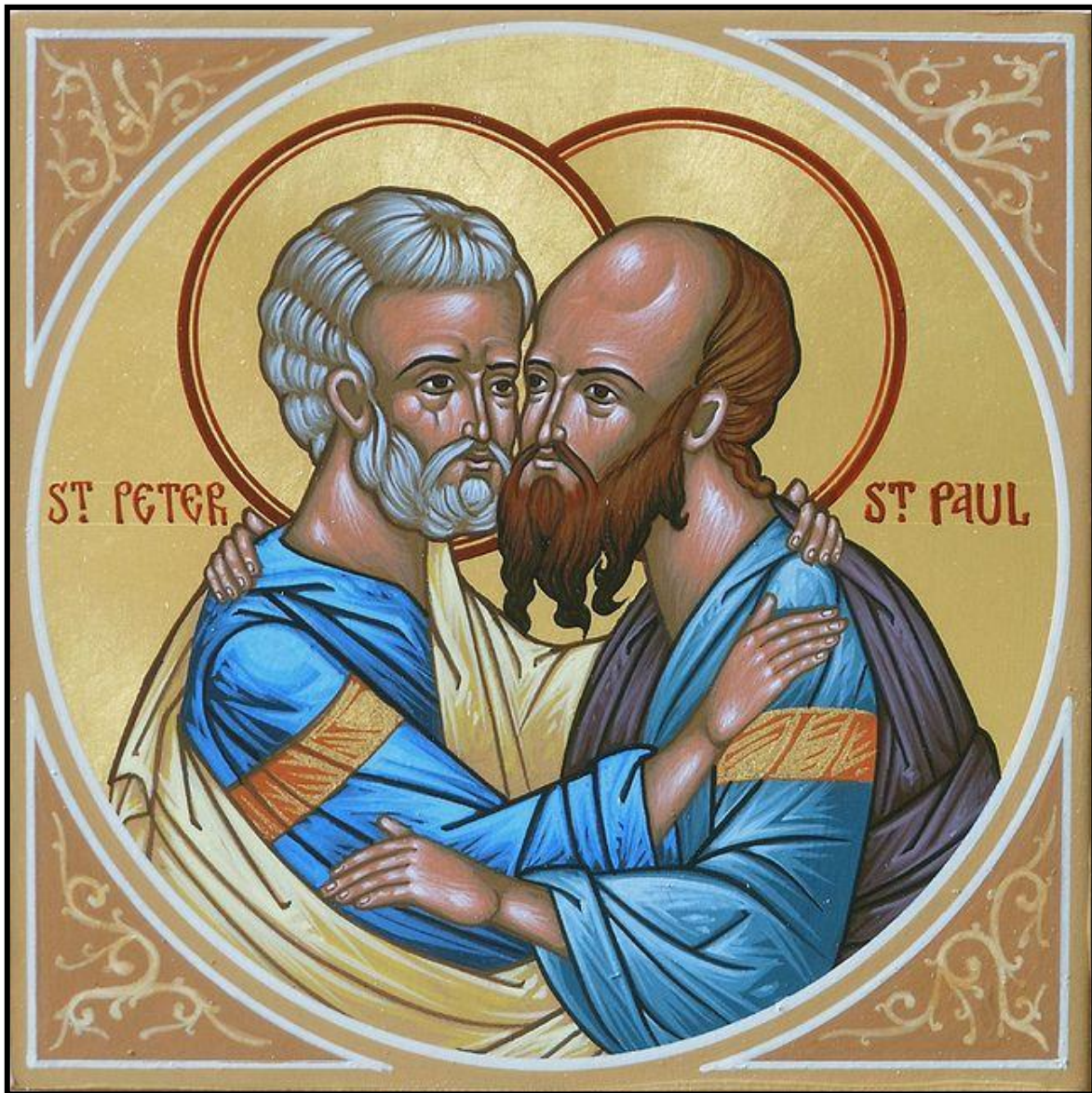




SSPP School News

5th June 2026 Issue 33



**RESPECT FOR
THE RIGHTS OF
OTHERS MEANS
PEACE**



SS Peter and Paul's Catholic Primary School

The Good Shepherd Catholic Trust

Gordon Road, Ilford, Essex, IG1 1SA, UK

Tel: 020 8478 1267

admin.sspeterandpauls@redbridge.gov.uk



*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 back to the final half-term of the academic year! Like many of you, I find myself wondering where the year has gone. It seems only yesterday that we were welcoming pupils back in September, full of excitement and aspirations for the year ahead.

