



SSPP School News

8th May 2026 Issue 30



**SEIZE THE DAY
AND GIVE IT
EVERYTHING YOU
HAVE GOT**



SS Peter and Paul's Catholic Primary School

The Good Shepherd Catholic Trust

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*We show our love for God, in the way we treat each other.
Together we follow Jesus, by learning, and sharing our gifts.*

Dear Parents, Carers and Friends of SSPP,

Welcome to this week's edition of our newsletter.

We began the week with our May Procession, a special time in the life of SSPP. Our Year 6 Ambassadors led us in a reflective celebration dedicated to Our Lady, the Virgin Mary. The procession concluded with the crowning of Mary with roses. Each class then made their way to the prayer garden to offer flowers and spend time in quiet prayer together. Thank you to all the families who contributed flowers.

Preparations for our upcoming Culture Day on Thursday 21st May, are well underway and there is a real sense of excitement building across the school. This promises to be a fantastic celebration of the rich diversity within our community, offering opportunities for sharing, learning and coming together. Our School Council is working hard to ensure the day truly reflects the cultures and traditions that make SSPP so special. If you would like to be involved, please leave a note in your child's communication book, speak with your child's class teacher, or contact Mrs Ali via the school office.

It was wonderful to welcome so many of our Reception parents to the Early Years Exploration Morning. These opportunities are always greatly valued by both children and staff, as they allow the children to proudly share their learning while giving parents a glimpse into their child's daily school experience. We hope you enjoyed the morning and your creative work at home. We look forward to welcoming the children back next week with their completed story boxes.

Next week, our Year 6 pupils will take part in their national SATs assessments. They have worked incredibly hard and approached their learning with focus and determination. As a school community, we keep them in our thoughts and prayers at this important time. It is also fitting that this coincides with Mental Health Awareness Week, reminding us all of the importance of balance, wellbeing and perspective.

A message to our Year 6 pupils:

As you approach your SATs next week, take a moment to reflect on how much you have grown and achieved. You have shown resilience, commitment and a willingness to challenge yourselves—qualities that will carry you far beyond these tests.

Remember, SATs are just one part of your journey. They show some of what you have learned, but they do not define who you are. They cannot measure your kindness, your creativity, your faith, or the many ways you make a difference each day.

This weekend, make time to rest and recharge. Enjoy time with your family, have fun and do the things that help you feel calm and happy. Looking after your wellbeing is just as important as your preparation.

As you move through the week, trust in yourselves and in all the hard work you have already done. Take each day one step at a time, use the strategies you have been taught, and remember to pause, breathe and stay positive. Above all, remember that you are never alone. God is always with you—guiding you, strengthening you and bringing you peace.

"Cast all your anxiety on Him because He cares for you." (1 Peter 5:7).

We are incredibly proud of each and every one of you, not just for what you will achieve next week, but for the thoughtful, talented and unique young people you already are.

Wishing all our families a restful and joyful weekend.

Many blessings,

Ms. T M Osei

Headteacher

Ms Osei

Deputy Headteacher

Mrs Hull

Assistant Headteacher

Mr Roca-Mas

DATES FOR YOUR DIARY

Monday 11th May

Y6 SATs Week Begins

Thursday 14th May

Ascension Mass in school

Friday 15th May

Y6 Residential Begins

Wednesday 20th May

Y6 TFL Presentation

Thursday 21st May

Culture Day

Friday 22nd May

Y3 Mass @ SSPP Church 9.30am

Friday 22nd May

Last Day of Summer 1

1.30pm finish for children

LINKS

School Website:

<https://www.sspeterandpauls.redbridge.sch.uk/>

UNICEF Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.



Gospel Reflection (John 14:15-21)

Who has helped you recently? What did that person do that was such a help to you? Think about an occasion when you went out of your way to help someone. What do you know about the Holy Spirit (the third Person of the Holy Trinity), our helper?

