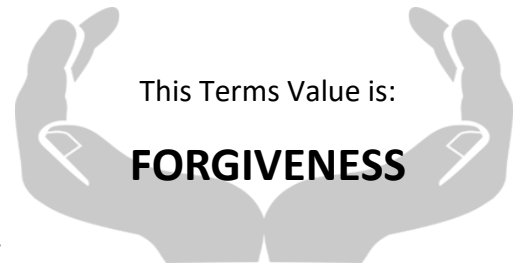




Wenlock's Weekly Round Up

'With God's love, we are lights for the world'

Friday 1st March 2024



Key dates

Monday 4th—Friday 8th March

Wednesday 6th March

Thursday 7th March

Friday 8th March

Thursday 7th March

Thursday 14th March

Friday 15th March

Monday 18th March

Thursday 21st March

Monday 25th March

Tuesday 26th March

Wednesday 27th March

Thursday 28th March

Thursday 28th March

Friday 29th March to Friday 12th April

Monday 15th April

Tuesday 16th April

Thursday 18th April

Monday 29th April to Wednesday 1st May

World Book Week

Parents invited to read with their child—from 2.30pm

Come along to our bedtime story—5.00pm

Dress up day—Letter sent separately with some ideas

Year 4 Alina Class Swimming Lesson

Year 4 Alina Class Swimming Lesson

Science Fair – see below

Year 6 visit to Chiltern Academy to see 'The Little Mermaid' 11.15—13.45

Year 4 Alina Class Swimming Lesson

Lower school Believe and Achieve awards—9.15am—Invited parents only

Easter Service 10am at St Mary's Church—Year 4 parents welcome

Upper school Believe and Achieve awards—9.15am—Invited parents only

Year 4 Alina Class Swimming Lesson

Last day of Spring Term

Easter Holidays

Inset Day—School Closed

First Day of Summer Term—Children return to school

Vesper Class first Swimming Lesson—more details to follow

Year 6 CYE Residential trip



Dear Families,

I am writing to share some fantastic news with you. Our school recently underwent a Statutory Inspection of Anglican and Methodist Schools (SIAMS), and I am thrilled to report that we have received a positive outcome.

The inspector praised our school's Christian vision and values, stating,

'The vision is reflected in the refreshed, reinvigorated curriculum that offers challenge and creativity. This encourages every pupil to shine and reach their goals. There are many varied learning opportunities to engage and stimulate pupils so they flourish in their learning. Great care is taken to support and nurture those who may be vulnerable, ensuring that they, too, can thrive'

The inspector noted that our school community is inclusive and welcoming, providing a safe and nurturing environment for all children. I have picked out some of my highlights for you, but I hope you will read the full report, as there are many areas we can all be proud of.

'The 'shine ambassadors' make a significant impact on worship, thus contributing to spiritual flourishing.'

'Staff work tirelessly in order to improve the life chances of every pupil.'

'.. pupils give numerous examples of how they show the school value of courage. These include facing up to difficult tasks in class or singing in the school choir in front of an audience. Performing at Wembley Arena is described as, 'the bravest thing I have ever done', by one pupil.'

You can find the full report here: [SIAMS | Wenlock CE Academy \(wenlockacademy.co.uk\)](https://www.wenlockacademy.co.uk)

As always, there are still areas we need to develop further and to give more time for new initiatives to embed fully, but it is a credit to the whole school community that all of the hard work to date has been formally recognised.

We are planning a celebration event for the whole school, and we will send out more details in the WRU shortly!

We will continue striving for excellence to ensure children become 'the lights for the world'.

Thank you for your continued support.

Ms Burke

PARENT INFORMATION

Science Fair

On Friday 15th March we are holding a school Science Fair to celebrate our learning over Science week. We invite parents to join us to allow the children to share their investigations. Please see the timings below.

Years 3 & 5—2.00—2.30 pm

Years 4 & 6—2.30—3.00 pm

We are calling anyone who has a job within the scientific community, who would like to share their role with the children during our Science Fair. This will be a casual chat at a stand within the fair where children can see some of your equipment and ask questions. If you have a job that has a link to science and would like to be involved please let Mrs Clarke (Year 3) and Mr Clark (Year 4) know by Monday 4th March 2024 and we will discuss organizing this with you.

Attendance

Well done to Lunar who achieved the highest attendance last week at 98.57%

The attendance for the whole school was 94.53%

Our School target is 97%

Smartphones

I would just like to share an interesting link relating to smartphones and whether or not it is a good time to provide them with one. It has tips which we believe as a school could be useful for you!

