



SSPP School News

2nd October 2026 Issue 4



**I SEE THE WORLD IN LIGHT,
I SEE THE WORLD IN WONDER,
I SEE THE WORLD IN LIFE,
BURSTING IN LIVING COLOUR**



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,

We have come to the end of another busy week at SSPP, and this morning's assembly, led by Mr Roca Mas and 6R, gave us a lovely opportunity to stop, reflect and appreciate the world around us.

The children invited us to think about the awe and wonder of Creation and the beauty of the world God has made for us. Across the school, many of our classes are currently exploring Scripture linked to Creation. Some are learning about the first Creation story, where we hear how God created the heavens and the Earth and looked upon all that He had made and saw that it was good. Others are exploring the second Creation story and the story of Adam & Eve. Both stories remind us that our world is a gift from God and that, as part of His creation, we have a responsibility to care for it, care for one another and be thankful for what we have. They also remind us that every person is precious and has a place and purpose within God's world.

This linked beautifully with our whole-school affirmation today. Together, we reminded ourselves:

We are grateful for our blessings.

We are loved.

We notice the beauty around us.

We find joy in the little things.

Sometimes it is easy to focus on what we do not have or what has gone wrong during our day. Today was a reminder to notice the small blessings – a kind word, a friend who makes us smile, the changing colours of the leaves, a beautiful sky, our families and the people who care for us. My thanks to Mr Roca Mas, 6R and all the staff involved in preparing today's assembly.

Next Friday, we will be marking World Mental Health Day. Children and staff are invited to wear yellow, and we will be raising funds for YoungMinds, a charity that supports children and young people and raises awareness of the mental health challenges they may face. Please see further information in this week's newsletter from Mrs Ali, who is working alongside our Rights Respecting Steering Group to organise our fundraising and activities. Supporting positive mental health is something we take seriously throughout the year at SSPP. We want our children to know that it is okay to talk about how they are feeling, that there are trusted adults around them who will listen, and that looking after our emotional wellbeing is just as important as looking after our physical health.

As we enter October, the Month of the Holy Rosary, we turn our thoughts particularly towards Mary, the Mother of Jesus. Throughout this month, we will encourage our children to spend time in prayer and reflection, asking Mary to intercede for us and for our world. We also have a group of very excited pupils in Year 4 who have volunteered to lead a lunchtime Rosary club and prayerful activities for our younger children. We are incredibly proud of them for wanting to take on this responsibility and lead by example through their faith. It is always wonderful to see our children choosing to give their own time to support others by taking an active role in school life. Through simple prayers, reflection and activities, our Year 4 pupils will help our younger children learn more about the Rosary and understand that prayer can be a quiet moment to give thanks, ask for help, think about others and feel closer to God.

As we head into the weekend, perhaps we can all take a little of this morning's message with us: notice something beautiful, be grateful for something small, show kindness to someone else and remember that each new day is a gift.

Wishing all our children, families and staff a peaceful weekend.

Ms Osei

Headteacher

Headteacher

Ms Osei

Deputy Headteacher

Mrs Hull

Assistant Headteacher

Mr Roca-Mas

DATES FOR YOUR DIARY

Monday 5th October

Y4 Pedestrian Training

Wednesday 7th October

Year 3 Cemetery Walk

Friday 9th October

5A Class Assembly & 'Yellow Day'

Friday 16th October

4C Class Assembly

LINKS

School Website:

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

UNICEF

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.



You have the right to an education
UN Convention on the Rights of the Child Article 28

Gospel Reflection (Matthew 21:33-43)

What does the word 'messenger' mean to you? Who do you think are God's messengers today? Who brings the message of Jesus to you? Which of Jesus' messages do you like best, and which is your favourite?

What do we think are the best ways that we can be God's messengers in these coming weeks? Perhaps we can: demonstrate our faith in God through being peacemakers - showing God's love and kindness to those around us; remember to start our day with a quiet time of prayer, just listening to God in our hearts before moving into action; talk with others about why we believe in God. Let's help God's messengers throughout the world by offering this week's Family Time prayer below for priests, missionaries and for all those who share the message of God's love.