We can ask the Holy Spirit to guide and help us to do and say the right thing. As a family, discuss and choose special ways in which you can be helpful to each other in this coming week. Perhaps you can: make your bed and keep your room tidy; use kind words; set the table and help each other with the dishes. Are there any vulnerable or lonely people in your community who may especially need your help right now? What could you do to help?

Prayer for the week

Dear Lord Jesus, please send your Holy Spirit into our lives to be our helper and to guide us, so that we can be a great help to those around us. Amen

"Let the Holy Spirit be your helper and guide; He will not fail to lead you to peace." He will not fail to lead you to peace. Pope St. John Paul II

Catholic Social Teaching Pupil Awards

RC	Ishaani
RM	Prisha
1B	Kenox
1&2I	Elen
2S	Prasiddh
3B	Amina
3P	Kelsey
4A	Heyab
4W	Aryan
5A	Heli
5C	Ky' Reiss
6R	Hannah
6S	Mia

Attendance w/e 8th May 2026

Class	% (Target 95.5%) Class attendance weekly percentages since the 6 th September 2024 Gold = Highest Green = Above 96% Red = Below 96%
RC	93.8%
RM	98.5%
1&2I	98.1%
1B	100.0%
2S	97.0%
3B	97.7%
3P	92.9%
4A	98.6%
4W	98.3%
5A	98.4%
5C	100.0%
6R	98.4%
6S	96.0%



It is important that we always have the most up-to-date contact details you can provide. Please let the school office know if your contact details have changed or if additional people are collecting your child.



Historical Britain

This week in history...



3rd May 1841

New Zealand was declared a British colony.

4th May 1471

The Battle of Tewkesbury, the last battle in the Wars of the Roses, took place; Edward IV's Yorkists defeated the Lancastrians.

6th May 1954

Roger Bannister was the first man to run a mile in under 4 minutes, at the Iffley Road Sports Ground, Oxford, England.

Upcoming Dates

Monday 11th May

Y6 SATs Week Begins

Thursday 14th May

Ascension Mass in school

Friday 15th May

Y6 Residential Begins

Wednesday 20th May

Y6 TFL Presentation

Thursday 21st May

Culture Day

Friday 22nd May

Y3 Mass @ SSPP Church 9.30am / Last Day of Summer 1 – 1.30pm finish for children



House Points Totals

NEWMAN		1355
MANNING		1543
VAUGHAN		1401
WISEMAN		1191



SCHOOL NEWS

Saint of the Week: St Damien of Moloka'I (1840-1889)

Jozef De Veuster was the youngest of seven children born into a poor farming family in central Belgium. Jozef went to school until the age of thirteen, at which time he had to assist his father on the family farm. A few years later, after his older brother entered religious life, Jozef's father sent him to college to prepare him to take over the family business. At school, during a mission, he heard God calling him to religious life. At the age of twenty, Jozef followed in his brother's footsteps and entered the Congregation of the Sacred Hearts of Jesus and Mary. Jozef later took the name Damien after a fourth-century saint who was a physician and martyr.

During his formation, Brother Damien had to work diligently on his studies to catch up to the other students. His older brother tutored him, satisfying the superiors who then permitted him to the priesthood. During those first few years in formation, Brother Damien often prayed before an image of Saint Francis Xavier, seeking his intercession for the grace of being sent on a foreign mission.

In 1863, Brother Damien's brother, Father Pamphile, received word from his superiors that he was being sent to Hawaii as a missionary. Before Pamphile could leave, he became seriously ill. Brother Damien stepped in and asked for permission to go to Hawaii in his brother's place. The superiors agreed, and Brother Damien arrived in Honolulu on March 19, 1864, after six months on a ship. Two months later, he was ordained a priest.

In 1873, after being a priest for nine years, Father Damien volunteered to go to the leper colony to meet the spiritual needs of this community of outcasts.

