation. All his life, Galilee has been ruled by dark, imperial powers. Now, Jesus is offering the people a light to navigate by. His is a saving presence which invites people (which does not exclude those gentile occupiers) into God's kingdom rule.

Through Jesus, God is intervening in the world in a way that the world has never seen before and the call of the disciples to a share in this new way of working shows that God's own empire is very close indeed.

This gospel is also a call to me, to try to discern the way forward with God. In what ways do I try to read the signs of the times, and does what I 'read' fill me with dread and fear? Or does it throw me onto the One who calls himself a great light, who offers hope and a sense of direction? Do I feel invited to share in the work for the kingdom, and what is this new work I am called to?

I can't do everything but, if I look, I will find someone I know, even now, experiencing something of the shadow of death - sickness, loneliness, the cost of living, depression, conflict - who is in desperate need of some good news. Today, I may very well be their only glimmer of light.

Father God,  
 help me know the closeness of your kingdom,  
 help me discern the insistence of your call,  
 and help me to respond to you immediately  
 with extraordinary generosity  
 and a heart full of trust.  
 Amen.



### **The Words of Pope Francis**

Just as the earth bears abundant fruit when it is well cultivated and cared for, so it is with us. When we cultivate our spiritual health, when we have a well cultivated relationship with the Lord, we begin to bear very good fruit.



**Encountering Christ**  
Prayerfully preparing for the  
Sunday Mass and praying in  
particular for our school families



Preparing for the Mass of Sunday 22<sup>nd</sup> January 2023 - The Third Sunday in Ordinary Time

## 1 Relax & Remember

Set aside 10 -15 minutes and create a suitable environment by removing any distractions. Make sure that you are comfortable. Perhaps light a candle. Make the sign of the cross † and remain still for a minute of settling silence. **Call to mind the love that God has for you. Remember that through this scripture our Lord is truly present.** Then read the Gospel, preferably aloud and slowly, and pay attention to any words that stand out. If any do, meditate on them for a few minutes and be invited into a dialogue with God.



## 2 Read

**Taken from the Gospel for Sunday 22<sup>nd</sup> January 2023 - The Call of the first Disciples (Matthew 4:12-23)**

Hearing that John had been arrested Jesus went back to Galilee, and leaving Nazareth he went and settled in Capernaum, a lakeside town on the borders of Zebulun and Naphtali. In this way the prophecy of Isaiah was to be fulfilled: "Land of Zebulun! Land of Naphtali! Way of the sea on the far side of Jordan, Galilee of the nations! The people that lived in darkness has seen a great light; on those who dwell in the land and shadow of death a light has dawned." From that moment Jesus began his preaching with the message, 'Repent, for the kingdom of heaven is close at hand.' As he was walking by the Sea of Galilee he saw two brothers, Simon, who was called Peter, and his brother Andrew; they were making a cast in the lake with their net, for they were fishermen. And he said to them, "Follow me and I will make you fishers of men." And they left their nets at once and followed him. Going on from there he saw another pair of brothers, James son of Zebedee and his brother John; they were in their boat with their father Zebedee, mending their nets, and he called them. At once, leaving their boat and their father, they followed him. He went round the whole of Galilee teaching in their synagogues, proclaiming the Good News of the kingdom and curing all kinds of diseases and sickness among the people.



## 3 Reflect

**After spending a few minutes considering this Gospel, continue by reading Fr Henry Wansbrough's reflection.**

*This is the beginning of Jesus' ministry. Matthew first introduces us to Galilee, characteristically quoting the scriptures to show that they are being fulfilled, and in what way. Galilee is called 'Galilee of the gentiles' only in this passage, and the presence of gentiles was not a particularly notable feature of Galilee. Archaeology shows that Jewish observance was strong in the region. Contemporary literature indicates that there was a lively tradition of prayerful charismatic rabbis with a warm devotion to the Lord. Jesus begins his ministry by proclaiming the imminence of the Kingdom of God, and this will be the subject of all his activity. Then he begins to form the new Israel by calling his team together. The Christian imagination tends to combine this scene with the scene of the Baptist in the Jordan Valley in the Gospel of John, which suggests that at least Peter and Andrew among the disciples had already some knowledge of Jesus. But today's narrative must be heard on its own, and the staggering factor is that this is the first time at any rate the sons of Zebedee have set eyes on Jesus. As he passes by, Jesus calls them, and such is the electrifying power of his charismatic personality that they simply drop everything and follow this total stranger – immediately, as the evangelist stresses each time.*