During Tuesday's assembly, we took time to reflect on the goals and targets we set ourselves at the beginning of the year. It was great to see the children thinking about all they have achieved so far and considering the steps they still need to take to accomplish their personal goals. As they return to their learning this half-term, I know they will continue to show the resilience and enthusiasm that make us so proud.

On Wednesday, Mrs Ayisah, in partnership with the Redbridge Music Service, hosted a musical celebration involving several local primary schools. This time, it was our younger pupils from Years 2 and 3 who had the opportunity to participate. The children first came together as part of a massed choir before each school showcased its own ensemble performance. Needless to say, our pupils performed with tremendous energy, confidence and excitement, representing SSPP beautifully. Redbridge Music Service continues to offer a Singing Club for pupils from Year 2 upwards every Monday from 4:30pm to 5:30pm. We are fortunate to have so many talented young musicians within our school community, and it is always a pleasure to see them sharing their gifts and talents with others, just as our school mission calls us to do.

This week also marks the end of our partnership this year, with the French students from Palmer Academy, who have been supporting the teaching of French in Year 6. We are extremely grateful for the time, commitment and enthusiasm they have shown throughout the year. Their contribution has enriched the children's learning experiences and helped to foster a love of language and culture.

This newsletter is a little shorter than usual, largely because preparations have been in full swing for tonight's School Disco! The excitement around school has been palpable all week. Events such as these remind us of the strength of our school community and the importance of everyone playing their part. I would like to extend my sincere thanks to the Friends of SSPP for organising this much-anticipated event, as well as to the staff who have generously given up their Friday evening to help supervise and ensure the children have a wonderful time.

Looking ahead, we have two very important and exciting days next week. On Monday, we will welcome our school governors, who will be spending the day with us, meeting pupils and staff and seeing first-hand the many things happening across the school. Then, on Tuesday, we eagerly anticipate the visit from UNICEF's Rights Respecting Schools accreditation team as part of our Gold Award reaccreditation process. Both visits provide us with valuable opportunities to showcase all that makes SSPP such a special place to learn, grow and belong. More importantly, they allow us to celebrate the children, staff, families and wider community who work together to bring our mission and values to life.

I wish you all a restful weekend and look forward to another successful and memorable half-term ahead.

With every blessing,

Ms Osei – Headteacher

Headteacher

Ms Osei

Deputy Headteacher

Mrs Hull

Assistant Headteacher

Mr Roca-Mas

DATES FOR YOUR DIARY

Monday 8th June

Governors' Day

Y5/6 Cricket

Tuesday 9th June

Rights Respecting Reaccreditation Visit

Wednesday 10th June

Geography Bee

Friday 12th June

Athlete Visit

Tuesday 16th June

Music Concert – Hawkey Hall

LINKS

School Website:

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

UNICEF

Article 15

Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



You should be able to meet friends, unless there is a good reason why not
U.N. Convention on the Rights of the Child Article 15

Gospel Reflection (John 20:19-23)

What did Jesus call himself? To nourish means to feed and help grow. In this Sunday's Gospel, Jesus is offering to nourish us. Jesus continues to nourish us through the Church today. He offers us eternal life through the gift of himself which we receive in Holy Communion. What does the word 'nourish' mean to you? Think about something, other than food, that nourishes you and helps you grow. Perhaps it is: a special friendship, being praised, praying, your faith, the love and care you receive, a hobby or sport, the Church and the sacraments. Who gives you these things?

