



One Family in Christ

St John the Baptist RC Primary School

Headteacher: Mrs L. Campbell

Newsletter

26th June 2026

It has been a warm week! The children have been very sensible and resilient in this hot weather and I thank you for sending them in to continue their learning. We have done our assessments and will use these to inform the end of year reports.

Please make a note of the following important dates: The school summer fair is Friday 10th July.

Reports will be sent home on Wednesday 15th July.

We will celebrate our Year 6 Leavers' Mass on Monday 13th July, before gathering for the Year 6 Leavers' Assembly on Friday 17th July.

Thank you for your continued support, and we look forward to sharing these memorable occasions with our school community.

#onefamilyinchrist
© Mrs Campbell

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Attendance: week beg 22.6.26	98.9	95	97.6	95.6	98.9	97.7	95.3

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Catholic Life

Gospel: Matthew 10:26-33

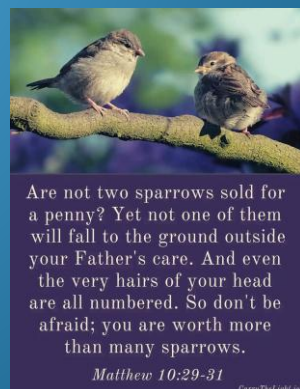
Jesus said, "So do not be afraid of people. Whatever is now covered up will be uncovered, and every secret will be made known. What I am telling you in the dark you must repeat in broad daylight, and what you have heard in private you must announce from the housetops. Do not be afraid of those who kill the body but cannot kill the soul; rather be afraid of God, who can destroy both body and soul in hell. For only a penny you can buy two sparrows, yet not one sparrow falls to the ground without your Father's consent. As for you, even the hairs of your head have all been counted. So do not be afraid; you are worth much more than many sparrows!

"For those who declare publicly that they belong to me, I will do the same before my Father in heaven. But if anyone rejects me publicly, I will reject him before my Father in heaven."

God loves us all and so we are called to take care of one another, to love one another, no matter where in the world we are. We are also called to protect and care for the earth, so that everyone can share in the good things that God has given us.

This can be hard sometimes. We might need to be brave and speak out for what we know is right when we see others treating people or the earth badly.

Can you try to remember that God loves you this week? Can you be brave and try to share that love with others just like the disciples?



Are not two sparrows sold for a penny? Yet not one of them will fall to the ground outside your Father's care. And even the very hairs of your head are all numbered. So don't be afraid; you are worth more than many sparrows.

Matthew 10:29-31

CarryTheLight.co

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 **96%** back on the up!
Thank you for ensuring your children are in school
every day.

Last 5 days (18 June 2026 to 24 June 2026)



Overall attendance %

96.4%

Overall absence %

3.6%

Unauthorised absence %

1.1%

Our attendance this year so far is **96.3%**



Current academic year up to Wednesday 24 June 2026

Number of pupils

223



Overall attendance %

96.3%

Overall absence %

3.7%

Unauthorised absence %

1.2%

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Parental support: Self-Regulation

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**
It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.
- 2. MEET CHILDREN HALFWAY**
Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.
- 3. FACTOR IN THEIR BASIC NEEDS**
Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.
- 4. REMAIN PATIENT**
If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.
- 5. BE A DYSREGULATION DETECTIVE**
While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**
There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.
- 7. TRY SENSORY RESOURCES**
An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.
- 8. NURTURE INDEPENDENCE**
If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**
Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.
- 10. FORMULATE A PLAN**
As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert
Georgina Current is an author, former teacher, Special Educational Needs Co-ordinator and the founder of the award-winning 4th Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.

#WakeUpWednesday
The National College

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Parental support: Self-Regulation

Here are some websites to support parents:

Local places to visit:

<https://www.yourtrustrochdale.co.uk/activities/under-16s-activities/>

Support for parents with SEND:

<https://learnbehavioral.com/blog/autism-and-siblings-tips-to-help-your-neurodivergent-and-neurotypical-kids-get-along>

<https://www.foundationschildtherapy.co.uk/adhd-autism-articles/supporting-siblings-of-autistic-or-adhd-children-a-guide-for-parents>

Join the library over the Summer holidays:

<https://www.rochdale.gov.uk/directory/1/local-libraries-and-customer-service-centres/category/95>



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Year 4 PE

Year 4 were challenged with creating a warm-up activity using dice. With the hot weather this week, it was a good chance to use their imaginations whilst doing some stretches and balances.



Year 3 PE

Year 3 worked in small teams to create some poses and balances. It was a good way to create different shapes whilst stretching gently.



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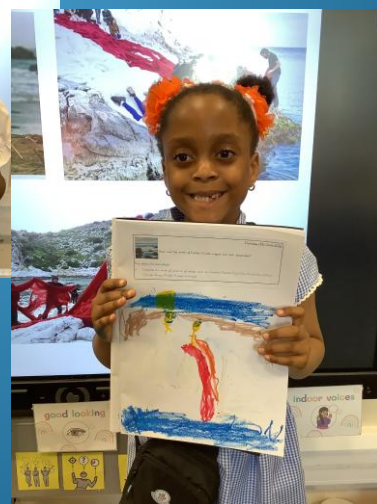
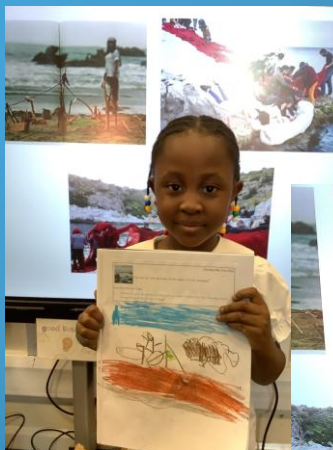
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Early Years Foundation Stage and Key Stage 1



This half term, Year One's Art topic is Seascapes. This week they learnt all about Cecilia Vicuña and looked at her artwork. They then recreated their own using oil pastels.



This week in Nursery, the children have been keeping cool by decorating and making their own fans. They have been exploring our seaside-themed activities, making numbers in the sand and there has been some lovely collaborative building work.

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

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KS2

In DT, Year 3 enjoyed making healthy fruit kebabs while developing their food preparation skills. They practised using kitchen tools safely and carefully, learning the importance of good hygiene and knife safety as they prepared a colourful selection of fresh fruit. They were very refreshing!



Following on from our work last week on Banksy in our art enrichment, Year 5 have been creating their own street art using stencils and printing. Some of our art leaders have been leading a printing masterclass to teach others how to use a range of techniques.

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