**Do I ever follow Jesus' call immediately and unconditionally?**

Dom Henry Wansbrough OSB

## 4 Respond & Request

Now slowly and prayerfully read the Gospel once again but this time in silence. Consider how this Gospel could apply to your life in general. Then thank God for any insight you may have received. Conclude by asking God to bless you with one of the following spiritual gifts to help you act on any resolution you have made: love, understanding, wisdom, faithfulness, peace, self control, patience, or joy. Please remember to pray for the Church and particularly our school families. **Then conclude by requesting the prayers of Our Lady & St Joseph.**



**The Wednesday Word is under the patronage of St Joseph, Patron Saint of Families and Protector of the Church  
Within the tradition of the Catholic Church, each Wednesday is dedicated to St Joseph**



# WEDNESDAY WORD PLUS †

Fr Henry's reflections on the first and second readings of Sunday 22<sup>nd</sup> January 2023



## First Reading: *Light in the Land of Darkness*

### Isaiah 8:23 - 9:3

In days past the Lord humbled the land of Zebulun and the land of Naphtali, but in days to come he will confer glory on the Way of the Sea on the far side of Jordan, province of the nations. The people that walked in darkness have seen a great light; on those who live in a land of deep shadow a light has shone. You have made their gladness greater, you have made their joy increase; they rejoice in your presence as men rejoice at harvest time, as men are happy when they are dividing the spoils. For the yoke that was weighing on him, the bar across his shoulders, the rod of his oppressor, these you break as on the day of Midian.

*This prophecy of Isaiah is chosen as the first reading today because in the gospel reading Matthew sees its fulfilment in the healing activity of Jesus in Galilee, the region once allotted to the two northern tribes of Zebulun and Naphtali. Not long before the total collapse of the Northern Kingdom of Israel their area was invaded and devastated by the mighty power of Assyria. They are therefore given as the archetype of the ruined territory which will be restored to light, joy and rich harvest when God comes to save his people. In fact Galilee has rich soil and wide plains. The Jewish historian at the time of Jesus is lyrical about the abundance and variety of fruit grown there. The prophecy of restoration is expressed in the past tense ('have seen a great light') to emphasize its certainty: it is so sure that it can be described as though it had already happened, a tense known as 'the prophetic past'. The passage of Isaiah goes on, after our reading, to speak of the child to be born, who will bring about this transformation. He will be 'Wonder Counsellor, Prince of Peace'.*

**What is the most important element which would restore our country to God's service?**

## Second Reading: *A Divided Community*

### 1 Corinthians 1:10-13.17

I appeal to you, brothers, for the sake of our Lord Jesus Christ, to make up the differences between you, and instead of disagreeing among yourselves, to be united again in your belief and practice. From what Chloe's people have been telling me, my dear brothers, it is clear that there are serious differences among you. What I mean are all these slogans that you have, like: 'I am for Paul,' 'I am for Apollos,' 'I am for Cephas,' 'I am for Christ.' Has Christ been parcelled out? Was it Paul that was crucified for you? Were you baptised in the name of Paul? For Christ did not send me to baptise, but to preach the Good News, and not to preach that in the terms of philosophy in which the crucifixion of Christ cannot be expressed.

“All working together in harmony...  
all living with the one life of Christ.”

*It is hardly surprising that the Christians at Corinth were a divided community; there were so many different levels of employment and wealth: financiers, dockers, tent-makers, administrators and many others in that town with its double port, its booming trade, its biennial games and supporting trades. Paul shows us that there were also cliques claiming different personal loyalties. Some claimed to be Paul's own followers. Apollos was a Jew from Alexandria and a notable orator; perhaps he had the intellectual following. Cephas is the Aramaic name for Peter; his following may have been Christians sprung from Judaism who wanted to keep their Jewish practices in food, circumcision and Sabbath-observance. Paul will have none of this party politics, one group hurling slogans at another. They would not even come together as a genuine community at the Eucharist. Paul had baptised people to be not his own followers but followers of Christ. Later in the letter he will explain that Christians must form a single organic body, all working together in harmony, each with a special task and special gifts, but all contributing to the well-being of the whole. This is his basic vision of the Christian body, all living with the one life of Christ.*

**Are there any echoes of such disunity in your community?**

The Wednesday Word: *Connecting Home, School & Parish through the Word of God*  
w: [www.wednesdayword.org](http://www.wednesdayword.org) e: [info@wednesdayword.org](mailto:info@wednesdayword.org)



A Weekly Gift to you and your family from your Catholic School

**THE** Wednesday  
**WORD**



## SHARING SUNDAY'S GOSPEL WITH PARENTS & FAMILIES

Dear Parents and Carers,

In this Sunday's Gospel, we hear about Jesus starting to gather together the first Christian community.

