

RPS Weekly Newsletter



Friday 19th January 2024

Dear Parents and Carers,

The cold weather certainly continued this week and we have noticed quite a dip in attendance along with it. It does seem like there are a number of coughs and colds going around. If you are unsure about whether your child is well enough to attend school, please follow the attached link which will provide useful information and advice on how long children should stay at home. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Uniform: Children are expected to wear full school uniform at school. This includes 'all black' shoes or trainers. Please ensure that your child's shoes meet the school uniform expectations.



Monday 15th marked **Martin Luther King Day** and in assembly, the children considered what a fantastic leader he was and how he displayed all of our school values. The children learned about his peaceful activism and how his contributions inspired and led to laws in America changing and becoming more equitable. They considered King's famous speech in Washington in which he stated: 'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.'



Year 5 & 6 children then applied some of this learning in their RE lessons when they considered what characteristics make a good leader. King was without doubt an exceptional one.

Mosaic art: Our mosaic artist, Wendy, worked with children from across the school to put their gardening plot plaque designs together. The children had a marvellously messy time using different techniques with clay: rolling, shaping, etching, cutting and imprinting. In a few weeks' time, Wendy will be back for the next step-glazing!



We love Science at RPS and our **Science Club** has expanded as children from years 3 & 4 have joined the year 5 & 6 team. Their investigation this week got them thinking about toothpaste, what it is made from and how different brands of toothpaste differ. This was chosen particularly for the year 3 & 4 children as their current Science unit is about the Digestive System.

The children carried out investigations on manufactured toothpastes (Colgate and Aquafresh) and compared them with a homemade one that they made using baking soda, water and salt. Next time, they will present their findings!

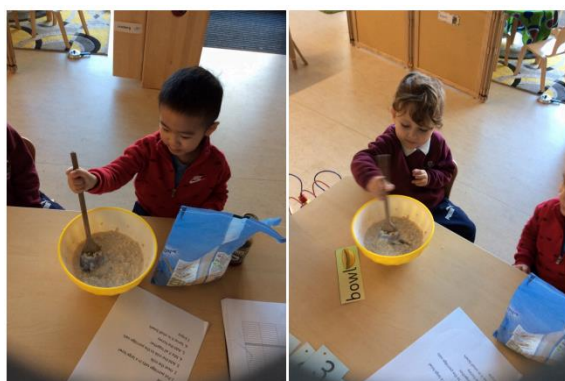
Mental Health and Wellbeing is very important to us at RPS and we have been very lucky to work with a charity called **Groundwork**. They have been providing lessons for children in year 5 & 6 and are now offering to provide a 6-week individual programme of support for four parents to support children who are showing signs of anxiety at home or in school. If you are interested in being considered for this programme, please see the flyer below and contact me in school.

Have a wonderful weekend. Lisa (HoS)

Who has been eating my porridge?



In nursery this week, the children have been reading the story 'Goldilocks and the Three Bears'. In the spirit of the story, they had the opportunity to make some porridge. The children read the recipe, bought the ingredients and followed the instructions step by step to make the porridge. Whilst making the porridge, they spoke about the texture and how it changed from dry to wet and from cold to hot. They also talked about the taste and looked at the different sized bowls. Each child had a turn of pouring, stirring and observing the microwave.

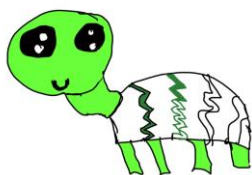


Role-play is an extremely important part of early learning. Look how much fun the nursery children in role!



Tyne class visit the Apple store

Tyne class visited the Apple store this Friday. They were tasked with creating their very own emojis. The Apple team showed them how to draw colourful faces and objects. Then the children explored the Procreate app on iPads. They used the Apple Pencil to draw their emojis. The children thoroughly enjoyed the experience and created some amazing designs!



I'm nearly there!

gofundme



If you don't know me I am Hal and I am in year 6. I have been walking laps around Southwark Park to raise money to help children in my year group go on our fantastic residential trip to Hindleap Warren. I am trying to raise £2,000 and am walking 150 laps around the park. I am nearly there. I have now walked, run or cycled 146 turns so I am close to the finishing line.

So far I have raised a magnificent £1,580 but I would love to raise a bit more. Can you help me to make my £2,000 target? If so scan the QR code and make a donation to my go fund me page.

I would like to say a huge thank you to all my sponsors.



gofundme

Dates for your Diary

19 th January	Learning Together programme starts for some Nursery parents
1 st February	Read Write Inc Development Day
2 nd February	London History Day
6 th February	Internet Safety Day
7 th February	Travel Training Bus – for some year 6 children
8 th February	Eden and Avon Class dance performance for parents 2:45 pm.
9 th February	Break up for half term
	Half Term Break
19 th February	Children return to school
20 th and 21 st February	Parent's Evening
22 nd February	Year 1 dance lessons start
Week beginning 26 th February	Parent's meetings with children with SEND need
	LGBTQ+ week
29 th February	Inclusion Quality Mark Review
7 th March	World Book Day
26 th March	Easter Bonnet Parade
28 th March	Year 1 Dance performance for parents.
28 th March	Break up for the Easter holidays. Finish at the normal time.
	Easter Break
	Children return to school

Attendance Matters

This week's winners of the attendance award.



