



14th February 2020



Dear Parents

There has been plenty going on this week with trips and visitors. Thank you to all staff and volunteers helping with the Year 3 visit to The National Gallery, the Year 5 trip to The Natural History Museum, the Year 4 chocolate workshop, the Year 2 'Oliver's Vegetables' Party, the KS1 Around the World workshop and the two Valentines discos.

WhatsApp

We are sending you a copy of guidance for WhatsApp as we have been made aware of children accessing this platform and misusing the facility - effectively posting hurtful and unkind comments about other children. Please go over this information with your children as we all need to use social media with care and understanding; it is worth making note that WhatsApp has a minimum age of use listed as 16 years!

It is so hurtful and harmful when such comments are made online so this information will be useful for us all - adults and children alike.

Ash Wednesday Mass

Please join us at Mass on Wednesday 26th February at 9.30 to mark the beginning of Lent.

Harlow Schools Football League

Well done to our year 6 football team who were at Passmores competing in the Harlow schools league today. The team played superbly and won 2 matches, St Lukes 4 - 0 and The Downs 1 - 0. We then drew 1-1 with William Martin. At the halfway point we are in the top two of the group.



Oliver's Vegetables Party

Year 2 finished their Oliver's vegetables topic by making party hats, wrapping presents and making healthy food for their party on Tuesday.

The children enjoyed the party games and trying all the healthy food that they had made.

Archery Festival

A very busy, fun filled time was had by all at the Archery Festival at Mark Hall school last Friday.

The children were taught new skills, how to hold the bow and fire the arrows, then were able to practise their new skills in a series of competitive matches against schools from all over Harlow.

There were 32 teams in all and our teams were complimented on their good behaviour. Well done to you all!



Around the World Workshop

On Thursday, children in Reception, Year 1 and Year 2 enjoyed an 'Around the World' workshop. They jumped on a plane and flew off round the world to look for the hidden treasure. They also learnt how to say hello in many different languages including Japanese, German, French and many more. The children had a great time. Thank you to Drama4all for a fantastic morning.



Gospel Values Awards

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



Butterflies: Parker Loughran-Ricketts Ladybirds: Filip Ostrowska

1D: Justin Nguyen

1S: Cristiana Sirghe

2HD: Amelia Randle

2TE: Ronnie White

3CK: Dominic Marshall

3N: Christopher Annobil

4A: Beau Walsh

4C: Sebastian Darlea

5G: Ife Ihekaigbo

5S: Ekuba Insaideo

6E: Marleaha Hackett

6N: Leah Still

ATTENDANCE MATTERS

Congratulations to **1S**, winners of the KS1 Attendance Award for this week with an amazing **100%**. The winners of the KS2 Attendance Award are **3N** and **4C**, who attained **99%** attendance this week.

Attending school is so important and makes a huge difference to your child's learning.

It is essential you notify us of your child's absence by 9am either by telephone or using the Parentmail report absence option. 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.

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

R B	97%
R L	98%
1D	93%
1S	100%
2HD	99%
2TE	97%
3N	99%
3CK	94%
4A	92%
4C	99%
5G	96%
5S	98%
6E	98%
6N	92%

Half Term Fun

Tye Green Library

Tuesday 18 February, 11am-1pm

Fabulous
free
event

Suitable
for
4-12 years

- See how a rainbow works
- Make a cresshead
- Fun crafts and activities

visit libraries.essex.gov.uk/events


Essex County Council



The Diana Award definition of bullying is “repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.” Cyberbullying is bullying which takes place online. It can involve anything from sending messages to posting offensive comments to uploading and sharing private or embarrassing photos. It is classed as an indirect form of bullying when compared to verbal or physical bullying, given it usually takes place through a digital device. However, for those experiencing bullying behaviour, the consequences can be just as serious and have far reaching effects.



