



St. Joseph's Catholic Primary School

Commerell Street

Greenwich, SE10 9AN

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www.stjosephs.greenwich.sch.uk

TO LEARN TOGETHER AND GROW IN GOD'S LOVE

Headteacher: Miss Suzanne Long

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St Joseph's RC Church

103 Pelton Road, Greenwich, SE10 9AN

Priest's House

2 Commerell Street, Greenwich

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Dear Parents/Carers,

We have lots of exciting dates coming up, please make sure you add them to your calendars.

This week the boys football team represented us in a competition held at St Paul's Academy. Well done and good luck in future games!

Happy St David's Day! St David was a monk who spread the message of Christianity, and encouraged his followers to care for the natural world. He is credited with many miracles, the most famous being when he raised a hill beneath his feet so that the crowds could hear him preach.

Have a lovely weekend

Miss Long

Dates for your Diary

Thursday 7th March – World Book Day – dress up

Friday 8th March – Mother's Day Tea party 2.15pm – 3.15pm

International Women's Day starts 15.40 – 17.00 (details emailed)

Monday 11th March – British Science Week

Tuesday 12th March 2024 – GB Athlete Visit

Tuesday 12th March 2024 – Tea & Talk – CAMHS SEN 9am-10am

Thursday 14th March 2024 – Walk for Lent 4pm-5pm

Tuesday 19th March 2024 – St Joseph's Feast Day

Thursday 21st March 2024 – Scholastic Book Fair after school

Friday 22nd March 2024 – Easter Egg Hunt 3.30pm-4.30pm

Sunday 24th March 2024 – Palm Sunday Mass – Choir to sing – All Welcome



School success starts
with attendance



As a school we aim for pupils to achieve 100% attendance or as close as possible. Evidence shows strong attendance directly links to a child achieving their full potential. Through working together, we can ensure that your child receives a full-time education, through regular and structured attendance.

While it is understandable that there may be a number of legitimate reasons why your child's attendance may be affected, it remains essential that all children attend school as often as possible and are not absent for minor coughs and colds.

Keeping attendance above 95% allows pupils to achieve their potential.

Winners last week

Year R – 95%

School attendance last

Week 91.6%



Easter Raffle

Raffle tickets are on sale after school. Don't miss out.

WORLD BOOK day

MAINS

Toad in the Hole

(Yorkshire Pudding with Mashed Potato,
Pork Sausages or Veggie Sausage
and Onion Gravy)

SIDES

Peas and Carrots

DESSERT

Buried Jelly Treasure

Menus may be subject to change.

World Book Day –

Menu

If your child has packed lunch and would like a school meal on 7th March please book through the School Office and or email support@stjosephs.greenwich.sch.uk

This Week

Heran – Y1

Ms Pilard



Charlton Athletic Women Football Club

Scan the QR code fill out the details and select up to 16 tickets per scan of the qr code collect ticket at our ticket office at the valley on matchday

St Joseph's School Prayer

Heavenly Father -

Let us aim to be the very best we can be, at all times.

May St Joseph's be full of happiness.

Fill our hearts with love, respect and compassion for all who are part of our school, local and global community.

Help us to make good choices, and guide us in understanding when we don't.

Let us remember, in learning together, we grow together and succeed together, in God's love.



THE GOSPEL IN CHURCH Sunday 3rd March 2024



Jesus went up to Jerusalem, and in the Temple there he found people selling cattle and sheep and pigeons, and money changers sitting at their counters. Making a whip out of some cord, he drove them all out of the Temple, cattle and sheep as well, scattered the money changers' coins, knocked their tables over and said to the pigeon-sellers, "Take all this out of here and stop turning my Father's house into a market." Then his disciples remembered the words of scripture: Zeal for your house will devour me. The people in the Temple said to Jesus, "What sign can you show us to justify what you have done?" Jesus answered, "Destroy this Temple, and in three days I will raise it up." The people replied, "It has taken forty-six years to build this Temple: are you going to raise it up in three days?" Now the Temple Jesus was talking about was his own body. And later when he was raised from the dead, his disciples remembered what he had told them.

*Adapted from John 2:13-25
The 3rd Sunday of Lent, Year B*

Everyone can learn more about this Gospel in church: all are very warmly invited.

<https://www.paperturn-view.com/uk/wednesday-word/enthusiasm?pid=MTA101634&v=120.4> Click link to read more.

FREE FOOTBALL TICKETS



SUNDAY, MARCH 24TH
KICK-OFF 2PM
AT THE VALLEY STADIUM
SE8 7BL
GATES OPEN FROM 12PM

FAMILY FRIENDLY

FOOD AND DRINK

27,111 SEAT STADIUM!



SCAN HERE FOR TICKETS!



RE: - St Joseph's Project Competition

St Joseph's will be celebrating science week during the week commencing Monday 11th March. The theme this year is 'Time'. As part of this event we are inviting children to create a project based on time. This can be represented in any form and will then be showcased during an event.

