



One Family in Christ

St John the Baptist RC Primary School

Headteacher: Mrs L. Campbell

Newsletter

13th March 2026

The children have worked hard this week and we have seen a huge improvement with handwriting. We have focused on BBC and TNT (Bottom Back in Chair, Tummy Near Table) and have given out new pencils to every class – sharpened and ready for beautiful handwriting!
#onefamilyinchrist
© Mrs Campbell

Head-teacher awards	Qualities of the class 'woman of the Bible'	Celebration of Talent spotting
Nursery (Jochabed)	Izyan	Ella Zoya
Reception (Miriam)	Nikol	Aabel Mustafa
Y1 (Elizabeth)	Kore	Mishaal Melaher
Y2 (Prisca)	Zayaan	Antony Gabriel
Y3 (Sheba)	Salvador	Hafsa Angel
Y4 (Deborah)	Amelia	Harley Kayla
Y5 (Esther)	Lexi	Joshua Luana
Y6 (Lydia)	Nimra	Emelia Moses



Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Attendance: week beg 13.3.26	91.9	92.5	93.4	96.2	96.1	99.7	96.4

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Catholic Life

Gospel: John 4:5-42 or John 4:5-15, 19-26, 39-42.

In Samaria he came to a town named Sychar, which was not far from the field that Jacob had given to his son Joseph. Jacob's well was there, and Jesus, tired out by the journey, sat down by the well. It was about noon. A Samaritan woman came to draw some water, and Jesus said to her, "Give me a drink of water." (His disciples had gone into town to buy food.) The woman answered, "You are a Jew, and I am a Samaritan – so how can you ask me for a drink?" (Jews will not use the same cups and bowls that Samaritans use.)

Jesus answered, "If only you knew what God gives and who it is that is asking you for a drink, you would ask him, and he would give you life-giving water."

"Sir," the woman said, "you haven't got a bucket, and the well is deep. Where would you get that life-giving water? It was our ancestor Jacob who gave us this well; he and his sons and his flocks all drank from it. You don't claim to be greater than Jacob, do you?"

Jesus answered, "All those who drink this water will be thirsty again, but whoever drinks the water that I will give him will never be thirsty again. The water that I will give him will become in him a spring which will provide him with life-giving water and give him eternal life."

"Sir," the woman said, "give me that water! Then I will never be thirsty again, nor will I have to come here to draw water."

"I see you are a prophet, sir," the woman said. "My Samaritan ancestors worshipped God on this mountain, but you Jews say that Jerusalem is the place where we should worship God."

Jesus said to her, "Believe me, woman, the time will come when people will not worship the Father either on this mountain or in Jerusalem. You Samaritans do not really know whom you worship; but we Jews know whom we worship, because it is from the Jews that salvation comes. But the time is coming and is already here, when by the power of God's Spirit people will worship the Father as he really is, offering him the true worship that he wants. God is Spirit, and only by the power of his Spirit can people worship him as he really is."

The woman said to him, "I know that the Messiah will come, and when he comes, he will tell us everything."

Jesus answered, "I am he, I who am talking with you."

Many of the Samaritans in that town believed in Jesus because the woman had said, "He told me everything I have ever done." So when the Samaritans came to him, they begged him to stay with them, and Jesus stayed there two days.

Many more believed because of his message, and they said to the woman, "We believe now, not because of what you said, but because we ourselves have heard him, and we know that he really is the Saviour of the world."

Message shared with the children this week:

Sometimes people forget that God loves us all and that we are all part of one global family. They only see the differences between themselves and another group of people. This can lead to many problems. What problems might we have when we only look at what's different between ourselves and someone else? It can lead to people being afraid, or not very nice to each other. Which can also mean that there are arguments and fighting. Do you think this is how God wants us to treat each other? God calls us to love and care for all people no matter who they are, because we are all part of one global family. We are called to help each other when things are difficult and to work together to make the world a better place for everyone to live in. So this week let's do what we can to help other people. Let's treat those who are different to us with kindness and respect. Let's share with others and try to live in peace.

Love of learning and playing together. One community, aiming high, helping each other and praying together. On our journey with Christ.

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The Importance of Attendance

Our attendance this week is 95.2- we can definitely improve on this next week 😊

Please ensure you call the office if your child is not attending school because they are ill.



**A reminder that school is closed for training on
Friday 20th March**

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Parental support: Healthy friendships

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](https://www.thenationalcollege.com).

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

- #### 1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.
- #### 2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships look like and how to navigate them.
- #### 3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.
- #### 4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.
- #### 5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.
- #### 6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.
- #### 7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect'. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship, to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.
- #### 8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with, can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.
- #### 9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.
- #### 10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert
 Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.

WakeUpWednesday The National College

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Play Leaders

We have some new Play Leaders this week to add to our team. They will be operating on the KS1 yard to ensure we have as many children engaged and active as possible.



Reception PD



Reception class have been developing their leaping and landing skills in PD. We have some excellent jumpers in this class and they are all beginning to grow in confidence.

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Early Years Foundation Stage and Key Stage 1



The Nursery children are enjoying our new theme of 'Flowers and plants'. We have been practising our scissor skills to cut up flowers for our potions. When we have been making flowery potions, we have been consolidating our learning on capacity. We have also used our maths skills to count out the beans. Finally, we have been making flower prints and decorating crates and sandcastles.

This week, Year 1 learnt about democracy when they voted for their extra treat for having 100% attendance in one week! The options were an extra playtime, a mini disco or a biscuit. Extra playtime gained the most votes, so they enjoyed an additional playtime this week. Well done Year 1!



“Love one another as I have loved you.” John 15:12

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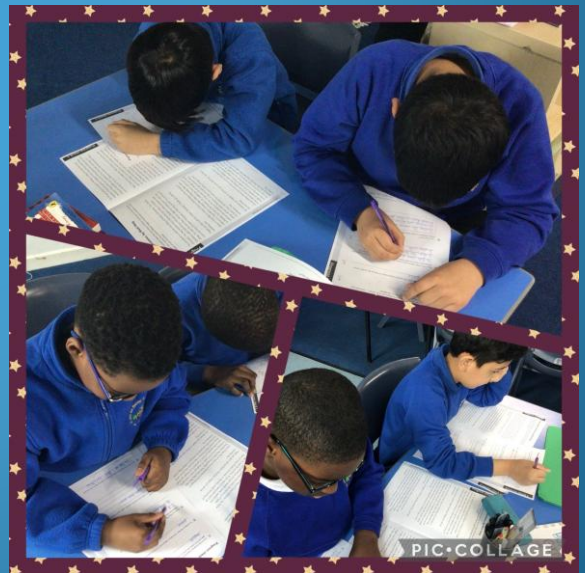
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KS2



This week, Year 5 have enjoyed completing their progress check in guided reading at the end of the block in Complete Comprehension. We have loved working together to improve our reading and oracy skills this term.

Year 3 pupils proudly stepped into their pupil leadership roles this week, leading learning in both History and Science. Our History leaders supported and guided a fantastic lesson all about the Roman army. Meanwhile, the Science leaders shared interesting information that sparked lots of curiosity and excitement for British Science Week. It was wonderful to see the pupils taking responsibility, inspiring their peers, and showing such enthusiasm for learning!



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