Prayer for the week

Dear Lord Jesus, thank you for all your messengers who help us to know you. Help us to be your faithful messengers, so that others will come to know the joy of loving you. Amen

"How wonderful it is to proclaim to everyone the love of God which gives meaning to our lives!" Pope Francis

Catholic Social Teaching Pupil Awards

RG	Arham
RM	Aaren
1B	Kyra-Rose
1C	Ariella
2S	Meghan
3A	Zara
3P	Enzo
4C	Maxen
4W	Zoya
5A	Lia
5LH	Dhiya
6B	Jasmine
6R	Samuel C

Attendance w/e 2nd October

Class	% (Target 95.5%) Class attendance weekly percentages since the 6 th September 2024 Gold = Highest Green = Above 96% Red = Below 96%
N	98.3%
RG	**100.00%**
RM	98.8%
1B	94.1%
1C	99.5%
2S	97.2%
3A	97.1%
3P	99.0%
4C	95.3%
4W	98.6%
5A	97.6%
5LH	98.8%
6B	96.7%
6R	97.6%



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...



29th September 1758

Birth of Horatio Nelson.

30th September 1938

Misguided British Prime Minister Neville Chamberlain says, after meeting Hitler in Munich, 'I believe it is peace for our time'.

1st October 1207

Birth of England's King Henry III..

2nd October 1452

England's last Plantagenet King Richard III is born.

Upcoming Dates

Monday 5th October

Y4 Pedestrian Training

Wednesday 7th October

Year 3 Cemetery Walk

Friday 9th October

5A Class Assembly & 'Yellow Day'

£1 donation for dressing in yellow for the day.

Friday 16th October

4C Class Assembly



House Points Totals

Once new House Captains have been appointed, we will begin collating the House Points that children have earned so far this year. Congratulations to **Manning House** who topped last year's final chart, earning a reward for later in the year.



SCHOOL NEWS

Saint of the Week: St. Thérèse of Lisieux (1873–1897)

For more than a century, Saint Thérèse of Lisieux, also known as "The Little Flower," has captivated countless minds and hearts. Her simple and pure heart burned with a deep love for our Lord, and that love overflowed into the lives of many. She daily inspired those who knew her, and she continues to inspire those who read her story.

Marie Françoise-Thérèse Martin was born on January 2, 1873, in Rue Saint-Blaise, Alençon, France, to Marie-Azélie Guérin (Zélie), and Louis Martin, a jeweler and watchmaker. Her mother, who often called Thérèse her "little angel," died from breast cancer only a few months before Thérèse's fifth birthday. But those early years with her mother had such an impact upon Thérèse that, in many ways, her mother remained with her, in her heart and mind, throughout her life. The love that mother and daughter shared was eternal.

Her father, Louis Martin, who called Thérèse his "little queen," daily manifested his profound love for her, and she looked up to him as her "king." As a child, Thérèse would spend hours with her father as he worked in the garden, desiring to be near him as often as she could. She would regularly accompany him on daily walks that always included a visit to the Blessed Sacrament at the nearby convent in Lisieux. She loved being in his presence and found the satisfaction of the love of God in his fatherly embrace. At age sixty-six, Louis suffered from two strokes, resulting in paralysis. He spent the next three years in a hospital and the final two years of his life at home in the care of his family. His daughters Céline and Léonie were his primary caregivers at home until June 24, 1893, when Léonie entered the Visitation Convent in Caen in a second attempt at religious life. Céline faithfully cared for their father during the last year of his life with the help of their uncle, a maid, and a male assistant until his death on July 29, 1894.

<https://mycatholic.life/saints/saints-of-the-liturgical-year/october-1--st-therese-of-lisieux-religious-and-doctor-of-the-church/>



St THÉRÈSE of LISIEUX

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

Today, our Young Carers were due to sell donuts after school in order to raise funds for Young Minds. There was a slight mix-up in where this was taking place. They will now be sold on Monday (4th) and Friday (9th) (look away healthy eating badge).

We are also encouraging the children to come to school next week on Friday wearing something Yellow.

This is a national campaign which tries to show children that they are not alone with their mental health. We are hoping **Friday 9th October** will be a little day of sunshine, smiles and positivity.

#HelloYellow

YOUNGMINDS



West Ham Corner

Whoever thought having a three week international break was a good idea needs to go and lie down in a cold, dark room.

After England's loss to Spain, we saw them toil to a win over Czechia.

All eyes return to the league next Friday when QPR are the visitors to the London Stadium. In yet another London derby, it will be interesting to see if the break has halted the momentum we were building before it happened.

The little gap has given a chance for Soucek to continue his rehabilitation after his injury during the World Cup. Many think he will thrive in the more physical Championship and it is not as if this injury will have cost him a yard of pace as he never had a yard of pace in the first place!