Eden Class 95.3%

Seal Class 94.7%

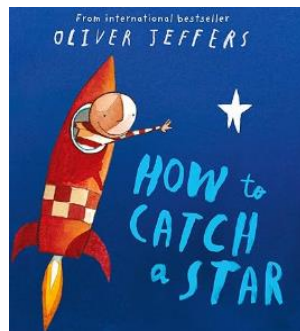
Well done and keep it up!

Please do not book holidays during term time!

Pupil Book Recommendations

Pupil: Eliora in Seal class

Favourite Book: How to Catch a star by Oliver Jeffers



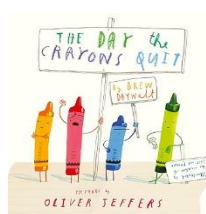
This book is set in the countryside. The main characters are a boy, a seagull and a star.

Once there was a boy and he loved stars very much. My favourite part was when he found a star because it made him happy.

I would give this book four and a half stars out of 5.



Why not try these other books by Oliver Jeffers...



Quote of the week



"Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that"



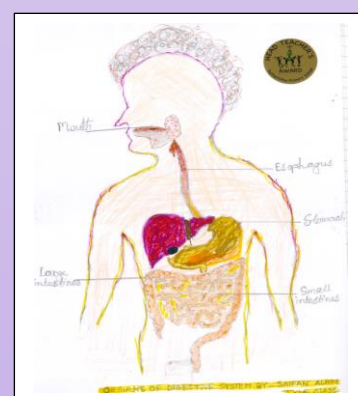
Whale	Rhyle	For his commitment with phonics and using Fred Fingers to sound out spellings of words, which is having a positive impact on his writing in class.
Octopus	Ali Sina	Ali Sina has been working really hard - improving his handwriting and correcting letter reversals. His phonics teacher has commented on his excellent progress learning new sounds. Well done 😊
Seal	Mohammed	Mo has worked extremely hard on improving his handwriting. Now he has both brilliantly composed sentences and beautiful presentation.
Avon	Rayan	Rayan has been working very hard to challenge himself. He is eager to learn and has had such a positive attitude towards his learning. He is trying very hard in swimming to improve and has been taking on board feedback.
Eden	Ava	Ava is Star of the Week because she understands that working hard outside of school is as important as working in school. She goes above and beyond with her weekly homework assignments. Well done, Ava.
Tyne	Mark	Mark has been working hard since the start of the term to improve his handwriting. He has shown resilience to keep going even if he was finding it tricky to make his letters smaller, neater and on the line. This week he has shown a drastic improvement. Well done Mark for showing determination to improve.
Brent	Jace	For his ability to analyse a famous painting. Jace was able to discuss how David Hockney uses colour to create an atmosphere and represent feelings in his artwork.
Lea	Chada	For excellent focus during maths lesson and using taught strategies and tables knowledge to work out perimeter and area of rectilinear shapes. Well done.
Thames	Lauk	For courageously participating in class discussion in a pertinent way. He has really maintained focus, particularly in English, this week and trying his very best to improve his report writing about WW2. Well done.



Ava-Rose	For being kind to her friend at swimming and helping her.
Aaliyah	For always helping others in peace club.



Safiya	For fantastic effort and progress with her writing.
Saifan	For brilliant homework and dedication to his learning





Please get the **free Studybugs app** for reporting your child's absence due to illness.

<https://studybugs.com>



Report sickness, receive guidance, help improve children's health

See what illnesses are going around

Secure system, all communications encrypted



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PARENT-LED INTERVENTIONS FOR CHILD ANXIETY

Facilitated by Groundwork MHST



CHILD ANXIETY



Many children experience problems from anxiety. If left unchecked, these feelings can continue over time. They can affect a child's ability to cope with every day life. It can also impact their schooling, friendships, family life and hopes for the future.



WHY IS IT LED BY PARENTS ?

Parents are in a great position to help their child with their anxiety, because they can teach them to apply the skills in their everyday life. Many parents feel empowered by working on their child's anxiety as a family. This intervention allows parents to share their experiences and feel supported. Parents are also more likely to remember the strategies if problems occur in the future, and children do not miss any time at school.

WHAT DOES THE INTERVENTION INVOLVE ?

The intervention is based on CBT and involves five steps:

- Setting goals for your child's progress
- Understanding what your child needs to learn to help them with their anxiety
- Encouraging independence and brave behaviour
- Developing a plan to help your child face their fears
- Help your child learn how to become an independent problem-solver and develop autonomy

THE EVIDENCE



Research suggests that when following this Parent-led intervention, 65% of children under the age of 10 lose their anxiety diagnosis (compared to 18% on the wait list)*

At 3-8 months after treatment, 70% of children do not require any further interventions for anxiety **



*(Cartwright-Hatton et al, 2010)

** (Evans et al, 2018)



HOW LONG DOES IT TAKE ?



The intervention consists of 8 sessions, which last up to one hour.

There will be a follow-up session after the sessions end, to see how the child is coping with their anxiety.



BETWEEN SESSIONS...

The intervention is based on *Helping your Child with Fears and Worries* by Cathy Cresswell & Lucy Willetts. Parents are given book chapters to read between sessions. Parents are encouraged to try out the strategies with their child between sessions.

If you have any questions, please contact us at MHSTSouthwark@groundwork.org.uk