At that time in the Kingdom of Hawaii, a serious health crisis was taking place. During the previous century, European explorers and traders brought with them various diseases, such as influenza, smallpox, syphilis, cholera, and whooping cough. In response to this growing crisis, on January 1, 1865, the Hawaiian government passed legislation to stop the spread of leprosy. The legislation forced those who contracted leprosy to be sent to a settlement on a remote part of the island of Molokai where they were to live and die.

For more, read: <https://mycatholic.life/saints/saints-of-the-liturgical-year/may-10--saint-damien-de-veuster-of-molokai->



Rights Respecting / Global Action – Mrs Ionita & Ms Ali's Weekly Information

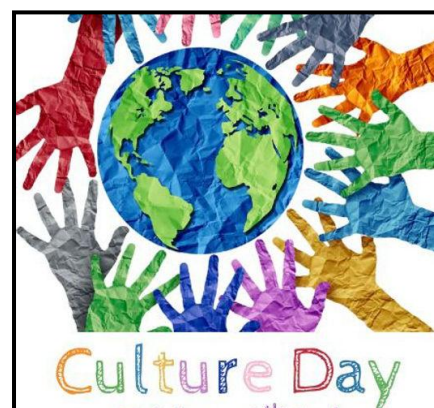
Diary date!

Our school is excited to celebrate Culture Day on the **21st of May**. On this special day, pupils are encouraged to come to school wearing traditional cultural outfits that represent their heritage. Throughout the day, pupils will take part in a number of activities - learning about and celebrating other cultures.

This will be a wonderful opportunity for us to recognise and celebrate the rich diversity within our school community.

We would also like to invite parents to take part by hosting a table at the end of the school day, where they can showcase aspects of their culture, such as food, clothing, or traditions.

We look forward to a vibrant and inclusive celebration shared by pupils, staff, and families.



West Ham Corner



If a number of the last few weeks could have been deemed 'perfect' for us, last weekend was the complete opposite.

We were roundly beaten by Brentford 3 – 0, Spurs beat went away to Villa and returned with all three points, we moved back into the relegation zone with just three games left, and Man City dropped points meaning the League looks like it will be won by Arsenal. Throw in Millwall making the Championship playoffs and that run is about as bad as it can get.

Worryingly, in the Brentford game, the luck which saw us get some last minute winners in recent games, came to a crashing end. The refereeing and VAR display was shocking with two huge penalty shouts for us waved away, an own goal given which then implied a foul must have been carried out on Mavropanos, and an early equaliser ruled out for a marginal offside. If luck now deserts us then a fall to the Championship looks inevitable.

Three games to go and it will all be decided!

Latest Result: Brentford 3 – 0 West Ham United

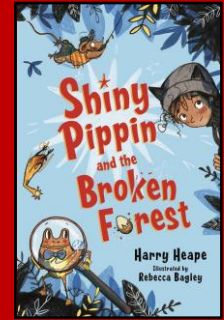
League Position: 18th

Times Tables Rock Stars Top Ten

Most correct answers over the last 7 days:

Rank	Name	Year Group	Correct Answers
1	Kirishanth	Year 4	28786
2	Martin	Year 4	27692
3	Josiah	Year 4	19928
4	Ezra	Year 4	19084
5	Jorawar	Year 4	12866
6	Aaron	Year 4	11237
7	Daniel	Year 4	8048
8	Felix	Year 4	4333
9	Vedha	Year 4	3353
10	Pratham	Year 4	3330

Recommended Read Y2



Pippin is flabbergasted when her old Granny tells her they are both 'Shiny', meaning they possess magical powers that enable them to communicate with animals. Together with her best friend Tony the mouse, Pippin uses her newfound skills to investigate the mysterious water shortage in Funsprings.

Their search leads them to the sinister Old Laboratory in the heart of the forest, but while they are snooping around, Tony is captured by Count Visbeck, a stinky, menacing emperor penguin. The little mouse is forced to help evil Dr Blowfart, whose ghastly plan threatens the welfare of all the woodland creatures. Distraught that her special companion is in the clutches of the villainous scientist, Pippin desperately tries to rescue him, but how can one little girl outwit a dastardly doctor and his sinister sidekick?