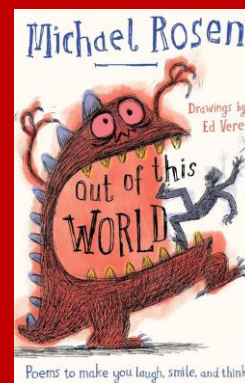
Hopefully one more round of games will see the rest of those on international duty return unscathed, and then it is full steam ahead!

Latest Result: Millwall 2 – 2 West Ham United

League Position: 2nd



Recommended Read Year 3



What would it be like to live in the future? Or underwater? What would you do if you could go back in time? Or be a cat? Or a blood cell? What would happen if a monster ate every letter of the alphabet?

In this extraordinary collection of brand new poems, beloved writer and former Children's Laureate Michael Rosen will make you laugh, make you smile, make you think, and take you out of this world.

If you liked this then try:

+ 'A Poem for Every Question' by Brian Bilston & Joe Berger

+ 'Poetry Pizza' by Simon Mole & Tom McLaughlin



Top Ten

Most correct answers over the last 7 days:

Rank	Name	Year Group	Correct Answers
1	Once we have ported our children into their new year groups and classes, the weekly tally of correct answers will be displayed, showing the top ten pupils for each week in question.		
2			
3			
4			
5			
6			
7			
8			
9			
10			



Recent Tweets – @SSPP_Primary



SSPPCatholicPrimary
@SSPP_Primary



Next Friday we are supporting @YoungMindsUK by encouraging pupils to wear something yellow. The are asked to bring £1 in order to support the charity. This will be supplemented by the two donut sales we are holding tonight and next Friday (look away healthy eating badge!)

YOUNGMINDS

**Hello
Yellow**

#BOOKMATCH

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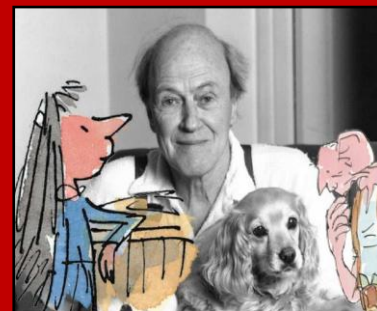
Books for fans of Roald Dahl



IF YOU LIKE ROALD DAHL, READ THESE

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

Author Book Match



Roald Dahl

- + Matilda
- + Charlie and the Chocolate Factory
- + George's Marvellous Medicine
- + The Twits
- + Billy and the Minpins



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 each month's choices.

October

Month of October – The Rosary

October is designated by the Catholic Church as the “Month of the Rosary” because in this month the Church celebrates the Marian advocacy of “Our Lady of the Rosary” on 7th October.