A child's brain is an original idea so be creative and think outside the box.

Potential ideas:

- A futuristic device
- A device that measures time
- Time capsule
- Create a clock
- Create a replica of the solar system
- Recreate a significant event e.g. London model
- Futuristic city
- Time travelling device

Consider using recycled objects fitting in with the idea of time and protecting our planet. Parents and carers, feel free to get involved and support your child during their project and presentation to show that science is for everyone.

Every child who participates will receive a reward. The winner will have their work displayed at school and receive a prize.

Deadline is **Friday 8th March 2024.**

Rainbow Awards

1st March 2024

Rec – Jbril, Elif

Year 1 – Thessy, Athena

Year 2 – Elijah, Enzo

Year 3 – Maryangela, Rose

Year 4 – Jersiah, Muhammed

Year 5 – Melvin, Chloe

Year 6 – Francis, Nuriyah

WELL DONE TO YOU ALL!



'World Book Day' is on **Thursday 7th March**. This year, we will be having a special visit by children's author, **Cara Matheson** and her therapy dog, Scout! Cara is the author to 'Finding Floss', an amazing picture book that features a cockapoo dog with a hidden talent. Cara will be joining us for a special assembly and selling signed copies of her debut picture book. If you wish to purchase a copy beforehand, please complete the order form attached to this week's newsletter and put in an envelope to give to the school office. The deadline for pre-ordered books will be Tuesday 5th March 2024.



Finding Floss - order form



Author-signed copies available at a discounted price of **£5 per copy** for schools

About the book:

When your pet can change colour, finding them is no easy job!

Colour-changing cockapoo, Floss, creates mischief at every turn, but when her young owner gets lost at the funfair, it's down to Floss to save the day in this vibrant, rhyming picture book.

Includes advice on what to do if you get lost, and staying safe while out and about.

Written by Cara Matheson and published by Owlet Press in 2023. See www.owletpress.com for more information.



Order form

Child's full name: _____

Class: _____

Number of books required: _____

If you would like a personal message in your book/s, please write down the name/s it should be dedicated to below:

Parent/carer's name and signature: _____

Tick as appropriate:

☐ **CASH:** Please enclose £5 per book

☐ **BANK TRANSFER:** Please transfer £5 per book to

Cara Matheson
NatWest Account no: 84266937
Sort code: 60 70 03

using your child's first initial and surname as reference.

Sacred Places



In the old times, people would bring animals to offer as sacrifices to God. By the time that Our Lord was born, there were people who were selling animals right in the area of the Temple. In today's Gospel reading Jesus drives the animals and money-changers out of the sacred space.

At one time the men who sold the animals for sacrifices were probably really helping the people who came to the Temple from far away. But now they were just trying to make money, and they were taking up space that was supposed to be used for people to worship God.



We also have sacred spaces like the Temple. Every Catholic church is a special place made for worshipping God in the Mass. We should always behave respectfully in church, and remember that Jesus is really there in the tabernacle. We can show our respect by walking quietly, not talking inside the Church unless it is necessary, and by paying attention when Mass is going on. Maybe you can be a good example to your friends of how to act in church!



Answers to Word-Find: the Temple (or) His Body. 9, 3, 5, 10. Right: 7, 6, 1, 8, 2. Left: 4.

The Kids' Bulletin

Third Sunday of Lent
March 3rd, 2024



Here are the
Ten Commandments
that God gave to Moses for His
people. The only problem is that they are in the wrong
order! Can you put the right numbers in the spaces?

Saint Dominic Savio

March 9

DOMINIC SAVIO WAS BORN IN 1842 TO A PEASANT FAMILY IN ITALY. HE BECAME AN ALTAR BOY WHEN HE WAS ONLY FIVE.



DOMINIC LOVED GOD AND WANTED TO BECOME A PRIEST.



WHEN HE WAS 12 DOMINIC LEFT HIS FAMILY TO GO TO ST. JOHN BOSCO'S SCHOOL.



You'll have to throw the first stone at me.



HE WAS A GOOD STUDENT AND STOPPED FIGHTS BETWEEN OTHER BOYS.

WHEN HE SAW SOME BOYS LOOKING AT BAD MAGAZINES HE TOOK THEM AND TORE THEM UP.



DOMINIC FELL SICK WHEN HE WAS 14 AND WAS SENT HOME.



Hopefully he'll be better in a few weeks.



BUT INSTEAD OF GETTING BETTER, DOMINIC GOT SICKER. HE RECEIVED THE LAST SACRAMENTS AND DIED BEFORE HE WAS EVEN 15.

WHEN DOMINIC DIED, SOME PEOPLE THOUGHT HE WAS TOO YOUNG TO BE CANONIZED. BUT THE HOLY FATHER KNEW THAT BEING YOUNG DOESN'T MEAN YOU CAN'T BE HOLY ENOUGH TO BE A SAINT. HOW OLD ARE YOU? ARE YOU TOO YOUNG TO BE A SAINT? YOU CAN PRAY TO SAINT DOMINIC TO HELP YOU!