If you liked this then try:
 + 'Theodora Hendrix and the Monstrous League of Monsters' by Jordan Kopy
 + 'Princess BMX' by Marie Basting



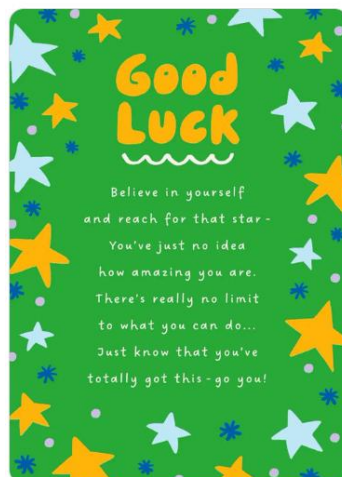
Recent Tweets – @SSPP_Primary



SSPPCatholicPrimary
@SSPP_Primary



To our children starting end-of-keystage assessments both this week and next, we wish you confidence, strength and belief in yourselves, so that you can do your best and make yourselves proud. #SSPP



#BOOKMATCH

© The Reader Teacher

Books for fans of Mr Gum by Andy Stanton



IF YOU LIKE MR GUM, READ THESE

For more #BookMatch & similar suggested reads, visit TheReaderTeacher.com

Author Book Match



'Andy Stanton'

- + 'Mr Gum' Series
- + 'Benny The Blue Whale'
- + 'The Story of Matthew Buzzington'
- + 'When I Was A Child'

Mental Health Awareness Week

Next week is Mental Health Awareness Week.

This is a week-long campaign that takes place every year in May.

It highlights the importance of good mental health, challenges stigma and promotes practical actions people can take to support their own wellbeing.



Library Opening – Summer 1 Dates

We are opening our LRC **each Thursday** after school to allow children with their parents the chance to use it like a library.

It will be open from **3:30pm** as the children are dismissed, **until 4:00pm**.

This opening time will allow parents and children the chance to access the Library, read with/to your child and possibly take out a book on 'loan'.