With Jesus' love we will always be nourished. Just as we eat bread to nourish our bodies, Jesus (in Holy Communion) nourishes our souls – to help us to keep growing in goodness and love. Who else should we remember to thank for nourishing us? Perhaps parents, carers, teachers, priests, grandparents or friends. Which people can we nourish in this coming week and how can we nourish them? Perhaps we can: encourage someone; give hugs to parents or carers; give something to a food bank; help and offer hope to others.

Prayer for the week

Lord help to nourish us in mind, body and spirit, so that we can do your work for the good of others. Amen

"Jesus is the Bread of Life for our families. Let us be united to Jesus, nourished by daily prayer, by listening to the Word of God"

Pope Francis



Catholic Social Teaching Pupil Awards	
RC	Maghlan
RM	Jasmeet
1B	Ayla
1&2I	Moosa
2S	Jaylen
3B	Sultan
3P	Dr'Mari
4A	Huddah
4W	Julia
5A	Kervel
5C	Samuel
6R	Micajah
6S	Prissy

Attendance w/e 6 th June 2026	
Class	% (Target 95.5%) Class attendance weekly percentages since the 6 th September 2024 Gold = Highest Green = Above 96% Red = Below 96%
RC	
RM	
1&2I	
1B	
2S	
3B	
3P	
4A	
4W	
5A	
5C	
6R	
6S	



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 June 1162

Thomas Becket was consecrated as Archbishop of Canterbury.

5th May 755

English missionary Boniface, 'the Apostle of Germany', is murdered in Germany by unbelievers, along with 53 of his companions.

7th June 1329

Scotland mourns the death of King Robert I. Better known as Robert de Bruce,

Upcoming Dates

Monday 8th June

Governors' Day
Y5/6 Cricket

Tuesday 9th June

Rights Respecting Reaccreditation Visit

Wednesday 10th June

Geography Bee

Friday 12th June





Athlete Visit

Tuesday 16th June

Music Concert – Hawkey Hall



House Points Totals

NEWMAN		1741
MANNING		1758
VAUGHAN		1481
WISEMAN		1258



SCHOOL NEWS

Saint of the Week: St Justin Martyr (c.100–c.165)

“Justin, the son of Priscos, son of Baccheios, of Flavia Neapolis, in Palestinian Syria” is the way today’s saint describes himself in his Apologies, or “defences,” of the faith. His hometown was in Samaritan territory, near Mount Gerizim, where the Samaritans continue to offer sacrifice today. It is also the location of Jacob’s well, where the Gospel story of the Woman at the Well took place. The city was largely populated by Roman pagans, and Justin was most likely raised as a pagan himself, being of Roman descent. He was well educated in Greek philosophy, in which he excelled.

As a student of Greek philosophy, Justin moved from one teacher to another, trying to absorb all the wisdom he could. He took a special interest in Plato’s philosophy. Plato focused on immaterial “forms” as the basis of reality. Of this philosophy, he stated, “The perception of immaterial things quite overpowered me, and the contemplation of ideas furnished my mind with wings, so that in a little while I supposed that I had become wise; and such was my stupidity, I expected forthwith to look upon God, for this is the end of Plato’s philosophy.” Though he referred to philosophy as “the greatest possession, and most honourable before God,” he also discovered that philosophy alone-

Justin’s conversion to Christianity began one day when he took a long walk to reflect on all he had learned from his philosophical studies. As he walked, an old man came up from behind and surprised him. The two began to converse, and the old man asked him what philosophy and happiness were. Justin responded, “Philosophy, then, is the knowledge of that which really exists, and a clear perception of the truth; and happiness is the reward of such knowledge and wisdom.” The old man then asked about Justin’s understanding of God. Justin replied that God was “That which always maintains the same nature, and in the same manner, and is the cause of all other things...” But the old man pressed him further, asking how philosophers can know God if they have never seen Him. After a lengthy conversation, the old man convinced Justin that his philosophy was insufficient to know God if it did not include revelation. This revelation began with the Old Testament prophets and was fulfilled in the Son of God made flesh. The old man concluded his conversation with Justin by saying, “But pray that, above all things, the gates of light may be opened to you; for these things cannot be perceived or understood by all, but only by the man to whom God and His Christ have imparted wisdom.” The conversation with the old man kindled a flame in Justin’s soul. He resolved to study the prophets and felt as though he had discovered the true reason for philosophy. Philosophy, used in conjunction with the revelation of the prophets and the Christ of God, would help people arrive at truth and come to know God Himself, Who is Truth. In that way, they could achieve eternal salvation, the only true happiness.



