



# SSPP School News

17<sup>th</sup> April 2026 Issue 27



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**WITH THE RETURN  
OF SPRING  
COMES A NEW  
BEGINNING**

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# 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](mailto: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,

The summer term has arrived – and what a lovely way to begin! A warm welcome back to you all. We return to school in the joyful season of Easter, the most important time in our liturgical year, where we celebrate new life, hope and the triumph of light over darkness. It is a time filled with renewed energy and purpose and it has been wonderful to see the children come back ready to learn and eager to get started again.

I would also like to extend warm wishes to all of our families, pupils and staff who celebrated Vaisakhi earlier this week. Vaisakhi is a significant and joyful festival, marked by gratitude, courage, unity and spiritual renewal. I hope all who celebrated had a special day with family and friends.

It has been a pleasure to welcome the children back into school this week – they have settled quickly and picked up right where they left off. On Tuesday, Mrs Leary, our PSHE lead, led an engaging assembly to introduce this term's Jigsaw unit on Relationships. The children spent time reflecting on the many different types of relationships in their lives and the importance of building healthy, respectful connections with friends, family members and others around them. We recognise that relationships can sometimes be challenging and we continue to encourage all pupils to speak to a trusted adult or to use the Worry Boxes in classes if they have any concerns.

This half term, we will also be placing a strong focus on how our pupils live out the principles of Catholic Social Teaching in their everyday actions. Our theme is Acts of Participation. This is all about helping children to understand that their voices matter – that they have a role to play in shaping their communities and making a positive difference in the world. Throughout the term, we will be celebrating children who demonstrate this through their actions, whether that be speaking up thoughtfully, showing responsibility for others, or getting involved in social action such as recycling projects or fundraising for charity. I would love to hear how your children are making a difference beyond school too, so please do share these moments with myself or their class teachers so their efforts can be acknowledged.

### A particular message for our Year 1 parents and carers:

Your children are now preparing for the Phonics Screening Check in June. Last term, we offered a phonics workshop led by Mrs Munro to support parents in understanding the screening and how best to help at home. Unfortunately, attendance was very low. We are offering another opportunity on Wednesday 22<sup>nd</sup> April, with sessions at 9:00am and 3:30pm. If you were unable to attend previously, I strongly encourage you to join us this time. Reading is a fundamental skill that underpins all areas of learning and your support at home makes a significant difference. Working together, we can ensure every child develops the confidence and ability they need to succeed. You will find further details later in the newsletter, and phonics resources are also available via Google Classroom.

### Reminder for all parents:

Class Photo Day is happening Monday 20<sup>th</sup> April, all children need to come to school in their full school uniform. If Reception parents and carers can please pack PE kits in a separate bag and your child will change for their PE lesson in class.

I look forward to all that this term will bring, have a wonderful weekend.

Warm regards,

Ms. T M Osei

**Headteacher**

### Headteacher

Ms Osei

### Deputy Headteacher

Mrs Hull

### Assistant Headteacher

Mr Roca-Mas

### DATES FOR YOUR DIARY

#### Tuesday 21<sup>st</sup> April

Whole School Mass – 11.00am  
@SSPP Church

#### Friday 24<sup>th</sup> April

St George Reception Assembly

#### Friday 1<sup>st</sup> May

Marian Procession

#### Wednesday 6<sup>th</sup> May

EYFS Exploration Morning

### LINKS

School Website:

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

### UNICEF Article 38

*Governments must do everything they can to protect and care for children affected by war.*

*Governments must not allow children under the age of 15 to take part in war or join the armed forces.*



You should not have to join the army or fight in wars.  
U.N. Convention on the Rights of the Child - Article 38

## Gospel Reflection (Luke 24:13-35)

Why were the disciples feeling sad when they were travelling to Emmaus? After his resurrection Jesus was seen by his closest friends and over 500 of his followers. Do you know what the name 'Jesus' means? Jesus came to save us from doing wrong - to show us and to teach us how to live good lives. Do you have a favourite story about Jesus? What do you like about Jesus?