What schools need to know about CYBERBULLYING

3 KEY ASPECTS OF BULLYING BEHAVIOUR

There are three key aspects of bullying behaviour, namely that it is repetitive, negative and intentional. These behaviours apply both offline and online. Cyberbullying can almost heighten these behaviours, particularly with access to the internet available 24/7 and the different ways in which those displaying bullying behaviour online can target others. The fact that they can also easily hide their identity online can make cyberbullying much more difficult to stop.



DIFFERENT DEVICES & CHANNELS

Cyberbullying can take place over any device connected to the internet which allows for two-way communication. This includes mobile phones, tablets, computers and even games consoles as it becomes more and more common for players to chat to other players whilst playing online. From a snapshot of 1,400 students surveyed by the Diana Award in 2018, 33% of young people admitted to have experienced bullying on social media, 11% via text message and 12% whilst online gaming.



WHAT LEADS TO CYBERBULLYING

There is never any justification for cyberbullying and those who display bullying behaviour need to be held to account for their actions. Nonetheless, it can be useful to try and understand some of the factors that may lead young people into bullying behaviour. For example, family issues, personal difficulties and a lack of positive reinforcement may push some young children into bullying others as a form of coping mechanism. Similarly, those exhibiting bullying behaviour may blame their targets for provoking their behaviour in the first place or engage in bullying behaviour as a call for attention if they lack social skills or understanding. Others may view their position as dominant which makes themselves less vulnerable to being bullied or they replicate behaviour they have experienced themselves in the past.



SIGNS AND SYMPTOMS

Cyberbullying can affect anyone, at any time, at any place. The impacts of cyberbullying can be long-lasting and leave people feeling scared, anxious and lonely. Some of the more obvious signs that those experiencing bullying behaviour might show include weight loss, crying, mood changes, depression and regularly avoiding school. Other symptoms, which might be less obvious to spot and would be difficult to pick up on in isolation, may include changes in body language like hunched shoulders, walking slower or an inability to make eye-contact. In extreme cases, those experiencing bullying behaviour may have unexplained marks or scars which could be evidence of self-harm.



**National
Online
Safety®**

#WakeUpWednesday



Tips For School Staff



TAKE A WHOLE SCHOOL APPROACH

In taking a whole approach towards cyberbullying, schools can cultivate a culture that relies on positivity and behaviour that is emulated by ALL members of the school community including staff, support staff, senior leaders, governors and parents and carers.



BUILD CONFIDENCE IN DEALING WITH INCIDENTS

This can be achieved by having clear knowledge of what constitutes bullying behaviour, having clear sanctions and courses of action and continually updating your knowledge of safety procedures regarding online and offline incidents.



USE CHILDREN AND YOUNG PEOPLE AS A RESOURCE

Ensure you understand what is influencing the behaviour of young people in your community. If schools know what their students are engaging with, it can be easier to develop and implement relevant and effective tactics / strategies to counter cyberbullying issues.



UNDERSTAND THE CAUSES OF BULLYING

As previously mentioned, sometimes those who are behind the bullying are in need of support just as much as those who are being targeted. In better understanding the cause of the issue, schools can better position themselves to tackle the problem and also adequately support both those displaying and experiencing the bullying behaviour. Taking a proactive approach means that schools can gear themselves to tackle issues specific to their school environment, rather than treating each case the same.



ENSURE ALL STAFF KNOW THEIR ROLES AND RESPONSIBILITIES

All staff have a role to play in educating and supporting children who are affected by cyberbullying, not just those responsible for safeguarding or online safety. Regular training, continuous professional development and clear school policies can help to empower staff in effectively managing any cyberbullying issues and in providing a united staff front on zero tolerance to all bullying behaviour.



In collaboration with




Ask For Help



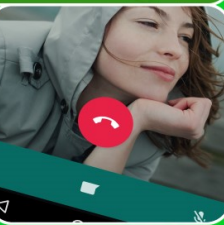

For further support, advice or guidance to support you students at school, or to sign up to The Diana Award's free Anti-Bullying Ambassadors training events, head to www.antibullyingpro.com




And parent groups as the can sometimes be abused.