<https://www.childrenandscreens.org/learn-explore/research/introducing-a-smartphone-assessing-readiness/>

Mr Di Marco

PE Days

3 - Alpha	Tuesday	Friday
3 - Omega	Tuesday	Thursday
3 - Genesis	Tuesday	Thursday
4 - Aurora	Tuesday	Thursday
4 - Alina	Tuesday	Thursday
4 - Vesper	Tuesday	Thursday
5 - Lunar	Monday	Wednesday
5 - Solar	Wednesday	Friday
5 - Stellar	Wednesday	Thursday
6 - Aviary	Monday	Wednesday
6 - Arboreal	Wednesday	Friday
6 - Aquarium	Wednesday	Thursday

Dinner money

Please top up dinner money payments in advance of your child having school dinner. The cost for school dinner is as follows: £2.40 per day or £12.00 per week.

If you have a query relating to dinner money payment, you can contact the finance team on schooldinner@wenlockacademy.co.uk

Emailing the School Office

Please can we remind families that when emailing the school or leaving a message on the answer phone that you give your child's full name and their class and/or their teacher.

If you do not provide these details, it will lead to delays in answering or forwarding your queries.

You can report your child's absence by calling 01582 730624 and pressing option 1 or via email on attendance@wenlockacademy.co.uk

Yr 6 families - please look at our SATS page on the website for links and supporting materials (past papers) that can support your child.

[Year 6 SATs Revision | Wenlock CE Academy](#)
wenlockacademy.co.uk

Wenlock's Got Talent...
coming soon...

Celebrating
**WORLD
BOOK
- DAY -**

Thursday 7th March 2024

Paddington's Marmalade Glazed
Sausages & Mash
with Peter Rabbit's Vegetable
Patch Carrots & Peas

The Cat in The Hats - Green Eggs
Frittata loaded with burrowed
vegetables & served with salad
from Peter Rabbit's vegetable
patch

Charlie's Chocolate Cookie

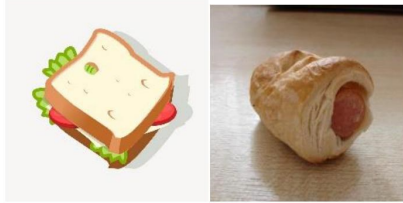
Our Jacket Potato & Hot Tomato Pasta are also
available £2.40. Please remember to top up
your Arbor dinner money account.

**FOOD
FESTIVAL**

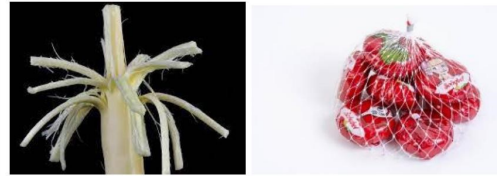
By Aspens

Packed Lunch ideas

Sandwich/pitta bread/crackers/Bread Roll/Rice/Pasta/Sausage Roll/Flan



Cheese pieces



Fruit chopped up if they prefer to eat it this way.



Biscuit/Malt loaf/fruited teacakes,



Yoghurt



Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Crisps/Popcorn



Drinks no fizzy drinks



Please can I take this opportunity to remind you that we are a NUT-FREE school.

Online Safety Update

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.



#WakeUpWednesday

The National College

FORGIVENESS

HOME SCHOOL VALUES

This term we will be focussing in school on the value FORGIVENESS. We hope your family will find these ideas helpful as you explore the value and have fun together.

TALK TOGETHER about Forgiveness

Everyone makes mistakes, it's part of being human. Sometimes our mistakes hurt others and then we need to say sorry. Sometimes mistakes made by other people hurt us. When this happens we need to be able to **forgive**. **Forgiveness** can be difficult and costly but without it a new start is impossible.

Talk together about:

- A time when you needed to say sorry
- A time you didn't say sorry but wish you had
- A time when you had to **forgive** someone who had hurt or upset you
- How it feels when you are given a new start because someone has **forgiven** you

THINK TOGETHER Words of Wisdom

"Without **forgiveness** there is no future.... If you can **forgive**, then you can move on and even help the person you are forgiving to become a better person"

Desmond Tutu



HOME-SCHOOL CHALLENGE

Maze

Design your own version of the maze tree in the story of Zacchaeus.

You can either draw it on paper or use other materials to create it.

It's up to you! Take it to school to display in the Challenge Gallery.



READ TOGETHER...

Zacchaeus the Tax Collector

Zacchaeus was a little man. He was a tax collector and had become rich by making others pay lots of money in taxes to the Romans and to him. He didn't have many friends.

When Zacchaeus heard Jesus was in town, he wanted to see him. But Zacchaeus was short and Jesus was always surrounded by a crowd. So Zacchaeus decided to run ahead of the crowd and climb a sycamore tree. From there he could watch for Jesus. As Jesus drew closer, he held his breath excitedly until Jesus stopped right beneath his tree. Jesus looked straight up at him! "Zacchaeus," said Jesus with a smile, "come on down. I want to stay at your house today!"