Our lives are enriched when we know Jesus. He is with us at all times and in all places. We can encounter him in prayer and in one another. The more we know about Jesus through reading the gospels, the easier it is for us to recognise him. Knowing and following Jesus helps happiness and love to grow in our families. Each of you choose something to do for each other at home or at school to be more like Jesus. Perhaps we can: decide to pray each day; read the gospels together; remember to regularly ask ourselves, "What would Jesus do?" and then try to do the same ourselves.

## Prayer for the week

Dear Lord Jesus, we thank you for always being there for us. Help us to recognise you as we journey through life together. Amen.

*"What really matters in life is that we are loved by Jesus, and that we love him in return."* St John Paul II

## Catholic Social Teaching Pupil Awards

RC	
RM	Eesa
1B	
1&2I	
2S	
3B	Noah
3P	Ifra & Jaskirat
4A	Pratham
4W	Sankalp
5A	Marvelous
5C	Deeksha & Arjun
6R	Jojo
6S	Dhvija

## Attendance w/e 17<sup>th</sup> April 2026

Class	% (Target 95.5%) Class attendance weekly percentages since the 6 <sup>th</sup> September 2024
	Gold = Highest Green = Above 96% Red = Below 96%
RC	96.7%
RM	92.9%
1&2I	95.2%
1B	92.9%
2S	94.8%
3B	97.0%
3P	90.7%
4A	97.6%
4W	93.2%
5A	93.6%
5C	92.0%
6R	96.3%
6S	87.3%



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...



### 14<sup>th</sup> April 1983

The first cordless telephone went on sale in Britain

### 15<sup>th</sup> April 1755

English lexicographer Dr Samuel Johnson published his Dictionary; he had taken nine years to compile it.

### 17<sup>th</sup> April 1969

The age at which a person is eligible to vote in Britain was lowered from 21 to 18.

## Upcoming Dates

### Tuesday 21<sup>st</sup> April

Whole School Mass – 11.00am  
@SSPP Church

### Friday 24<sup>th</sup> April

St George Reception Assembly

### Friday 1<sup>st</sup> May

Marian Procession




### Wednesday 6<sup>th</sup> May

EYFS Exploration Morning



## House Points Totals



NEWMAN		1205
MANNING		1455
VAUGHAN		1315
WISEMAN		1129



**SCHOOL NEWS**

## Saint of the Week: St Martin I (c. 595–655)

Martin was born in a small town about 100 miles north of Rome. He was of noble birth, an excellent student, and exercised great charity to the poor. As a cleric, he assisted two popes in important roles. In 641, he was sent by Pope John IV across the Adriatic Sea to Dalmatia and Istria (modern-day Croatia) where he assisted those who had suffered the effects of war. After the death of John IV, Theodore I was elected pope. Martin became his papal legate to Constantinople, where he worked closely with the emperor and patriarch, representing Pope Theodore in all matters.

As papal legate to Constantinople, the most pressing theological issue that Martin faced was the ongoing debate about the nature of Christ. Many within the Eastern Church adhered to monothelism, a heresy claiming that Christ had only one will: a divine will but not a human will. This was contrary to the orthodox position held by the pope that Jesus had both a human and divine will. In 648, in an apparent attempt to bring an end to the debate, the Byzantine emperor Constans II issued an edict, the Type of Constans (Type), in which he tried to forge a middle way by forbidding discussion of the controversy, permitting everyone to adhere to their own position. Though the Patriarch of Constantinople, Paul II, at first held the orthodox position, he embraced the Type issued by the emperor. Martin, however, did not.

One year later, in 649, Pope Theodore died and named Martin as his successor. As had been the custom, the newly elected pope was supposed to receive approval of his appointment from the Byzantine emperor before his installation. However, for the first time in more than 100 years, Martin moved forward with his coronation without the express consent of Constans II. This angered Constans, but he did nothing about it - at first.

Pope Martin, well aware of the most pressing issues within the Church, wasted no time addressing them. He called the Lateran Council of 649, a council that his predecessor Pope Theodore had intended to call, and made monothelism the topic of discussion. Though the council did not reach the level of an official ecumenical council of the entire Church, given the fact that the Roman emperor was not involved, it was one of the earliest attempts of a pope to act on his own authority without the emperor. Hence, not only the teaching that this council produced, but also the way it was orchestrated, provided much direction for the future of the Church when the role of the emperor would eventually be fully excluded from the governance of the Church. The Lateran Council was attended by 105 bishops, held five sessions, and issued twenty decrees condemning monothelism.