Christian communities (just like families) are never perfect – even Jesus' closest disciples weren't always the ideal set of people. However, everyone works better with others in community.

Our schools and parish communities were founded to be places of love, friendship, security and inclusiveness.

Wednesday 18<sup>th</sup> January 2023

People in the past answered Jesus' call to form our Catholic school communities which now welcome and support us and our children. Now it's our turn to continue the work, to build on and develop the warm and loving community of our school – together.

Enjoy a very special time together this evening, hearing your child's thoughts about this Sunday's Gospel and this Wednesday's word, which is **COMMUNITY**.

*Dom Henry Wansbrough*



To see this week's Parish Version of The Wednesday Word: [wednesdayword.org](http://wednesdayword.org) – Parents' Pages – Lectio Divina with Fr Henry.

### THE GOSPEL IN CHURCH Sunday 22<sup>nd</sup> January 2023



Hearing that John the Baptist had been arrested, Jesus went back to Galilee and settled in Capernaum, a lakeside town. From that moment Jesus began his preaching with the message, "Repent, for the kingdom of heaven is close at hand." As he was walking beside the Sea of Galilee, he saw two brothers, Simon, who was called Peter, and his brother Andrew; they were making a cast in the lake with their net, for they were fishermen. And he said to them, "Follow me and I will make you fishers of people." And they left their nets at once and followed him. Going on from there, he saw another pair of brothers, James, son of Zebedee, and his brother John; they were in their boat with their father Zebedee, mending their nets, and he called them. At once, leaving their boat and their father, they followed him. Jesus went round the whole of Galilee teaching in their synagogues, proclaiming the Good News of the kingdom and curing all kinds of diseases and sickness among the people.

Adapted from  
Matt. 4:12-23 (the 3<sup>rd</sup> Sunday in Ordinary Time, Year A)

**Everyone can learn more about this Gospel  
in Church – all are warmly invited.**

"Dear brothers and sisters,  
be an active presence in  
the community." *Pope Francis*



**THE** Wednesday  
**WORD** CONNECTING HOME, SCHOOL AND PARISH THROUGH SUNDAY'S GOSPEL



When we read the Gospels, we see that Jesus gathers round him a community which receives his word, follows it, shares in his journey and becomes his family. Jesus came for everyone and with him we, and our children, will never be on our own.



# 1 Our Special Time Together

Enjoy reading the Gospel overleaf (or below for younger children)

One day, as Jesus was walking beside the Sea of Galilee, he saw two fishermen, Peter and his brother Andrew. They were fishing and Jesus called to them, "Follow me. From now on you will be gathering people instead of fish." Straightaway they left their nets and followed Jesus. Then Jesus saw two other brothers, James and John, who were also fishermen. When Jesus called them to follow him, they were in a boat with their father, Zebedee. But they too followed Jesus at once.

**What did Jesus say the fishermen would be gathering from now on?** Which word stood out for you in this Gospel, and why? What does the picture make you think about?



## 2 Wednesday's Word is ...

## COMMUNITY

## 3

## Loving God & Each Other

"Whatever gifts and talents we are given by God are to be shared with the entire community." *St Baldwin of Canterbury*

In this Sunday's Gospel, Jesus starts to form a community. Ask your child what the word 'community' means to them. Which communities do they belong to (e.g. family, cubs, brownies, football, etc.)? Another word we could use for our school is 'community'. What does your child enjoy most about their school community? Can they remember who made them feel really welcome when they started school?

"The family is a community of love where each of us learns to relate to others and to the world around us." *Pope Francis*

Each of you name at least one thing that other family members are good at, which could help strengthen the family community. Without our own unique contribution to our community, something valuable will be missing. How can we also use our gifts for the good of the different communities we belong to? Perhaps we can: join a school team; welcome new people into our community; volunteer to use a gift or skill to help out with a project; join with others to organise a family fun night at school; support a fundraising event.

Dear Lord Jesus, thank you for our school and parish **communities**. Please help me say "Yes" to you, and enrich the **communities** to which I belong. Amen.