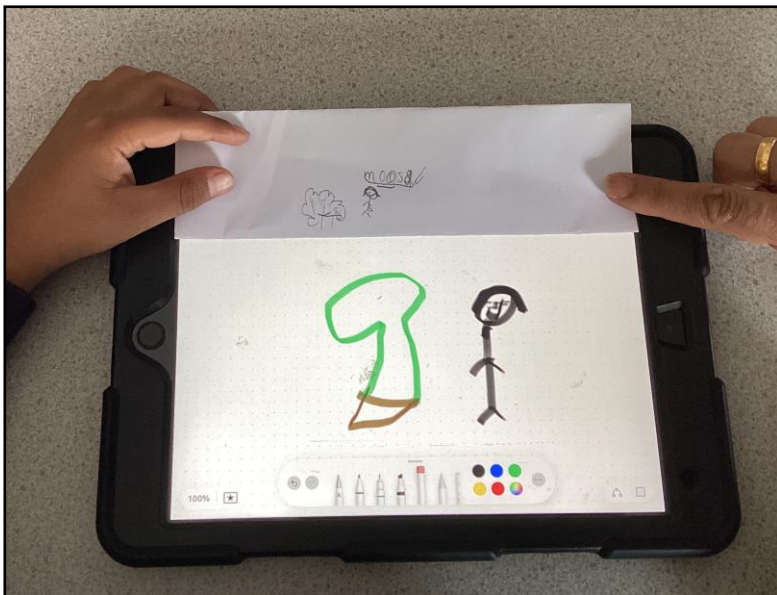
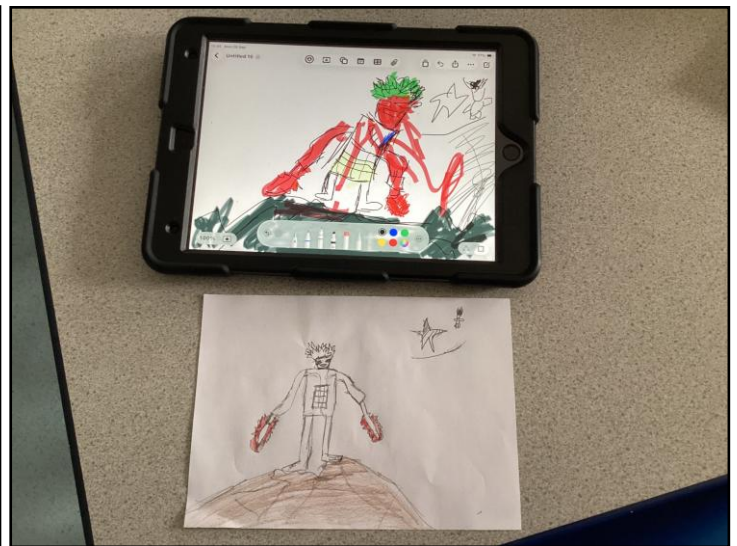
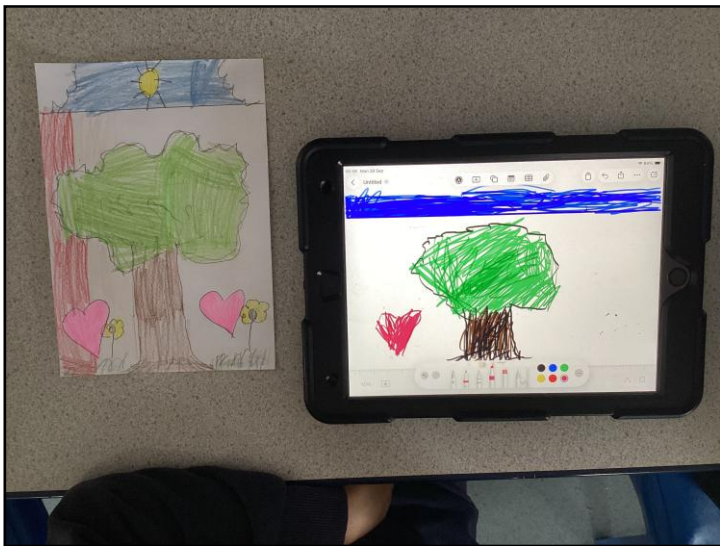
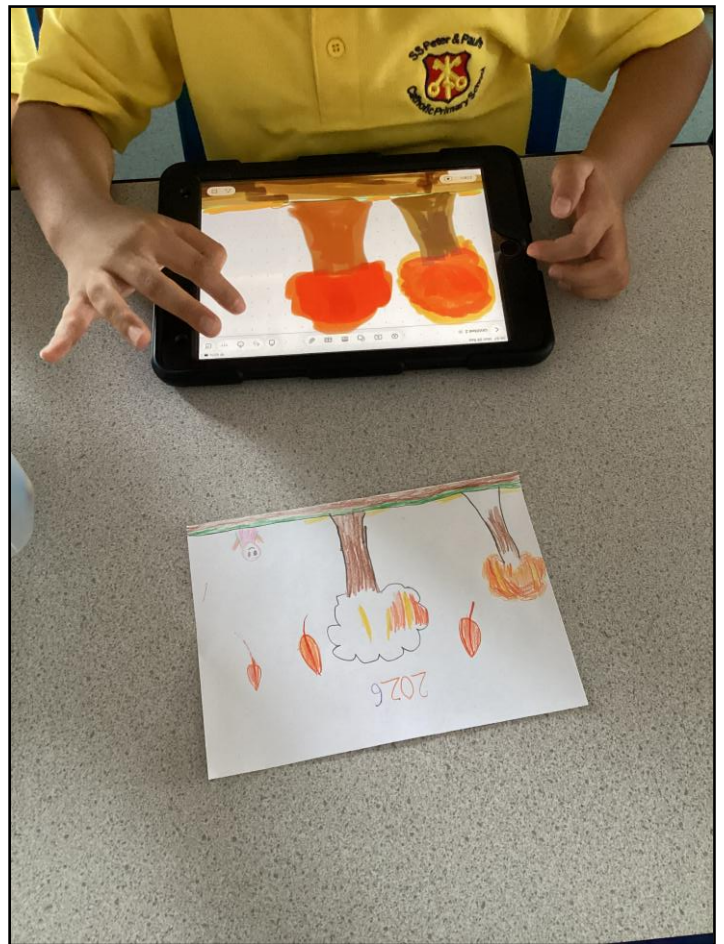
A set of Year 4 pupils are going to take the lead in running a rosary club throughout the month during the school day.