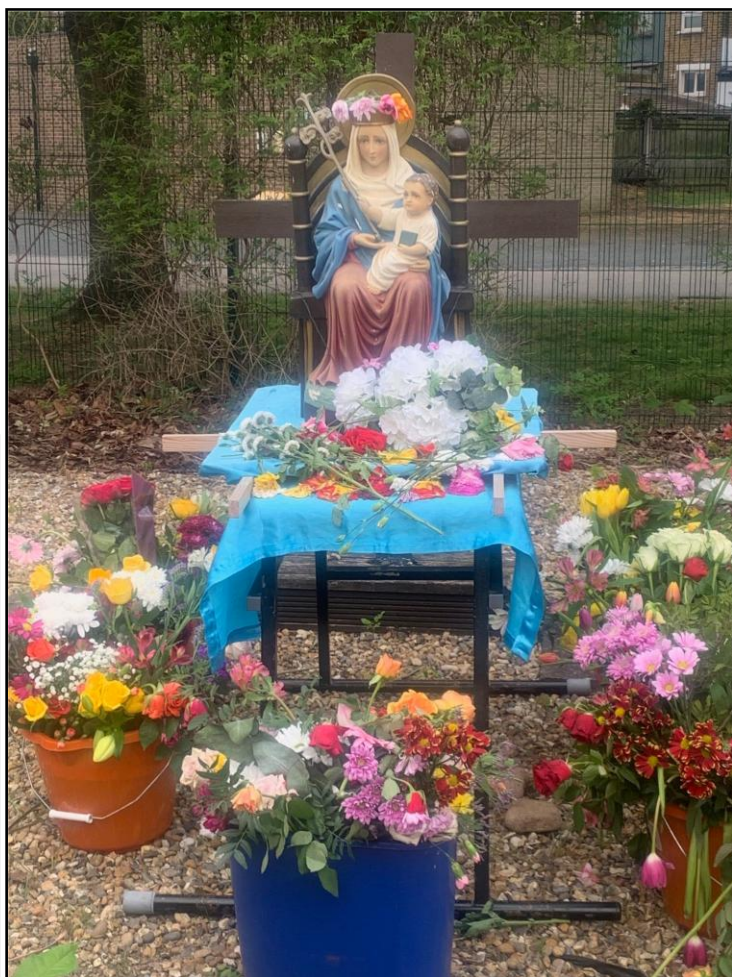


Thursday:	16.4.26	23.4.26	30.4.26	7.5.26	14.5.26	21.5.26
Year Groups:	Rec/Y1	Y2/Y3	Y4/Y5/Y6	Rec/Y1	Y2/Y3	Y4/Y5/Y6

Marian Procession

A prayer and liturgy took place on Tuesday, which then led into our Marian procession.

During the short service, we gathered, listened to Scripture (where Mary said 'yes' to God), responded through prayer and then took this out to our prayer garden following the statue being processed.



Year 6 Parents – Year 6 Residential

As stated at the final parental meeting, we are asking those going on our Year 6 residential to be in school early on **Friday 15th May**.

We would like them here for 7:30am, aiming to leave at around 8:00am.

Remember they need a packed lunch (separate from their main luggage) and any medication should be in sandwich bags **fully labelled and handed in**.

They do not need any bedding, but will need a towel for use in the bathroom.

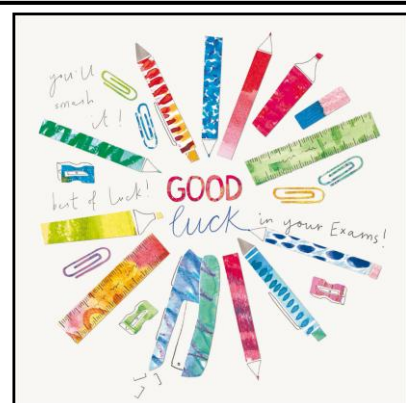
There are no electronic devices or phones, but a camera may be brought which remains your child's responsibility.

Ensure all items of clothing are clearly labelled, and that your child has access to a sturdy water bottle for the weekend.



Good Luck

Our current Year 6 and Year 2 pupils are just beginning their end-of-keystage exams. We pray for them at this time, and ask that they are given courage and strength to tackle these to the best of their ability.



Culture Day

May 21st



Please come along at **3.20pm on Thursday 21st May** to celebrate with us the **lovely culture and traditions** in our diverse community!

Everyone welcome!

Get involved by notifying the office if you could run a stall to show to others your culture (maybe food, history or traditions) and of course, **DRESS UP!**

Pupils can **arrive to school in cultural outfits** in exchange for a 50p contribution that will go towards SSPP funds

PS: For some of the stalls, small, monetary donations will be greatly appreciated!



EYFS Exploration Morning

Thank you to all the parents who attended our Family Exploration Morning. It was wonderful to see such a fantastic turnout. We loved seeing mums and dads so engaged with their children, giving such thoughtful attention to developing their story boxes based on our Gruffalo story. Well done to everyone — it was truly the highlight of our week!

Story boxes are an excellent and enjoyable way to support children's communication, language, literacy, and creative development. Children can never hear a favourite story too many times, and this activity encourages them to retell the story alongside you. Naturally, children love to recall and recreate the stories they enjoy most. This helps them develop rich story language, expand their vocabulary, and learn how to sequence events. It also encourages discussion, deepens their understanding of themes and experiences within stories, allows them to share their own ideas, predict what might happen next and — most importantly — inspires their imagination and creativity.

We look forward to seeing the completed story boxes and presenting the children with their certificates.

We loved sharing this experience with you, as fostering a love of stories and books is something we truly value.

Thank you,

Reception Staff Team



1 Tim has two packs of pop.
Each pack holds 24 cans.



Sally has five smaller packs.
Each of her packs holds 6 cans.