WhatsApp is one of the most popular messaging apps in the world, with more than 1.5 billion people in more than 180 countries using it to send and receive text, photos, videos and documents, as well as make voice and video calls through an Internet or Wi-Fi connection. The free app offers end-to-end encryption, which means that messages can only be read by the sender and the recipient in one-to-one chats, or all members if it is a group chat. Not even WhatsApp can read them.



What parents need to know about WhatsApp



AGE LIMIT CHANGE

Since May 2018, the minimum age for using WhatsApp is 16 years old if you live in the European Union, including the UK. Prior to this, the minimum age was 13, which still applies for the rest of the world. WhatsApp has not yet stated whether it will take action against anyone aged between 13 and 16 who already hold accounts under the old terms and conditions, such as closing their account or seeking parental permission.

SCAM MESSAGES

Occasionally on WhatsApp, people receive spam messages from unauthorised third parties or from fraudsters pretending to offer prizes to 'lucky people' encouraging recipients to click on a link to win a prize. A common scam involves messages warning recipients that their WhatsApp subscription has run out with the hope that people are duped into providing their payment details. Other scam messages include instructions to forward the message in return for a reward or gift from WhatsApp or another person.

FAKE NEWS AND HOAXES

WhatsApp has been linked to enabling the spread of dangerous viral rumours. In India, for example, a number of attacks appear to have been sparked by false rumours shared on WhatsApp.

THE 'ONLY ADMIN' FEATURE AND CYBERBULLYING

Cyberbullying is the act of sending threatening or taunting text messages, voice messages, pictures and videos, with the aim to hurt and humiliate the receiver. The group chat and group video call features are great for multiple people to chat simultaneously, but there is the potential for people to hurt others with their comments or jokes. The 'only admin' feature gives the admin of a group chat greater control over who can send messages. Whilst this can be good for one-way announcements, the group admin has the power to block somebody from responding to an offensive message in a chat, which could result in a child being upset and unable to reply.

CONNECTING WITH STRANGERS

To start a chat in WhatsApp, you need to know the mobile number of the contact you want to speak to and they also need to have the app downloaded. WhatsApp can find contacts by accessing the address book of a device and recognising which of those contacts are using WhatsApp. If your child has shared their mobile number with some-body they don't know, they can use it to get in touch via WhatsApp.

LIVE LOCATION SHARING

WhatsApp's 'Live Location' feature enables users to share their current location in real time to their contacts in a chat, allowing friends to show their movements. The feature, which can be found by pressing the 'attach' button, is described by WhatsApp as a "simple and secure way to let people know where you are." Location-sharing is already a common feature on other social apps, including Snapchat's Snap Map and Facebook Messenger and can be a useful way for a child to let loved ones know they are safe. However, if your child is in a group chat with people they do not know, they will be exposing their location.



National Online Safety

Top Tips for Parents



CREATE A SAFE PROFILE

Even though somebody would need your child's phone number to add them as a contact, as an extra security measure we suggest altering their profile settings to control who can see their profile photo and status. The options to choose from are 'Everyone', 'My Contacts' and 'Nobody'. We suggest selecting 'My Contacts' or 'Nobody' to ensure their profile is protected.

REPORT SCAM MESSAGES

Advise your child not to tap, share or forward any message that looks suspicious or sounds too good to be true. When your child receives a message from an unknown number for the first time, they will be given the option to report the number as spam directly inside the chat. They can also report a contact or a group as spam using the following steps: 1) Open the chat. 2) Tap on the contact or group name to open their profile information. 3) Scroll to the bottom and tap 'Report Spam'.

DELETE ACCIDENTAL MESSAGES

If your child has sent a message to the wrong chat or if a message they sent has contained a mistake, they can delete it. To do this, simply tap and hold on the message, choose 'Delete' and then 'Delete for everyone'. The app allows seven minutes to delete the message after it has been sent, but it is important to remember that recipients may have seen and screenshot a message before it was deleted.