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

In the first week back, the Student Council has been busy gathering feedback from their peers about the recent changes in the lunch hall. Pupils have shared a largely positive response, and the council is pleased to see that student voice is being listened to and turned into real improvements. As a Rights Respecting School working towards the UNICEF Rights Respecting Schools Award, this reflects our commitment to ensuring every child's views are heard and valued, and the council is looking ahead with enthusiasm as they prepare for future challenges and an exciting Culture Day celebration.

**Let your voice be heard.**



## West Ham Corner



Easter saw a return to cup and league action for West Ham.

Sadly, the cup run came to an end after we lost on penalties to Leeds. In fairness, we looked to be going out in normal time as we reached the 93<sup>rd</sup> minute still trailing 2-0, but then the mini-miracle occurred and two injury time goals from Fernandes and Disasi (in the 93<sup>rd</sup> and 97<sup>th</sup> minute respectively) saw the game go into extra time.

An injury to goalie Areola saw youngster Finally Herrick come on with a couple of minutes left. His first task was to face the opening penalty in the shootout which he duly saved! Unfortunately, Bowen and Pablo failed to convert and so it is Leeds who are making the semi-final trip to Wembley.

In better news, the potential banana skin of a home game against nearly relegated Wolves was sidestepped with a thumping (if somewhat undeserved) 4-0 win for us. That result, and the Sunday games, saw Tottenham remain in the bottom three – we can still dare to dream can't we?

**Latest Result:** West Ham United 4 – 0 Wolves

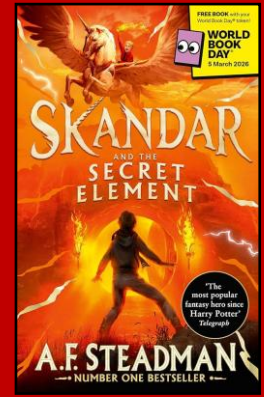
**League Position:** 17<sup>th</sup>

## Times Tables Rock Stars Top Ten

Most correct answers over the last 7 days:

Rank	Name	Year Group	Correct Answers
1	Jorawar	Year 4	3671
2	Saint-Anthony	Year 4	2065
3	Daniel	Year 4	1765
4	Kirishanth	Year 4	1620
5	Vedha	Year 4	901
6	Harry	Year 4	863
7	Hareem	Year 4	800
8	Josiah	Year 4	650
9	Dhiya	Year 4	600
10	Joseph	Year 4	514

## Recommended Read Y5



*Albert never thought he would become a unicorn rider. But then he is whisked away to a mysterious island to bond with a warrior unicorn, and to train in elemental magic. There, Albert meets a boy called Skandar, who is hiding a dangerous secret.*

*When an encounter with a terrifying wild unicorn throws Albert and Skandar together, will the adventure help them become the heroes they are destined to be? Get ready for unlikely heroes, elemental battles, dangerous secrets and bloodthirsty unicorns.*

If you liked this then try:  
 + 'Skandar and the Unicorn Thief' Series by A.F. Steadman  
 + 'Percy Jackson' Series by Rick Riordan



## Recent Tweets – @SSPP\_Primary



It's the start of a new PSHE Jigsaw topic. This term sees us focus on 'Relationships'. We have begun with a quick recap on the topics so far this year. #SSPP



We're about to make a potion which will brew up a good friend. The first choice of ingredient is 'funny' – a good quality to find in a friend, making people laugh. #SSPP



# #BOOKMATCH

© The Reader Teacher

Books for fans of Rainbow Magic



**IF YOU LIKE RAINBOW MAGIC, READ THESE**

For more #BookMatch & similar suggested reads, visit [TheReaderTeacher.com](http://TheReaderTeacher.com)

## Author Book Match



### 'Daisy Meadows'

+ 'Rainbow Magic' Series

'Daisy Meadows' is a collective pseudonym used for many different authors who contribute to the Rainbow Magic series of books. These include Linda Chapman, Narinder Dahami, Rachel Elliot, Lucy Diamond, Karen Ball and many, many more.