Zacchaeus hopped down. "You are welcome at my house, Jesus," he said with a huge grin.

But others grumbled, muttering to each other. "Why does Jesus want to go home with the rich, cheating tax collector? He isn't good enough for Jesus to come and stay at his house."

Zacchaeus heard what the people were saying about him and he wanted to put things right. He turned to Jesus and said, "Master, here and now, I promise to give half of my money to the poor. If I have cheated anyone in taxes, I will pay them back four times that amount."

Zacchaeus wanted to turn over a new leaf because Jesus believed that everyone deserved a new start and now Zacchaeus believed it too!

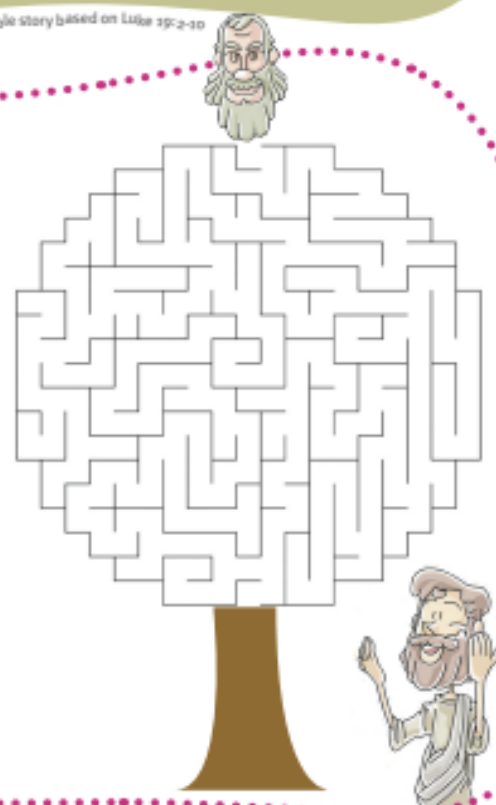
Bible story based on Luke 19:2-10



QUIZ

Tree Maze

Help Zacchaeus find his way down from the top of the tree, to meet Jesus.



★ HALL OF FAME

Desmond Tutu

Desmond Tutu was Archbishop of Capetown from 1986 to 1996. Throughout his life Desmond Tutu worked tirelessly against apartheid in South Africa. Apartheid was a system that treated people differently because of the colour of their skin. People who were non-white were not given the same rights in the country as white citizens. For example they had to live where the government told them to, they were not allowed to vote, had to use separate transport, go to different beaches and use separate sports facilities.

There was much violence and oppression in South Africa during the years of apartheid, and when it finally ended in 1992 some people were left feeling bitter and angry and wanting revenge. In order to give everyone a chance to talk about the things that had happened to them Desmond Tutu set up the 'Truth and Reconciliation Commission'. Many people who had behaved badly could hear from those they had hurt. There was the chance to say sorry and sometimes receive **forgiveness**. The Truth and Reconciliation Commission helped to provide an opportunity for a new beginning for South Africa, a chance to build what Desmond Tutu called a 'Rainbow Nation' in which everyone had the same chance in life no matter what the colour of their skin.



FASCINATING FACTS

Crosses across the world

The cross is a very special symbol for Christians it reminds them of Jesus' death on the cross which brought **forgiveness** for the world.

Different shapes and designs of crosses reflect different traditions and communities across the world.

Maria Gomez was a Christian Primary School teacher in El Salvador. She angered the authorities in her country because she campaigned for the rights of poor people. Eventually she was murdered. Later a local artist was commissioned to paint a wooden cross with scenes showing her life and her work among the poor women in the rural villages of El Salvador.



The Celtic cross originates from Ireland. St Patrick described the circle on the cross as symbolising the endless love shown by Jesus. The cross is decorated with natural shapes and animals to remind us of God's creation.

The Black and White cross comes from South Africa and was designed during the time of apartheid. The Bible teaches that people are equal in God's eyes, no matter what their background or the colour of their skin.



The Jewish New Year Tradition

New Year for Jews normally falls during September. On the first afternoon of the new year, the festival of Rosh Hashanah is celebrated. Families visit a nearby stream, river or even the sea for the ritual of Tashlich (in Hebrew, the language in which the Jews' holy book the Torah was written, Tashlich means throw away).

After a celebration meal Jewish families gather left over breadcrumbs. These crumbs represent the words or deeds that each family member feels sorry about. When the crumbs have been thrown into the water, fish eat them or they are washed away. This symbolises the way that God **forgives** the bad things that people have done and washes them away so that there can be a fresh start for the New Year. During the ceremony the following words from the Torah are read aloud, "You (God) will again have compassion on us; you will tread our sins underfoot and hurl all our transgressions into the depths of the sea." Micah 7: 19