EXPLAIN HOW TO BLOCK PEOPLE

If your child has received spam or offensive messages, calls or attachments from a contact, they should block them. Messages and status updates sent by a blocked contact will not show up on the phone and will stay undelivered. Blocking someone will not remove this contact from the contact list - they will need to be removed from the phone's address book. To block a contact, your child needs to open the person's chat stream and tap on the settings.

LEAVE A GROUP

If your child is part of a group chat that makes them feel uncomfortable or has been added to a group they don't want to be part of, use the group's settings to show them how to leave. If someone exits a group, the admin can add them back in once. If they leave again, they cannot be added again.


SET TIME LIMITS

A 2017 study found that by the age of 14 the average child will have sent more than 35,000 texts, 30,000 WhatsApp messages and racked up more than three solid weeks of video chat. Although it is inevitable that your child will use technology, you can still set boundaries. This is not easy, especially since teens use their devices for both schoolwork and free time, often simultaneously.

USING LIVE LOCATION SAFELY

If your child needs to use the 'Live Location' feature to share with you or a friend, advise them to only share it for the amount of time they need to. WhatsApp gives the options of either 15 minutes, one hour or eight hours. However, your child can choose to stop sharing at any time.

SOURCES: <https://www.theguardian.com/technology/2018/apr/26/whatsapp-plans-to-ban-under-16s-the-mystery-is-how>, <https://www.whatsappbrand.com/>, <https://www.independent.co.uk/life-style/gadgets-and-tech/news/whatsapp-update-latest-india-hoaxes-forward-messages-app-download-a8456011.html>



© National Online Safety Ltd
This is not a definitive guide. Please always check with the app's support information to see if your security and privacy concerns are addressed.

www.nationalonlinesafety.com



Social media has its benefits for connecting with friends, sharing experiences and widening their understanding of broader issues beyond their local community. The challenge with connecting and sharing experiences via social media is that these shared experiences are often via images. Wanting to fit in and caring about their physical appearance is a perfectly normal part of adolescence. However, with the easy access of image changing software and filters, this physical appearance is often not the reality, further increasing the pressure for young people to gain or portray unreal perceptions.



What parents need to know about SOCIAL PRESSURES LINKED TO 'APPEARANCE'



ONLINE APPEARANCE AND MENTAL HEALTH

The opportunity to change physical appearance through social media apps is creating a high level of perfectionism for children to portray themselves faultless and compare themselves to images which are sometimes unreal. This can lead to anxiety, depression and poor self-image and an overall sense of never feeling good enough. Having poor self-image can affect the way that your child interacts with others and how we care for ourselves.

AIRBRUSHING

Refers to the retouching done to an image that changes the reality of the photo. It may include removing people, objects, altering body shapes or erasing blemishes like acne or scars. The digital technology to enable airbrushing is now widely and easily available for desktop computers and social media apps. It is sometimes known as 'Photoshop'.



FILTERS

Filters applied to manipulate a photograph are another way of creating a delusion of what is real. Software within social media apps reconfigure your face and skin to look more aesthetically pleasing. As innocent and fun as these filters may seem, they are sending a message that we are more attractive when our features are modified.



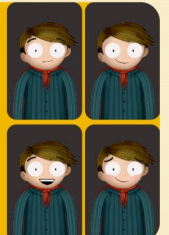
APPS WHICH CHANGE APPEARANCE

These relate to free downloadable apps or options within social media apps which create a fun and easy way to alter your appearance. They are designed to be fun and can become addictive because once an altered image is used, it is very difficult to revert back to an unaltered version of themselves.



MULTIPLE PHOTOS FOR THE PERFECT IMAGE

Taking multiple shots to capture the perfect image to put onto social media is another way of disguising reality. Creating an image which receives approval from peers through multiple comments and likes exacerbates the desire for a perfect picture and the approval for continuing to achieve the perfect image.