How many more cans of pop does Tim have?

2 Here is some money.



The money is shared between 5 girls and 2 boys.

Each girl receives £3

How much money does each boy receive?



The answer to the KS2 problem seen in our last Newsletter:

1 A can holds 330 ml of pop.
Pop is sold in packs of 6



Karl buys 12 packs of pop.
How many litres of pop does he have?

$$6 \times 330 = 1,980$$

$$1,980 \times 12 = 23,760$$

$$23,760 \div 1,000 = 23.76$$

Karl has 23.76 litres of pop.

2 £240 is shared between 10 boys and 12 girls.

$$12 \times 15 = 180$$

$$240 - 180 = 60$$

Each girl receives £5
How much money does each boy receive, if they each get the same amount of money?

$$10 \div 10 = 11 \quad \text{Each boy gets £11}$$

3 Here is a sequence
2, 5, 9, 12, 2, 5, 9, 12, 2, 5, 9, 12, ...

What is the sum of the first 20 numbers in this sequence?

Explain your method.

$$2 + 5 + 9 + 12 = 28$$

$$28 \times 50 = 1,400$$



Online Safety

As part of our continued drive to offer advice and support for all aspects of digital/online safety, we are going to showcase weekly information from the National Online Safety resources which can be found at:

<https://nationalonlinesafety.com/>

Neurodivergent children are often drawn to technology, so early, supported experiences online are key. This guide explores how adults can model positive digital behaviour, set age-appropriate limits and create open, judgement-free conversations about online safety. It also highlights the importance of balancing screen use with offline activities to support wellbeing and development.

It also unpacks emerging challenges, including AI-generated content and the blurred lines between real and simulated interactions. With clear, practical advice on boundaries, critical thinking and safe communication, this guide helps educators and families build confidence in supporting neurodivergent children to navigate the digital world safely and responsibly.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

- TREAT ONLINE LIKE THE REAL WORLD**
You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.
- MODEL RESPONSIBLE USE**
Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.
- KNOW YOUR LIMITS**
Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.
- CONSIDER AGES AND STAGES**
For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.
- KEEP CONVERSATIONS OPEN**
Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.
- BUILD YOUR KNOWLEDGE**
You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.
- SET CLEAR BOUNDARIES**
Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.
- UNDERSTAND AI CONTENT**
The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.
- EXPLAIN AI LIMITATIONS**
AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.
- CLARIFY AI RELATIONSHIPS**
AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert
Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 - How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".

#WakeUpWednesday
The National College

See full reference list on our website



@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.05.2026

**SATURDAY 6, SUNDAY 7 &
SUNDAY 14 JUNE 2026**

Calling all beginner instrumentalists in Redbridge!

FREE TO ALL

**Come along and play with
musicians from the London
Symphony Orchestra!**

Sign up for your chance to play your
instrument in one of three workshops
with other young players and
professional musicians from the
London Symphony Orchestra!

LSO London
Symphony
Orchestra

Fill out the form on the link below:
[LSO/RMS Workshop Form](#)



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**VISION
ISMUSIC**

Redbridge Mental Health Support Team presents...

PARENT AND CARERS IN MIND: WEBINARS FOR WELLBEING

Hear from mental health professionals about how to promote your child's emotional health and wellbeing. Our summer webinar offer continues with three popular topics

REGISTER NOW!

ENCOURAGING POSITIVE BEHAVIOUR WITH YOUR PRIMARY AGED CHILDREN

In this webinar, we look at behaviour as a form of communication and how testing boundaries is a normal part of child development. Learn to enhance your child's emotional regulation and promote positive behaviour through play, boundary setting and clear expectations.

WED 20.05.26 7-8PM

TALKING WHEN IT MATTERS: STRATEGIES FOR SUPPORTING YOUR CHILD'S IDENTITY

Join this webinar exploring how identity develops through an LGBTQIA+ perspective and the impact of minority stress. The session includes practical tips and strategies to help you navigate challenging conversations with confidence, supporting you and your child to feel emotionally safe..