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.

## April

### 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'.



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

## South Park Wildlife Centre

**Do you enjoy going to South Park after school, at the weekend or in the school holidays?** Are you interested in helping to keep our local green spaces clean and welcoming? If so, the South Park Users Group hold fortnightly Action Days, undertaking litter picking, gardening and other maintenance tasks. The next is on Saturday 25<sup>th</sup> April from 11am; meet at the Wildlife Centre by the lake to collect tools, refreshments and chat from 12pm.



## Marian Procession

Our annual procession to Mary will take place on the afternoon of **Tuesday 5<sup>th</sup> May**. As is tradition, we ask children to bring in flowers on that day to process and then leave as an offering to Mary in our prayer garden which will be set up for the occasion. The leaving of their flowers will take place after a short service of worship in school, and the crowning of the statue of Our Lady. Please ensure all flowers are either purchased or taken from your own gardens rather than any public space.



## Year 1 Phonic Screening Parent meeting – Wednesday 22<sup>nd</sup> April 2026

Parents of children in Year 1 are invited to attend an important meeting regarding the upcoming KS1 Phonic Screening Check in June. The meeting will take place on **Wednesday, 22<sup>nd</sup> April** in the school hall. There will be two sessions available on this day for you to attend at **either 9:00am or 3:30pm**.



We strongly encourage your attendance, as this session will provide essential information regarding the screening process for your child. During the meeting, we will share details about how the screening works and how you can support your child's phonic learning journey at home

## Mass – Parent Helpers

At various times of the year we attend Mass as a school community. A few of these take place in school, but the majority see us all make the short walk to our Church on the High Road.



If you are free to help escort the children at these times, please let their class teacher know, or approach Mrs Hull who can then coordinate which class requires additional adults.

Our next mass is on **Tuesday 21<sup>st</sup> April at 11:00am**, meaning the children will be walking from our school at **10:30am**

## Class Photos

These will be taking place on **Monday 20<sup>th</sup> April**.

As in previous years, children will be provided with a code where photos can be viewed and ordered online after they have been taken.



## JIGSAW PSHE ASSEMBLY: RELATIONSHIPS

On Tuesday morning, Mrs Leary led the whole-school PSHE assembly to launch our new Jigsaw topic. The topic for this half term is **'RELATIONSHIPS'**.



After a recap of previous puzzle pieces, we talked about who we can build relationships with.

With the help of our special 'wizard', we made a friendship recipe. A variety of children came up to add 'ingredients' to the bowl that they thought would make a good friend. They chose admirable traits such as honesty, being funny and kind.



## REDBRIDGE RECORDER FESTIVAL 2026

**Date: Tuesday 16<sup>th</sup> June 2026**

**Venue: Sir Hawkey Hall**

Invitation for Year 3 & 4 pupils

We are delighted to invite our Year 3 and Year 4 pupils to take part in this year's Redbridge Recorder Festival on Tuesday 16<sup>th</sup> June 2026 held at Sir James Hawkey Hall.

This exciting event brings together young musicians from across the borough for an afternoon of rehearsals, followed by a special concert for friends and family at 6:00pm. It is a wonderful opportunity for children to develop their musical skills, build confidence and experience performing as part of a large ensemble.

There are 30 spaces available allocated on a first-come, first-served basis.

To prepare, participating pupils will be required to attend weekly lunchtime rehearsals in school. All music and learning materials will be provided, and participation is free of charge.

**Please note: Parents/carers will need to collect their children from the concert venue at the end of the evening.**

If your child would like to take part, please collect a sign-up form from Mrs Ayisah in 4A.



## REDBRIDGE MUSIC FESTIVAL 2026

**Date: Wednesday 3<sup>rd</sup> June 2026**

**Venue: SSPP Main Hall**

Invitation for Year 2 & 3 pupils

Our school is delighted to announce that we will be hosting the Redbridge Music Festival this year. We are excited to invite our Year 2 and Year 3 pupils to take part in this special event, which will take place on **Wednesday 3<sup>rd</sup> June**, from 1:30pm to 3:00pm in the SSSPP Main Hall.