Safety Tips For Parents



QUESTIONS TO CONSIDER BEFORE TALKING TO YOUR CHILD

- Do most of their social media photos have a filter/image changing app on them?
- Do they often talk about wanting to gain comments and 'likes'?
- How often do they talk about their physical image in a negative way?
- Are they excessively anxious about their physical appearance, to the point it impacts on their every day life?

If you have answered yes to most of these questions, then it would be a good idea to have a discussion about their use of image altering app's.

DON'T GO COLD TURKEY

Talk with your child about taking one unfiltered image of themselves and sharing it with family first and then posting on social media. Perhaps ask other members of the family to send or post on social media unaltered pictures of themselves.



BE COMPLIMENTARY

Whilst improving body image starts with the child's image of themselves, complimenting them daily on their personality and qualities will provide external, positive encouragement about themselves, away from just their physical appearance.



DAILY APPRECIATION

When we have the sense that we are not good enough, we can feel like we are always falling short. You and your child together might want to create a gratitude journal, board with post-it's or wipe board where you write down things that you are grateful for or appreciate. This could range from the weather to a kind deed or to a piece of work that went well.

CHANGE THE STORY

We all have a narrative or a story we've created about ourselves that shapes our core self-image. Sometimes automatic negative thoughts like 'you're fat' or 'you're ugly' can be repeated in your mind so often that you start to believe they are true. These thoughts are learned, which means they can be unlearned. You can start with helping your child reframe the story into a more positive assertion or story. This will link to complementing and daily appreciation.



WHEN TO GET HELP

If your child becomes overly despondent, withdrawn or there is a change in behaviour over a prolonged period of time, they may need some professional support to help them.
<https://www.bacp.co.uk/search/therapists>
<https://www.themix.org.uk/> is good organisation as a source of support if your child wants to reach out for support themselves

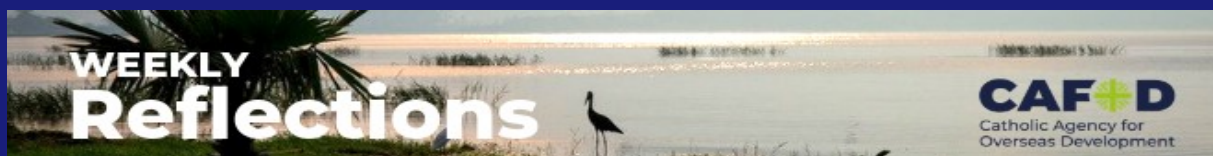


Meet our expert

Anna Bateman is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



RELIGIOUS LIFE AT HOLY CROSS



Based on the gospel for Sunday 16 February – Matthew 5: 17-37

"Go and be reconciled with your brother first"

I am terrible at letting go of a grudge after an argument. I find it difficult to forgive quickly and to swallow my pride. It is all too easy to put blame on others.

In Matthew's Gospel, Jesus challenges us to settle our disagreements with our brothers and sisters as soon as possible. Both our brothers and sisters locally and our global family.

In a society that seems like it is becoming increasingly divided, this is a hard challenge. It could be easy to close ourselves off from those we disagree with.

However, in the face of current global problems, we need to learn to reconcile our differences.

In November, world leaders will be coming to the UK for the UN climate talks. It is important that leaders work together to overcome differences and put the interests of the common good first.

To ensure everyone can flourish we need to work together to restore God's precious gift of creation, enable people to adapt to a warming world and stop the climate crisis from getting worse.

Lord, please grant us the humility to reconcile our differences and work towards the common good.

Amen.