A Children's Rosary



Year 3 – Computing

In Year 3, our Computing topic is 'How do digital devices help us?' For today's lesson we were set a challenge. We had to create two art pieces with the same focus using non-digital tools (pencils) to create one and a digital device (iPad) to create the other. We then compared outcomes, discussing how easy or how difficult we found using a digital device.



National Poetry Day

Thursday was National Poetry Day – the theme this year was **‘wonder’**.

Six Ways Of Looking At A Leaf

1. See how a leaf is like a little tree.

(Find its mini branches, its tiny trunk.)

2. Discover what sort of dance this leaf does when dropped.

3. Hold the leaf to the light and count its colours: how many browns and yellows and greens can you see?

4. Close your eyes and look at this leaf with just your fingers. (Is it prickly or nobbly or smooth?)

5. Imagine, for a moment, you're an ant racing a ladybird across this leaf. (Who won?)

6. Leaves breathe. (It's why we can too.) Hold the leaf close. Breathe in then out.

See how it sways. Then, if you like, whisper a thank you.



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YOUNGMINDS

**Hello
Yellow**
FRIDAY 9 OCT

**Wear yellow,
say hello.**

Join us for our 10th Hello Yellow! Wear yellow, start a conversation about mental health and raise money in your school – so we can be there when you need us most.

#HelloYellow

M&S | YOUNGMINDS

YoungMinds, registered Charity in England (1016968) and Scotland (SC039700)

- 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.

Each girl receives £15 $12 \times 15 = 180$
How much money does each boy receive, if they each get the same amount of money?

$$240 - 180 = 60$$

$$60 \div 10 = 6$$

- 3 Here is a sequence

2, 5, 9, 12, 2, 5, 9, 12, 2, 5, 9, 12, ...

What is the sum of the first 200 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/>

Lookmaxxing encourages people – particularly young men – to ‘improve their appearance’ through everything from grooming, skincare and exercise to far more questionable techniques. As this trend becomes increasingly visible on social media, our #WakeUpWednesday guide explores how appearance-focused content can affect boys’ confidence, self-worth and body image, while exposing them to misleading or potentially dangerous advice.

The guide also examines how lookmaxxing content can become increasingly extreme, with links to obsessive behaviours, mental health difficulties and harmful online communities. It offers practical advice for parents and educators on spotting changes in behaviour, recognising lookmaxxing terminology, understanding what young people may be seeing online and opening supportive conversations about appearance, influencers and unrealistic expectations.



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.

What Parents & Educators Need to Know about LOOKSMAXXING

WHAT ARE THE RISKS?

TARGETING MALE INSECURITIES

Although usually aimed at men, lookmaxxing can also reach boys by promising to improve their appearance and dating success. Forums offer ‘objective’, and sometimes brutal, views on attractiveness, while influencers may make appearance seem all-important. Advice ranges from useful tips on hygiene, skincare, and fashion to more concerning guidance.

DUBIOUS ADVICE

Some advice moves into dubious territory. One example is ‘mewing’, a tongue exercise claimed to create a more masculine jawline. The American Association of Orthodontists says evidence for its effectiveness is limited and warns that following such guidance could contribute to tooth alignment problems, bite issues, and speech difficulties.

EXTREME REMEDIES

Some DIY remedies are even more extreme and potentially dangerous. While fears of ‘bonesmashing’ – which involves trying to alter the cheekbones using blunt objects for a more ‘masculine’ appearance – may sometimes be overstated in the media, other guidance can also cause harm. Untrained use of microneedling and derma rollers, taking substances or medication without appropriate medical guidance, and overusing skincare products can all have potentially harmful consequences.

BODY IMAGE ISSUES

This pursuit of physical perfection can become obsessive and contribute to serious body image issues. Exposure to lookmaxxing content can encourage teenagers to tie their appearance to their value and self-worth, as well as making boys and young men feel they need to change perfectly normal aspects of their appearance. This can be associated with disordered eating, overexercising, or other obsessive behaviours that interfere with everyday life.