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

Evidence has been collated.

Children are poised and ready.

Tuesday sees us attempt to become a three-time accredited ‘Gold’ Rights Respecting School.

I say ‘attempt’ but that isn’t a fair word to use.

The rights of children are a heartbeat at SSPP – their voice is so strong in delivering change. Even just bringing together evidence from the last few years, it was possible to see interactions with MPs in Parliament, Councillors at our school, fundraising for those less fortunate, celebrations of culture and individuality and support for other schools starting their Rights Respecting journeys. In the time since the last Gold reaccreditation, there has been an Outstanding Catholic Schools Inspection, and a similar (albeit not able to use the same terminology) visit from Ofsted.

Tuesday will be a showcase about the best of SSPP and a rubber-stamped Gold will be the reward the pupils, staff and community deserve once more.



West Ham Corner



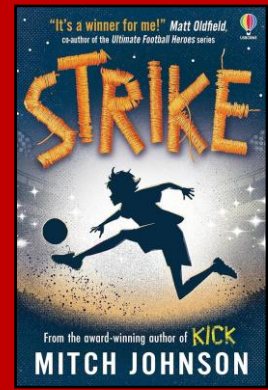
Now that the dust has settled on relegation (unless something Manchester-City charges-based flares up) it is time to take stock.

There is never much to say in the off season which isn't just speculation about who will stay or go.

The most major news (for now) is that Nuno has been given the green light to carry on as manager next season. Some are surprised by this, some annoyed, and some point to the fact he led Wolves to the Championship title with 100 points last time he looked to bring a team up. He did not have the best start to his time with the club, losing a number of opening games and appearing to throw points away with bizarre team selections, but things did settle a little after that.

Player-wise, it is hard at the moment, we know there will be sales to fill the supposed £140 million gap, with Fernandes looking the most likely to be the first to depart, but with a World Cup about to start, and players like Soucek openly saying they will not sort anything about their club future whilst they are playing in that, means we could be in for a summer of simply not knowing.

Recommended Read Y5



Place the ball. Pick your spot. Three steps back. Breathe. Owen is closer than ever to achieving his dream: becoming a professional footballer. All he has to do is stay focused. No distractions. Just football. But when a hidden note tucked inside his new boots reveals a cry for help from the factory workers who made them, Owen discovers the beautiful game might be hiding some ugly secrets. Suddenly, chasing his dream doesn't feel so important. It's time to decide which path he really wants to take.

If you liked this then try:
 + 'Kick' by Mitch Johnson
 + 'Pop' by Mitch Johnson
 + 'Spark' by Mitch Johnson
 + 'Toxic' by Mitch Johnson

Times Tables Rock Stars Top Ten

Most correct answers over the last 7 days:

Rank	Name	Year Group	Correct Answers
1	Jorawar	Year 4	3138
2	Daniel	Year 4	2779
3	Harry	Year 4	2634
4	Ezra	Year 4	2059
5	Josiah	Year 4	1357
6	Aaron	Year 4	1188
7	Kirishanth	Year 4	988
8	Ezhilan	Year 4	846
9	Saint-Anthony	Year 4	820
10	Pratham	Year 4	714