Jesus at the Temple Word-Find



DROVES OCTF
HEVTEPXOTA
MZEALIEIET
FORTYLNNMH
OUTABLESPE
PSULEEHLR
THREEDOVES
MONEYIUSIX
SWEJEWSTOP
BODSHEEPDY

Find all the words in CAPITALS and then use the letters that are left over to fill in the blanks at the end.

Jesus made a whip out of cords and DROVE them all out of the TEMPLE area, with the SHEEP and the OXEN, and SPILLED the COINS of the MONEY-changers and OVERTURNED their TABLES, and to those who sold DOVES he said, "Take these OUT of here, and STOP making my FATHER'S house a market place." His disciples recalled the words of Scripture, ZEAL for your HOUSE will consume me. The JEWS said to Him, "What sign can you SHOW us for doing this?" Jesus answered them and said, "Destroy this temple, and in THREE days I will raise it up." The Jews said, "This temple has been under construction for FORTY - SIX years, and you will raise it up in three days?" But He was speaking of

_____ of _____.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 36% of parents said that their child had been bullied in the past year, while 29% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

1. WATCH FOR BEHAVIOURAL CHANGES

Children who are experiencing bullying may become quiet, withdrawn, or anxious; however, they may also act on the pain and anger that they're feeling. A shift in attitude towards their existing friends (or not mentioning them any more at all) or alluding to new friendships which seem notably different could also be warning signs. It's important to be alert to such changes and talk to your child about them if they occur.

2. THINK THINGS THROUGH

Before acting, ask yourself if this is the right time and place to address concerns about bullying. Might your worries trigger strong feelings – perhaps from your own experiences – that could discourage your child from opening up to you? You could try discussing what you've noticed with another trusted adult who knows your child well.

3. BE OPEN AND UNDERSTANDING

Try to outline to your child the changes that you've noticed in their body language, appearance, behaviour, or tone of voice – and do so without sounding judgemental. Help them to describe what they're feeling – be it anger, sadness, fear or something else – as accurately as possible. If they say they're "angry", do they mean "enraged" or "frustrated"? This will help them to understand how they're feeling and why.

4. LET THEM SPEAK FREELY

Use open questions and a welcoming tone to encourage your child to talk. Listen closely and summarise what they've said at appropriate points (ideally without interrupting) to demonstrate that you're understanding clearly. Bullying may have undermined your child's sense of control, and they may fear that you'll judge them, overreact or impose consequences – so this conversation can reassure them being honest with you was the right decision.

5. CALL A TIME OUT

A conversation about bullying could leave both you and your child feeling distressed. It's important to recognise this and pause at suitable moments to calm down. Take deep breaths, enjoy a hot drink or even have a cathartic cry. This can reinforce trust, while also helping you both feel that you have control over the situation and the emotions that you're feeling.

6. STAY INFORMED

Make sure you know your child's school's definition of, response to and relevant contacts for bullying. This information should be in their anti-bullying policy, which ought to be available on the school's website. Class teachers or form tutors are usually the first point of contact, though there may be dedicated support teams or key workers to help your child, depending on the specific situation.

7. PREP YOUR CHILD FOR THE RESPONSE

Schools' responses to bullying vary depending on whether they're resolving disagreements and arguments, or addressing unintended verbal or physical harm and so on. It's important to work out with your child whether any harm was intentional, how much control they had over the situation and how often such incidents have occurred. Reporting concerns accurately will get the best outcome for your child more quickly.

8. SUMMARISE YOUR CHILD'S EXPERIENCE

When you contact the school, make sure you've precisely described what your child experienced: what happened; when; where; and who was involved. This will help the school to investigate further, identifying any witnesses, as well as those who were directly involved. It can also help the school to know how your child is feeling and how they'd like the matter to be resolved.

9. LIAISE WITH THE SCHOOL

Any school has a duty to ensure that the members of its community feel safe and included. It's important for children to learn their role in this. The school must determine how best to restore these feelings of safety and respect. It's often best for schools to keep parents and carers informed of any action taken – and for families to avoid taking matters into their own hands.

10. CHECK IN FREQUENTLY

Once the issue has been resolved and the bullying behaviour has stopped, your child may still feel anxious and might find it difficult to rebuild relationships or develop new ones. Parents, carers and the school should all keep an eye on how the child is feeling and acting over the following months. Any relevant information should be shared, so that further support can be planned if necessary.

Meet Our Expert

Bob Basley is the Director of Anti-Bullying Quality Mark-UK, which challenges and supports schools to develop sustainable whole-school approaches to prevent bullying, including working with parents and carers. More than 80 schools in England and Wales currently hold the quality mark.



The National College®

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786040/survey_of_pupils_and_their_parents_or_carers-wave_5.pdf
<https://www.oecd.org/education/talis/talis2018tables.htm> | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621070/Health_behaviour_in_school_age_children_cyberbullying.pdf