



One Family in Christ

St John the Baptist RC Primary School

Headteacher: Mrs L. Campbell

Newsletter

1st May 2026

We have a few dates to share:

Thursday 7th May: Please can children bring a few flowers to crown Mary

Friday 8th May: Children can dress up as an explorer or an animal (David Attenborough 100 year celebration)

Monday 11th May – Friday 15th May: Year 6 SATs. Please ensure children are in every day, and nice and early for a snack before we start.

Thursday 21st May: Parents coffee morning in the hall at 9am – come for a chat, make connections and support one another :)



#onefamilyinchrist

© Mrs Campbell

<https://www.stjohnthebaptist.stoccat.org.uk/key-information/iqm-inclusive-school-award/>

Head-teacher awards	Qualities of the class 'woman of the Bible'	Celebration of Talent spotting
Nursery (Jochabed)	Dua	Zohaar Yasa
Reception (Miriam)	Colleen	Ysabella Lavie
Y1 (Elizabeth)	Jacob	Mishaal Blessing
Y2 (Prisca)	Tiana	Shehryar Benny
Y3 (Sheba)	Max	Lincoln Marlous
Y4 (Deborah)	Azaan	Lexie Zainab
Y5 (Esther)	Michael	Hollie Marie Agozie
Y6 (Lydia)	Kose	Awais Eva

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Attendance: week beg 27.4.26	94.8	93.3	96.1	97.5	97.8	100	96.1

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Catholic Life

Gospel: John 10:1-10

Jesus said, "I am telling you the truth: the man who does not enter the sheepfold by the gate, but climbs in some other way, is a thief and a robber. The man who goes in through the gate is the shepherd of the sheep. The gatekeeper opens the gate for him; the sheep hear his voice as he calls his own sheep by name, and he leads them out. When he has brought them out, he goes ahead of them, and the sheep follow him, because they know his voice. They will not follow someone else; instead, they will run away from such a person, because they do not know his voice."

Jesus told them this parable, but they did not understand what it meant.

So, Jesus said again, "I am telling the truth: I am the gate for the sheep. All others who came before me are thieves and robbers, but the sheep did not listen to them. I am the gate. Whoever comes in by me will be saved; they will come in and go out and find pasture. The thief comes only in order to steal, kill and destroy. I have come in order that you might have life – life in all its fullness."

Let's do all that we can this week to live our lives to the full – doing all that we can to be the best people we can be and using our gifts and talents for the good of others. And let's do all that we can to help others to live their lives to the full too – people herewho we see every day and our brothers and sisters around the world.

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 **97%** which is fantastic!

Last 5 days (24 April 2026 to 30 April 2026)



Overall attendance %

97.0%

Overall absence %

3.0%

Unauthorised absence %

0.9%

Our attendance this year so far is **96.4%**



Current academic year up to Thursday 30 April 2026

Number of pupils

225

Overall attendance %

96.4%

Overall absence %

3.6%

Unauthorised absence %

1.1%

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Parental support: supporting children through trauma

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

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

- 1 A PREDICTABLE ENVIRONMENT**
Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.
- 2 USE LANGUAGE THAT MATCHES THEIR AGE**
Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.
- 3 TRAUMA AND THE BODY**
Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.
- 4 AVOID RETELLING OR RELIVING TRAUMA**
Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatization. Acknowledge, but don't probe for detail unless safeguarding procedures require it.
- 5 AVOID DISMISSING OR MINIMISING FEELINGS**
Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.
- 6 UNDERSTAND HOW THEY'RE FEELING**
Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or story-telling can help normalise feelings in a safe, manageable way.
- 7 BE AWARE OF YOUR OWN RESPONSES**
Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.
- 8 SEEK PROFESSIONAL SUPPORT**
While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their ability to consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.
- 9 MAINTAIN CONNECTION**
Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.
- 10 BE PATIENT – HEALING TAKES TIME**
There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert
This guide has been written by Anna Bateman, Anna is passionate about playing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.

WakeUpWednesday
The National College

www.thenationalcollege.com
@wake_up_weds @wake.up.wednesday @wake.up.weds

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Year 5 Intra Football

On Thursday we attended the Panathlon multi skills regional finals at the Sports for all Centre in Oldham. We were representing Rochdale alongside 9 other boroughs and we finished 4th. Well done team!



KS2 Tennis Skills



This morning we are sending a team from year 5 and 6 to participate in the tri golf event at Hopwood Hall. Good luck to them all as they aim to putt and chip their way around the course.

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Early Years Foundation Stage and Key Stage 1



This week, the Nursery children have been engaging in activities linked to our new theme of 'Dinosaurs'. They have been practising their fine motor skills with mark-making and cutting, and have been exploring the different types of dinosaurs.

This week, Year One visited the Laudato Si Centre and took part in hands-on learning about caring for the environment. The children planted their own seeds and learned how to look after them as they grow. They explored what plants need to survive, talked about how seasons and climate affect what we can grow. The children also learned about more about the meaning of Laudato Si and Pope Francis and St Francis of Assisi, discovering how we can show love, care for the world, and live sustainably.



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

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LKS2



This week, Year 3 have researched, sketched and painted butterflies that are found in the Amazon Rainforest. They selected their own colour palette to reflect the beautiful blue colours of the Blue Morpho butterfly.

This afternoon, Year 5 have been working with colour outdoors, drawing and painting the bluebells that we have in the school grounds. It was lovely to sit outside under the trees and listen to the sounds of nature while we created our artwork.



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