Recent Tweets – @SSPP_Primary



SSPPCatholicPrimary
@SSPP_Primary

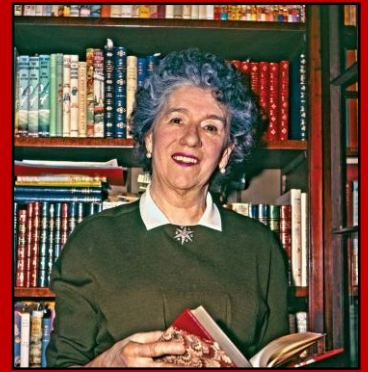


Next week, we welcome our assessor from @UNICEFuk who'll be looking at the evidence which shows we remain (for a third time we hope) a Gold Level Rights Respecting School which puts Children's rights at the heart of what we do. We will be proud to showcase what goes on at #SSPP





Author Book Match



'Enid Blyton'

- + 'Famous Five' Series
- + 'Secret Seven' Series
- + 'The Magic Faraway Tree'
- + 'Malory Towers' Series



It's easy to feel lost in the flood of so many new children's books available. Each month, Books For Topics pick five recently published favourites.

Visit:

<https://www.booksfortopics.com/booklists/books-of-the-month/>

to see reviews of this month's choices.

June

National Book Tokens

The National Book Tokens annual prize draw is back to give five schools across the UK and Ireland the chance to win £1,000/€1,000 in National Book Tokens and fill their shelves with new and inspiring books.

The nomination needs to come from outside of school staff, but more information can be found here: <https://www.nationalbooktokens.com/schools-prize>

Win £1,000 / €1,000 for your school's library

Nominate your school to #rebuildthelibrary with one of our five huge prizes. Plus, you could win a £100/€120 National Book Token for yourself!



1 Complete these number sentences.

$$25 + 25 + 25 + 25 = \square \times 25$$

$$10 + 10 + 10 + 10 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 5$$

$$25 + 25 + 25 + 25 = \square \times 100$$

$$25 + 25 - 25 - 25 = \square \times 25$$

2 Louise is thinking of a 4-digit number. Here are some clues to the number.

The number lies between 4,000 and 5,000

All the digits are different

The digit in the tens place is twice the digit in the thousands place

The sum of the digits is 24

The number is odd

What could Louise's number be?



1 Mo has six 5p coins.



He also has five 10p coins.



He buys this lolly.



How much money does he have left?

$$\begin{aligned} 6 \times 5 &= 30 \\ 5 \times 10 &= 50 \\ 50 + 30 &= 80 \\ 80 - 49 &= 31 \end{aligned}$$

Mo has 31p left.

2 Mrs Green bakes muffins. She sells them in her shop.



- On Monday she bakes 30 and sells 18
- On Tuesday she bakes 30 and sells 12 many muffins but has the same amount left.

How many muffins did she sell on Tuesday?
 $60 - 12 = 48$

She sells 48 muffins on Tuesday.



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/>

Strong oral language skills help children feel confident, connected and ready to learn. This guide explores simple, everyday ways that parents, carers and educators can support children's speaking, listening and understanding, from shared conversations and story time to naming feelings and building vocabulary through play and routines.

It also highlights the value of working closely with nurseries, schools and early years settings, using evidence-based approaches and spotting possible language needs early. With expert insight from OxEd, the guide offers supportive advice to help children become confident communicators as they prepare for school.

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. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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**EMPOWERING
PARENTS
TOGETHER**

Working together today, Improving their tomorrows



Special Educational Needs and Disability (**SEND**) **INFORMATION EVENT**

Empowering Parents Together - Redbridge Parent Carer Forum

Guests including:

- Mayor of Redbridge - Cllr Bert Jones
- Cabinet Member for Children, Young People and Education
- Director of Education and SEND
- Executive Director of Adult Social Care and Health
- Redbridge Integrated Care Director
- NELFT Assistant Director for Children's Services

Stallholders including:

- | | |
|---|--|
| <ul style="list-style-type: none"> Adanna Women's Support Group BENEFITS Services including HOUSING Children with Disabilities Team Complete Education Solution (TCES) Group Continence, Sleep & Behaviour Consultant DABD: Enabling Independence Early Help & Transition Team Early Years & Childcare NELFT - CAMHS, Nursing, Therapies Healthwatch Holiday Activities and Food programme | <ul style="list-style-type: none"> Listening Books SEND Advisory & Training Service SEND Protect Financial education SENsational Tutors Short breaks and Young Carers Speech and Language Therapists Supported internship & Work Redbridge VISION Libraries & Culture Wanstead Community Riding Stables Winckworth Sherwood Solicitors YoungMinds charity, and much more. |
|---|--|