TUES 16.06.26 7-8PM

DEVELOPING BETTER RELATIONSHIPS WITH TEENAGERS

In this webinar, we focus on working together with your teenagers to support positive communication. We will look at the development of the teenage brain and implications for emotional regulation. You can learn strategies for giving effective instructions using a "connection before correction" approach.

THURS 16.07.26 7-8PM

SCAN ME!



FOR MORE INFORMATION & TO SIGN UP

CLICK HERE,

VISIT WWW.REDBRIDGE.GOV.UK AND SEARCH 'MHST'

OR GO TO LINKTR.EE/REDBRIDGEMHST

London Borough of
Redbridge
#BREAKTHESTIGMA



Active Stars

Managed by Vision Redbridge Culture & Leisure

Free



Learn about healthy eating

Join in with fun activities and games

Create long term positive change

Discover delicious new recipes

Win prizes to help your healthy habits

For more information:

Scan the QR code

vrcl.uk/visionrclactivestars
activestars@visionrcl.org.uk



Find out from our Stars...

sharan 😊

I made new friends and enjoyed Active stars.
I got a certificate to

samreet ❤️

I enjoyed coming to Active Stars. I liked completing quizzes and taking part in all the activities.

Who is it for?

Children aged 5-11 who live, go to school or have a GP in Redbridge. Their families can come too!



Free Esol and Conversation Classes

Every Thursday

11:00 - 11:45 Beginners ESOL

11:45 - 13:00 Conversation Classes

Refugee and Migrant Justice
Cardinal Heenan Centre
326 High Road
Ilford, IG1 1QP



Refugee & Migrant Justice

rmjustice.org.uk

Come along and play with musicians from the London Symphony Orchestra!

Workshop Information

Who is this for?

- Year 2+
- Any beginner instrumentalists who can play a few notes on their instrument confidently, up to about Grade 1 standard. (Pianists will be invited to play percussion.)
- You must be having lessons on your instrument with a music teacher.
- You must live or go to school in Redbridge.

LSO Workshop times:

Choose to attend one of three workshops listed below:

1. Saturday 6 June - Redbridge Music Service
John Savage Centre, Fencepiece Road, Hainault, Ilford, IG6 2NB
• 14:30 - 16:30
2. Sunday 7 June - Cleveland Road Primary School
Cleveland Rd, Ilford, IG1 1EW
• 14:30 - 16:30
3. Sunday 14 June - Nightingale Primary School
Ashbourne Avenue, South Woodford, E18 1PL
• 14:30 - 16:30

LSO London Symphony Orchestra

What is the Cost?

There is no charge to attend this workshop. We ask that once your place is confirmed you let us know if you are not able to attend. Spaces are limited and we want as many children as possible to benefit from this experience.

Closing date for application?

Please apply by 17:00 on Monday 18 May to avoid missing this opportunity.

If you have any questions regarding these workshops, please send us an email at: admin.musicservice@visionrcl.org.uk

REDBRIDGE MUSIC SERVICE

ELMA

Supported and funded by the London Borough of Redbridge ARTS COUNCIL ENGLAND

London Borough of Redbridge



<https://forms.office.com/Pages/ResponsePage.aspx?id=F1yLk04uzk2pe6CzToA6liF9VMBt4RFHl5UbqW9x3NUOUSM1pMNDZPQic1T1FCOFpLWTU1SxRQTC4>



VISION IS MUSIC

Redbridge Emotional Wellbeing Mental Health Services



Anna Freud Centre Resources

- Lingo booklet: provides insight into the experiences of young people when talking to adults/professionals about their mental health <https://www.annafreud.org/mental-health-professionals/improving-help/resources/lingo/>
- Talking mental health with young people in primary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-primary-school/>
- Talking mental health with young people in secondary school: <https://www.annafreud.org/schools-and-colleges/resources/advice-for-parents-and-carers-talking-mental-health-with-young-people-at-secondary-school/>
- Supporting children's transition into secondary school: Guidance for parents/carers: evidence-based guidance package for parents that was written with input from clinicians at the AFC and teachers. <https://www.annafreud.org/schools-and-colleges/resources/supporting-childrens-transition-to-secondary-school-guidance-for-parents-and-carers/>