This festival is a wonderful opportunity for our children to showcase their musical talents and perform alongside pupils from four other schools. We are very excited to be part of this special collaborative event.

To take part, children will need to **commit to a weekly lunchtime rehearsal**, where they will learn and practise the festival songs. *If your child loves to sing and would enjoy performing as part of a large group, this is a fantastic opportunity for them to get involved.*

Please note that the event will finish at **3:00pm**, and pupils will return to class as normal.

Children should be **collected at the usual time of 3:20pm**.

If your child would like to participate, **please collect a sign-up form from Mrs Ayisah in 4A**.

If you have any questions or would like further information, please do not hesitate to get in touch.



1 Jack and Dora each have some money.



I spent  $\frac{1}{3}$  of my money.



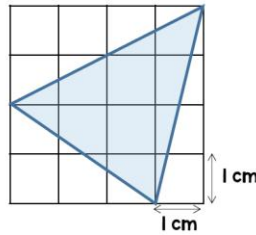
I spent  $\frac{1}{4}$  of my money.

They have the same amount left.

Dora spent £72

How much money did Jack spend?

2 What is the area of the triangle?



3 Write down all the common multiples of 4 and 6 that are less than 50. Show or explain your method.



1 Here are 3 number patterns.

0 5 10 15 20 25 30

27 37 47 57 67 77 87

32 30 28 26 24 22 20

What is the sum of the three missing numbers?

$$25 + 47 + 24 = 96$$

2 Work out the value of each symbol.

$$\begin{aligned} \triangle + \triangle &= 18 \\ 18 - 2 &= 9 \end{aligned}$$

$$\begin{aligned} \triangle + \diamond &= 30 \\ 30 - 9 &= 21 \end{aligned}$$

$$\begin{aligned} \star - \diamond &= 10 \\ 21 + 10 &= 31 \end{aligned}$$



## 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/>

Streaming services have become the go-to entertainment choice for many families, with children often favouring on-demand platforms over traditional television. This edition explores the realities behind these services, from rising subscription costs and advert-supported tiers to the impact of autoplay and endless content libraries on young viewers' screen time and wellbeing. It also highlights key safeguarding concerns, including age-inappropriate material, binge watching, algorithm-driven recommendations and phishing scams. With clear, practical advice for setting profiles, PINs and time limits – alongside tips for discussing algorithms and stereotypes – this guide supports parents and educators in promoting safer, healthier streaming habits.

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](http://nationalcollege.com).

## What Parents & Educators Need to Know about STREAMING SERVICES

### WHAT ARE THE RISKS?

- COSTLY**  
Subscription services can be costly. As the main source of entertainment, most households have at least one streaming platform, and each platform has its own monthly subscription fee. Services are charging more for ad-free viewing, and better quality and resolution; however, there is a cheaper option with adverts. Due to price increases, Netflix and Disney+ reported a sharp increase in users subscribing to their ad-supported tier in 2025.
- ILLEGAL STREAMING**  
Sharing passwords or using modified Fire Sticks to access streaming content without permission is illegal. Most streaming services have now put measures in place to detect account sharing. When account sharing is identified, platforms will offer an opportunity to pay for an added member or will ask the user to verify who they are.
- AGE-INAPPROPRIATE CONTENT**  
Most streaming platforms allow users to set up a profile for each family member, with the option of putting specific restrictions in place. These include adding a profile lock or PIN, controlling autoplay of previews and next episodes, and limiting content based on age ratings. Nonetheless, these restrictions aren't foolproof. Content which is rated as suitable for an age group may still include themes, language, or images which children and families find inappropriate.

- EXCESSIVE SCREEN TIME**  
Excessive screen time contributes to sedentary behaviour and can negatively impact physical and mental health. Ofcom found that 4- to 15-year-olds averaged 2.5 hours per day across all video-sharing platforms, not including gaming. The vast range of content available, combined with features such as autoplay, makes it easy for children to watch for extended periods of time.
- BINGE WATCHING**  
Features such as autoplay make it easy for viewers – especially young people – to continue watching episodes without a break. This can foster unhealthy and addictive patterns, such as consuming a vast amount of content in one sitting. With binge watching come a lack of social interaction, lack of physical exercise, and often late nights and sleep disruptions which impact their mental and physical wellbeing.
- HARMFUL STEREOTYPES**  
Many platforms track viewing habits, time consumed, and preferences, and generate recommendations to encourage your child to keep watching. This results in your child being in a 'loop' whereby they think the 'recommended' shows would be something they would enjoy rather than thinking critically for themselves. This can shape their beliefs, values, and understanding of the world from a young age without even realising it.