Open to SEND parent carers and professionals

Wednesday 17th JUNE 2026

Time : 10.30am - 1.30pm

**Venue: Redbridge Town Hall,
128-142 High Road, Ilford, IG1 1DD**

Contact details for free membership and forthcoming events

www.empoweringparentstogether.org.uk
info@empoweringparentstogether.org.uk
 07486 880 646

FACEBOOK: Empowering Parents Together - Redbridge

Light refreshments provided

**FREE
ENTRY**



Are you a parent or carer of a child or young person with special educational needs or a disability aged 0-25 living in Redbridge?

HOUSING ENQUIRIES FOR REDBRIDGE SEND PARENT CARERS

DATE: MONDAY 8TH JUNE 2026

TIME: 10AM - 12PM

**VENUE: GEARIES CHILDREN'S CENTRE,
WAREMEAD ROAD, GANTS HILL, IG2 6TF**

REPRESENTATIVES FROM THE REDBRIDGE HOUSING TEAM WILL BE AVAILABLE TO DISCUSS ENQUIRIES RELATING TO HOMELESSNESS, TEMPORARY ACCOMMODATION, TENANCY MANAGEMENT, ACCESSIBILITY & ADAPTATIONS, AND REQUESTS FOR A TRANSFER/MOVE.

London Borough of
Redbridge 

**MUST BOOK IN ADVANCE VIA EVENTBRITE:
[HTTPS://EPTHOUSING080626.EVENTBRITE.CO.UK](https://epthousing080626.eventbrite.co.uk)**

LIGHT REFRESHMENTS PROVIDED.

PLEASE NOTE: EPT DO NOT ENDORSE ANY SPEAKERS OR SERVICES INVITED.

FREE MEMBERSHIP

Open to family members and carers of any child or young person with SEND up to the age of 25 years who live in or receive services from Redbridge. Associate membership is available for practitioners.

MEMBERSHIP FORMS AVAILABLE FROM:

**www.empoweringparentstogether.org.uk
info@empoweringparentstogether.org.uk**

 **07486 880 646**



FOLLOW US ON FACEBOOK: Empowering Parents Together - Redbridge

FOLLOW US ON INSTAGRAM: [ept_redbridge_send](https://www.instagram.com/ept_redbridge_send)

**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](#)



**REDBRIDGE
MUSIC
SERVICE**

Supported using public funding by
Department for Education
ARTS COUNCIL
ENGLAND

ELMA
BEST LONDON
MUSIC ALLIANCE

London Borough of
Redbridge

**child
friendly
Redbridge**

**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 quality funded by THE ARTS COUNCIL ENGLAND

London Borough of Redbridge



<https://forms.office.com/Pages/ResponsePage.aspx?Id=F1yLk04uzk2pe6CzToA6liF9VMBt4RFHl5UbqW9x3NUOUSMlpeMNDZPQic1T1FCOFpLWTU1SxRQTC4>



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



Google Classroom

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.

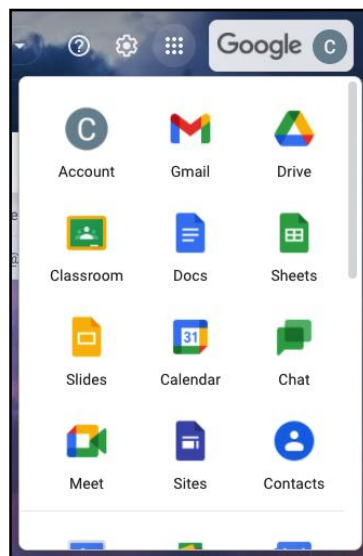
How do you log into a Google Classroom?

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.