## Gospel Gallery

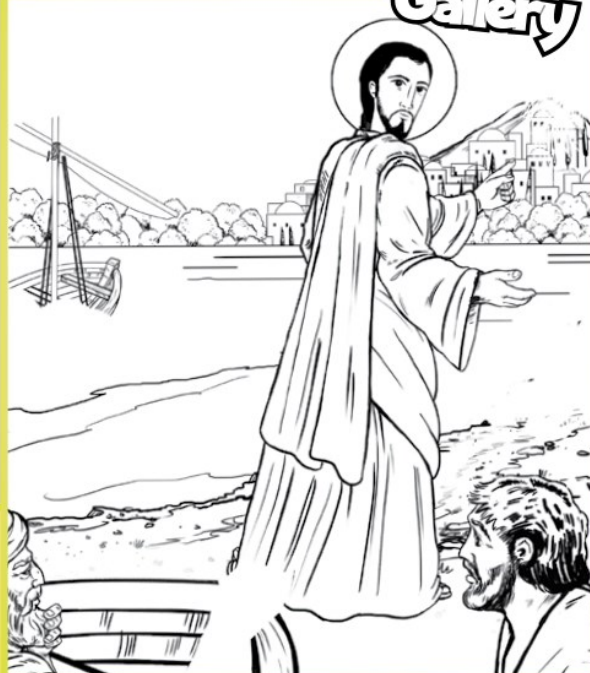
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## WEDNESDAY WORDSEARCH

SMARTSEARCHERS FIND THESE EIGHT WORDS EITHER **ACROSS** OR **DOWN**

- ☒ **GALILEE** ☐
- ☐ **FISHERMEN** ☐
- ☐ **LEFT NETS** ☐
- ☐ **FOLLOWED JESUS** ☐
- ☐ **GATHERING PEOPLE** ☐

SUPERSEARCHERS FIND THE WORDS **BACKWARDS** OR **DIAGONALLY**



Search for at least three differences between this picture and the colour one. Then draw them in before colouring.

Cross out the letters **U N M** in the jumbled words below to find 4 real words.

**wuemren camlulend Fomlunlow uhinsm**

Peter and \_\_\_\_\_ brother Andrew \_\_\_\_\_ fishing  
and Jesus \_\_\_\_\_ to them, "\_\_\_\_\_ me".

In this Sunday's Gospel, we hear Jesus calling the fishermen to follow him. Today, Jesus calls people, like you and me, to help him - to build his community - a community built on love.

Write a promise and then draw a big smile on Smiley

This week I will try my best to...





Happy Birthday this week to...

Leonardo Sontag, Harvey Driscoll, Curvis Agyemang & Edward Guna



### Golden Awards:

- Butterflies: Harley Cheeseman, for being so keen to learn and completing all class challenges  
Samual Baffour, for a great effort with letter formation
- Ladybirds: Braven Andersen-Hamm, for learning how to hold his pencil correctly  
Zora Svobodova, for fantastic caption writing
- Dragonflies: Hermione O'Brien, for working hard with her maths work
- Grasshoppers: Milo Bagram-Spicer, for working hard on his reading and phonics
- Hedgehogs: Mariella Messer, for an excellent start in Hedgehogs
- Squirrels: Blake Leagas, for adapting so well with recent changes in class
- Badgers: Livia Mazurek, for showing great bravery and resilience this week
- Foxes: Oliver Ruffell, for great effort this week, especially in writing and maths
- Hares: Stevie Ginn, for his excellent leadership skills in boccia
- Rabbits: Layla Still, for going above and beyond with her homework
- Kingfishers: Sophia-Jai Henry, for trying really hard in maths all week
- Robins: Harvey Driscoll, for his excellent effort with his learning across all subjects
- Eagles: Laela Spicer, for always having a positive attitude
- Owls: Tinashe Agyare, for good reading this week
- Lunch Award: David Afoloyan-Jejeloye, for being so polite and well mannered at lunch time

## Diary Dates

<u>Monday 23rd January</u>	<u>Tuesday 24th January</u>	<u>Wednesday 25th January</u>	<u>Thursday 26th January</u>	<u>Friday 27th January</u>
Eagles swimming lesson	Y4 Reading Zone 8:50	KS1 Karate 3:10 - 4:10	Year 4 Reading Zone 8:50	KS2 Assembly 9:00
Y1 & Y2 Multisports 3:10 - 4:10	Y3 & Y4 Football 3.15 - 4.15		KS2 Karate 3:15 - 4:15	KS1 Assembly 2:30
Y1 & Y2 Just Dance 3:10 - 4:00	Y5 & Y6 Football 3:15 - 4:15		Y1 & Y2 Football 3:10 - 4:10	KS2 Dodgeball 3:15 - 4.15
Y1 & Y2 Cosmic Yoga 3:10 - 4:00	Year 5 St Marks visit			
Y3 & Y4 International Club 3:15 - 4:00				
KS2 Chess Club 3:15 - 4:00				

Wishing everyone a lovely weekend.

Please download our News & Events App for dates for the year. Details are available on the schools website under News & Events at [www.holycross-pri.essex.sch.uk](http://www.holycross-pri.essex.sch.uk)

*A Kerrell*

Mrs A Kerrell

*S Kelliher*

Mr S Kelliher

### House Points

**Congratulations to the winning house St Patrick**