### Advice for Parents & Educators

#### SET UP INDIVIDUAL PROFILES AND ADD PINS

Almost all streaming services allow users to set up individual profiles where each family member can have age restrictions put in place for the content they can view. Adult profiles can be protected through the use of PIN. Keep this private. Use the options of putting specific restrictions in place such as controlling autoplay of previews and next episodes, and limiting content based on age ratings.

#### TALK ABOUT ALGORITHMS

Talk to your child about how streaming services track what they watch, and base adverts and recommended shows/movies on previous viewing. Encourage them to critically think about whether the recommendations are suitable and how they want to spend their time. Discuss stereotypes with your child and challenge them to think about what they watch and how this may influence their beliefs.

#### MONITOR AND TALK OFTEN

Discuss with your child what they are watching, find out which programmes are trending, and watch them yourself. Have a little look at their watch history to check the content of what they're watching. Some platforms have been known to recommend or autoplay older or graphic content after a child's movie has been played. While some TV shows or movies may have a suitable age rating, your child may still find the content scary, or it may explore themes you don't want to explore with your child yet.

#### SET TIME RESTRICTIONS

Many streaming services offer the opportunity to buy movies, or add additional features to your subscription such as sports channels, as well as play games. This can increase the amount of time young people spend sitting idly in front of the screen. Some platforms (e.g. Apple TV+) allow you to set screen time restrictions. If the streaming service doesn't allow you to set screen time limits, set a family rule and stick to it.

#### Meet Our Expert

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

#WakeUpWednesday

The National College

See full reference list on our website

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 11.03.2026

Redbridge Mental Health Support Team presents...

# PARENT AND CARER'S IN MIND: WEBINARS FOR WELLBEING

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

**REGISTER NOW!**

## MANAGING EXAM STRESS

Exams can be stressful times for young people and their families, in this webinar we will be looking at the exam experience through the lens of anxiety. We will be sharing ideas on how you can support children and young people as they navigate this common event in school years.

**WED 25.02.26 7-8PM**

## MOVING UP TO SECONDARY SCHOOL

Moving from primary to secondary school can be a significant milestone, in this webinar we will be looking at ways parents and carers can support children with preparation, help them with any worries and support yourselves to manage the change.

**WED 25.03.26 7-8PM**

## TALKING ABOUT BIG FEELINGS

Understanding our emotions can be an important way to help us communicate what we need successfully. In this webinar we look at the relationship between emotions and behaviour, we will be sharing ideas and strategies to help you support children and young people with this valuable knowledge.

**WED 29.04.26 7-8PM**

**SCAN ME!** 



**FOR MORE INFORMATION & TO SIGN UP**

**CLICK HERE,**

**VISIT [WWW.REDBRIDGE.GOV.UK](http://WWW.REDBRIDGE.GOV.UK) AND SEARCH 'MHST'**

**OR GO TO [LINKTR.EE/REDBRIDGEMHST](http://LINKTR.EE/REDBRIDGEMHST)**

London Borough of  
**Redbridge**  
#BREAKTHESTIGMA



# 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.

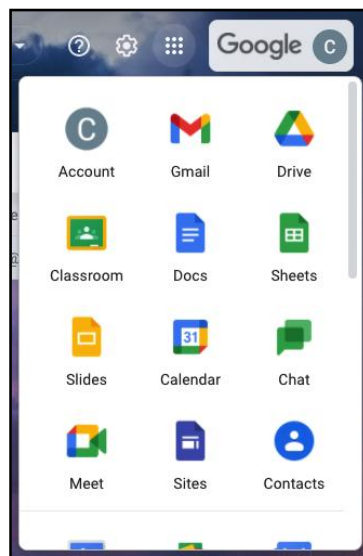
## How do you log into a Google Classroom?

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.