Child Psychotherapy

- Understanding childhood: contains a series of leaflets written by experienced Child and Adolescent Psychotherapists to give parents, grandparents, carers and professionals additional insight into children's feelings and view of the world and to help make sense of their behavior. <https://childpsychotherapy.org.uk/resources-families/understanding-childhood>



Redbridge EWMHS/CAMHS

- ADHD Resources for parents: with information on organizations that parents can refer to for extra support for their child, including support in the education section, parenting programs, and online courses for parents/carers. (attached)
- Official Redbridge EWMHS/CAMHS Resource Booklets <https://www.nelft.nhs.uk/redbridge-camhs>



YoungMinds

- Apart from having great resources for parents/carers regarding young people's mental health, they also have a parenting support helpline that you are able to call.
 - Offer advice to parents/carers concerned about their child's mental health up to the age of 25.
 - Helpline: 0808 802 5544 (9:30am-4pm Monday to Friday) FREE
 - Webchat service (9:30am-4pm Monday to Friday) – on bottom right hand corner, click the webchat icon
 - Email service (temporarily closed)
 - [Parents Helpline | Mental Health Help for Your Child | YoungMinds](#)



Gov.Uk

- UK Government website also has a section called the Education Hub where they provide lists of resources for children, students, parents, school staff that you can access for free.
- [Mental health resources for children, students, parents, carers and school/college staff - The Education Hub \(blog.gov.uk\)](#)

Google Classrooms – Help Sheet



What is Google Classroom?

Google Classroom is a class-organisation platform that incorporates Google's core G Suite (Google Docs, Sheets, Slides, Drive) and other Google products so students can access everything they need for a class, including homework assignments, group projects and files. Google Classroom is designed for organisation and collaboration. We will be using Google Classroom to assign homework as well as within school to improve children's digital literacy.

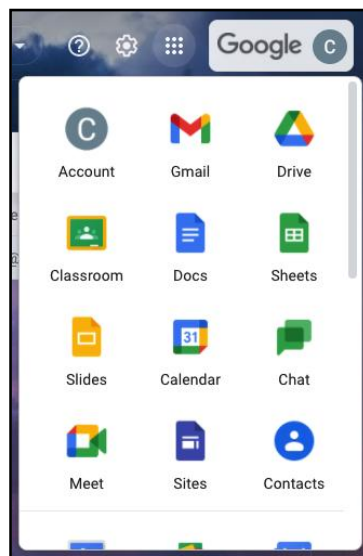
How do you log into a Google Classroom?

Your child has been given a username (email address) and a password, these should be stuck inside their communication or homework books. You have also received an email and/or text with the information. To access it you can search 'Google login', once you have logged in using the username and password you have access to email, classroom and Google drive (a storage system that uses the Google version of Word, Excel and PowerPoint).

When you log in look for the 'waffle' (the nine dots).



You will then see these options and you select 'Classroom'



Each class is private to the people the teacher has personally invited, including the students enrolled in that class and other teachers. Once your child has accessed a class, they can use all the features the teacher has enabled for that class, including class schedules, assignments and announcements.

Can you use Google Classroom at home?

Children can access Google Classroom from anywhere, including from their phones or tablets, when they download the Google Classroom app. As your child's Google Classroom password is also required to log onto our school network in lessons, please *do not change the password*.

How does my child find out about new stuff posted in Google Classroom?

Your child will receive an email when the teacher posts an announcement. These emails come through your child's email account, not solely in the Classroom. Classrooms do not alert you when an assignment is due; to keep track of deadlines, kids need to check the class calendar.