MENTAL HEALTH PROBLEMS

As well as the physical consequences, body image concerns can be associated with mental health difficulties, such as depression, anxiety, low self-esteem, body dysmorphic disorder, and psychological distress. They can cause problems both at school and at home, with children and young people potentially avoiding social situations because they fear their appearance will be negatively judged by others.

A PATHWAY TO EXTREMES

Lookmaxxing has its roots in online ‘incel’ communities but has since become more mainstream on platforms such as TikTok. Algorithm-driven feeds may show users more extreme material as they interact with similar content. Some lookmaxxing spaces have also been linked with misogynistic, incel, and white supremacist ideologies.

Advice for Parents & Educators

WATCH FOR CHANGES

Keep an eye out for concerning behavioural changes in children and young people. This could include an obsession with diet and exercise, spending more time on social media apps, becoming secretive with their phone, or a shift in how they interact with friends and family. If a young person suddenly becomes distressed by their appearance or adopts rigid or extreme routines, try to understand what may be behind the change.

LISTEN FOR THE LINGO

Like many internet communities, lookmaxxing groups and influencers use distinctive language. As well as ‘mewing’, mentioned above, you might hear terms such as ‘Chad’ (an attractive male), ‘foid’ (a misogynistic term for a woman), and ‘maggling’ (looking more attractive than someone else). Other examples involve adding ‘maxxing’ to another word, such as ‘fistemaxxing’ (using humour to attract women) and ‘starvemaxxing’ (extreme dieting).

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.



CHECK THE SOCIAL MEDIA

Social media algorithms are tailored to each user, meaning what appears on your feeds may be dramatically different from what children see on theirs. Try to get an idea of the content children and young people are consuming online, and use available parental controls where appropriate. TikTok, for example, provides tools that can help families manage or filter certain types of content.

TALK TO YOUR CHILDREN

Open communication can help children and young people recognise misleading influencers and harmful online communities. Discuss unrealistic ideas about appearance and explain that some creators benefit from controversial or extreme content. Talk about the risks of unqualified health advice and how people’s insecurities can be exploited online, while making it clear that it’s okay to speak openly about any concerns.

See full reference list on our website



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

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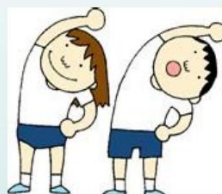


Healthy Lifestyle Session

Date: Thursday 5th November 2026
Time: 9.00am or as soon as you drop the children

For parents/carers of Reception and Year 6 children—each year Public Health England request that all children in Reception and Year 6 are measured (height and weight). To support this programme, you are invited to join me for a healthy eating/lifestyle session, once you have dropped the children off at school. This session will last approx. 30-40 minutes

- Get tips on leading a Healthier Lifestyle
- Learn more about Healthy Eating:
Healthy Breakfast options
Healthy vs Unhealthy snacks
Sugary Drinks
- The importance of Sleep, Exercise and Oral Health
- Find out what activities and support is available in Redbridge for you and your family.



Any queries, please call Laura Fuller
Health Improvement Advisor on 0300 300 1579 (Option 1)
or email: Laura.fuller29@nhs.net

Alternatively, if you are unable to attend the session at your child's school – you can contact us to book one of the following:

- **Virtual** Healthy Lifestyle Session (online)
- **1-2-1 Virtual** appointment (online)
- **Telephone** appointment
- **1-2-1 face to face** appointment at your child's school or local health centre

Please let us know if you require an interpreter or a British Sign Language interpreter — this can be arranged.

Please contact us to book via:

nem-tr.redbridgeHITreferrals@nhs.net or alternatively, call:
0300 300 1579 (Option 1) and ask for a member of the
Health Improvement Team



Redbridge Emotional Welling 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.

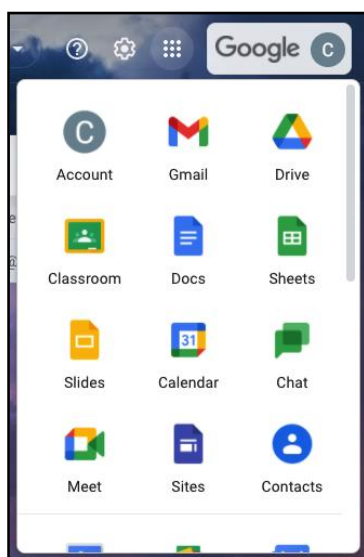
How do you log into a Google Classroom?

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.