The Words of Pope Francis

Working together to practice hospitality, especially towards those whose lives are most vulnerable, will make us better human beings, better disciples, and a more united Christian people. #General Audience

Wednesday 12th February 2020 - A WEEKLY PRAYER CUSTOM



*Celebrating the Year of the Word
with The Wednesday Word.*

*Lectio Divina – prayerfully
preparing for the Sunday Mass.*



Preparing for the Mass of Sunday 16th February 2020 - The Sixth 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 16th February 2020 - Jesus Teaches the True Meaning of the Law (Matthew 5:20-22.27-28.33-34.37)

Jesus said to his disciples, 'I tell you, if your virtue goes no deeper than that of the scribes and Pharisees, you will never get into the kingdom of heaven. You have learnt how it was said to our ancestors: You must not kill; and if anyone does kill he must answer for it before the court. But I say this to you: anyone who is angry with his brother will answer for it before the court. You have learnt how it was said: You must not commit adultery. But I say this to you: if a man looks at a woman lustfully, he has already committed adultery with her in his heart. Again, you have learnt how it was said to our ancestors: You must not break your oath, but must fulfil your oaths to the Lord. But I say this to you: do not swear at all. All you need say is "Yes" if you mean yes, "No" if you mean no; anything more than this comes from the evil one.'



3 Reflect

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

Jesus is the completion of the Law of God, given to Israel through Moses. He has come not to sweep it away but to perfect it. In this part of the Sermon on the Mount, Matthew has gathered together six instances (four this week, two in next Sunday's Gospel) of the ways in which Jesus brings the Law to perfection. The first factor to notice, however, is that Jesus does not hesitate to adjust the divine Law on his own authority, for he too has divine authority. Each amendment begins with a statement of the Old Law and boldly goes on, 'But I say this to you...'. Each of the alterations has its own character. The first is about enmity, the sixth about love. About enmity, it is not enough merely to forego violent injury; we must even expel enmity from our hearts, positively seeking reconciliation, whether the offence is our fault or not. About lust, it is similarly not enough to forego acts of lust; we must not even harbour such thoughts in our hearts. About truth, it is not enough to keep a legal oath; we must be people whose every word can be relied upon. These are Jesus' demanding standards.

Have I allowed any enmity to fester? Can I solve it now? Am I a person whose every word can be trusted as true?

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 16th February 2020



First Reading: *Contrasts*

Ecclesiasticus 15:15-20

If you wish, you can keep the commandments; to behave faithfully is within your power. He has set fire and water before you; put out your hand to whichever you prefer. Man has life and death before him; whichever a man likes better will be given him. For vast is the wisdom of the Lord; he is almighty and all-seeing. His eyes are on those who fear him; he notes every action of man. He never commanded anyone to be godless; he has given no one permission to sin.

Readings from Ecclesiasticus are rare occurrences in the Sunday cycle: it is good to remind ourselves of the origin of the book. It is one of the Wisdom Books of the Bible, written towards the end of the Old Testament period, when prophecy had come to an end. The fierce corrections of the prophets and their inspiring promises of coming salvation were no more, and the word of the Lord came in collections of wise sayings to guide conduct, inspired by acute awareness that the Lord was the source of all wisdom. This collection of wisdom was brought together by a sage and experienced scribe of the Law at Jerusalem named Ben Sira. It was taken by the author's grandson to Alexandria in Egypt and translated into Greek for the Greek-speaking Jews there. Only recently have manuscripts been discovered containing most of the Hebrew original. In today's passage Ben Sira sets out the contrasting choices which face us, to which we can freely reach out our hands. It is one of the chief passages in the Bible which stresses our own free will. Of our own volition we may turn to good or to ill. God calls for our love and response, but does not force us, for love must be a free act.

How can I freely express my love for God and for his loving plan?

Second Reading: *The Hidden Wisdom of God*

1 Corinthians 2:6-10

We have a wisdom to offer those who have reached maturity: not a philosophy of our age, it is true, still less of the masters of our age, which are coming to their end. The hidden wisdom of God which we teach in our mysteries is the wisdom that God predestined to be for our glory before the ages began. It is a wisdom that none of the masters of this age have ever known, or they would not have crucified the Lord of Glory; we teach what scripture calls: the things that no eye has seen and no ear has heard, things beyond the mind of man, all that God has prepared for those who love him. These are the very things that God has revealed to us through the Spirit, for the Spirit reaches the depths of everything, even the depths of God.

“We are assured by the Spirit of God
that there is a meaning [to life],
and that this meaning is for our glory.”

Among the recipients of this letter of Paul's were philosophers who prided themselves on their wisdom, the Greek understanding of the nature of things and the structure of the universe. The wisdom which Paul teaches is beyond human understanding. What, then, is the point of it? Firstly, it concerns the mystery hidden throughout the earlier history of the world and of humankind. The plan of God has been working itself out throughout the history, throughout the affectionate, the tender, the forgiving dealings of God with human beings. But it has been made clear only by the coming of Christ into human history as the keystone which makes sense of the whole structure. Secondly, we can still not fully understand it. We still have not fathomed the meaning of life and all its strange and unpredictable twistings and turnings. And yet we are assured by the Spirit of God that there is a meaning, and that this meaning is for our glory. Whatever goes wrong, as well as whatever goes right is, by God's grace, so arranged for our glory. Thirdly, this same Spirit which penetrates the meaning of everything, even the depths of God, is the divine Spirit which lives in us and informs us as Christians.

What seeming disasters in your life have in fact turned out to be part of the saving plan of God for you?

The Wednesday Word: Connecting Home, School & Parish through the Word of God

w: www.wednesdayword.org

e: info@wednesdayword.org

Happy Birthday to... Lola Andrews-Clark, Andrew Burns,
Clara Corrigan, Szymon Janczewski



Merit Certificates:

Butterflies: Oliver Danel, for working very well to write his name, forming all letters correctly
 Ladybirds: Barry Tanu, for making progress with his reading
 1D: Edward Guna, for his fantastic pattern printing
 1S: Sophie Philpot, for excellent descriptive writing
 2HD: Araibella Morgan, for working hard in numeracy
 2TE: Aimee Kuttin, for bringing in extra maths work from home
 3CK: James Harten, for always being respectful to adults and peers
 3N: The whole class, no class has ever made me feel so proud!
 4A: Finley Fitzgerald, for great contributions during class discussion on Safer Internet Day
 4C: Jan Bubetty, for excellent maths problem solving skills
 5G: Lola McGhee, for her excellent effort and understanding of Buddhism
 5S: Evie Hannay-Spalding, for her perseverance and great attitude to learning and for her excellent painting technique
 6E: George Cundins, for excellent writing in Literacy
 6N: Szymon Budzynski-Wajda, for always trying his best in everything that we do
 Learning Mentor: Ife Ihekaigbo, for being a wonderful role model to his peers

Forest School: Beau Walsh

Diary Dates

Menu Week 3

<u>Monday 24th February</u>	<u>Tuesday 25th February</u>	<u>Wednesday 26th February</u>	<u>Thursday 27th February</u>	<u>Friday 28th February</u>
Inset Day — school closed!	Choir 3.15 - 4.20	Ash Wednesday Mass 9.30	3N Library visit	4A Assembly 2.40
	KS2 Homework 3.15-4.15	Newspaper Club lunchtime	3P Library Visit	Karate 3.15 - 4.15
	Phonics 3.15 - 4.00	Karate 3.15 - 4.15	Chess Club 12.00 - 12.45	KS2 Football 3.15 - 4.15
	KS2 Dodgeball 3.15 4.15	KS2 Netball 3.15 - 4.15	Choir 3.15 - 4.20	
	Year 6 SATs Boosters 3.15 - 4.15	KS1 Football 3.15 - 4.15	Phonics 3.15 - 4.00	
			Football Team Training 3.15 - 4.30	
			KS1 Cosmic Yoga 3.15 - 4.00	
			KS1 Dance 3.15 - 4.15	

House Points

**Congratulations to the
winning house St George**

S. McGuigan

Miss S McGuigan

Headteacher

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

Seew Kelliher

Mr S Kelliher

Deputy Headteacher