

# ST MARY'S CATHOLIC PRIMARY SCHOOL



## NEWSLETTER

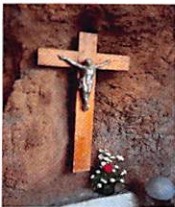
## MARCH 2022

Spring is here and it's only just five weeks to the end of this school term. So many people have worked extremely hard to make this term a success: parents, teachers and support staff and of course the children. All will soon be ready to rest and enjoy the Easter break.



### Lent

We are almost in the season of Lent, a wonderful time of renewal. As you know Lent begins on Ash Wednesday 2<sup>nd</sup> March.



Maybe these weeks of Lent could be a time for us to make a big effort to change and grow as we get ready for the feast of the Resurrection of Christ.

### Spring Performance



The children in Year 3 are to be congratulated for their wonderful performance of 'Tuishi Pamoja' last half-term. All worked hard and co-operated so well to prepare. The singing, dancing and speaking were of such a high quality. I could see from the faces of all in the audience how much parents and friends of the school enjoyed the performances. Thank you very much children for your hard work. Also a sincere thank you to the teachers, teaching assistants and volunteers who spent many hours of their own time planning and preparing and then guiding the children through. Thank you to the parents who helped with practices, scenery and costumes. £123.74 was earned in voluntary contributions for tickets.

### Wednesday Word

Starting on Wednesday 17th April 2013 children began to bring *The Wednesday Word*

leaflet home from school. *The Wednesday Word* is a gift to you and your family because of your connection with our Catholic school.

Every Wednesday, a 'word' (inspired by the Sunday Gospel) is suggested for you and your family to talk about in your home.

This weekly Family Time is structured around the Sunday Gospel because evidence shows that Gospel values really do help family relationships to thrive.

Regularly spending quality time with children is without doubt one of the most important aspects of parenting. *The Wednesday Word* seeks to support you in this important task: to help you and your children maintain a special closeness throughout the school years.

*The Wednesday Word* 'Family Time' leaflet is designed to ensure that all family members feel included. It presents an effective way for even the busiest of parents to enrich relationships with their children through spending a very special 5 or 10 minutes together each week.



The Wednesday Word is currently available online:

<http://www.wednesdayword.org/index.html>

We suggest Wednesdays for *Family Time* because it is the day that the Catholic Church dedicates to St Joseph - the Patron Saint of Families. But rather than miss out, any other night would do just as well.



### Re-establishing the Friday Penance

As you are aware a key resolution of the Catholic Bishops of England and Wales, released after their May 2011 plenary meeting, was "to re-establish the practice of Friday penance in the lives of the faithful as a clear and distinctive mark of their own Catholic identity".

This act of common witness formally came into effect on Friday 16<sup>th</sup> September 2011 (the anniversary of the visit of Pope Benedict XVI to the UK).

As you know we formally began our practice of not serving

meat to the children / staff on a Friday right from the start of September in 2011. Thank you parents for not including meat as part of your child's packed lunch on a Friday. Although our children are young we know that you agree that it is good to establish the practices of our faith right from the start. This good habit formed when young will hopefully be part of your child's way of life as he / she grows up. He / she will see abstaining from meat on a Friday as a distinctive mark of his / her Catholic identity.

Parents thank you for your wonderful support with the re-establishment of the Friday penance.



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### Pupil Progress

You should have had a call home from the teacher / meeting in school with the teacher to update you on your child's progress before half-term.

Any parent who wishes to meet in person with the teacher at any stage during this term is welcome to do so but we respectfully ask that you take a lateral flow device test

before coming into the school. Just contact the school office to arrange a time.

Face coverings must be worn unless of course you are exempt.



### Illegal Parking

We had the zig-zag lines outside the school re-painted a few years ago. Although we think they are very visible there are still a number of adults parking on the zig-zags however generally in order to drop off or collect children from school.



Parents parking on the zig-zags are parking illegally and putting our children in danger. To avoid this please be prepared to come a bit earlier, park legally and walk a little bit with your child if necessary in order to



keep the road in front of the school clear. This is also a healthier option as we focus on children having the option to walk a little bit each day.

Please try not to park across the driveways of our neighbours or in the car park which belongs to the Italian Centre and Mary Mother of God. I know the majority of our parents and others who bring children to school don't do this.

Thank you to all who respect the zig-zags and keep them clear.

If you are late for school please do not abandon your child on the road outside. You must come in to school with your child and sign your child in as the classroom registers will already have been taken.

### Tissues

We are no longer able to provide tissues for classrooms. Donations of boxes of tissues would be gratefully received. There are still lots of runny noses!



### Information from the Government for parents of pupils aged 5 to 17 years old on the vaccination programme

The government tells us that vaccinations help to increase protection against COVID-19, which is particularly important for those with underlying health conditions.

Being vaccinated minimises the need for children and young people to have time off from school or college, and helps them to continue to carry out their hobbies, attend social events and live their lives to the full.

The government has published some [frequently asked questions](#) (FAQs) on the vaccination programme including information on eligibility, accessibility and advice for parents of children at high risk from COVID-19.

Guidance on how to [book appointments](#) for children aged 12 years and over is available on the NHS website.

Further information on the vaccination of high risk children aged 5 to 11 years old is available in the [guide for parents of children aged 5 to 11 years](#) published by the UK Health Security Agency (UKHSA).

### School Uniform

A very small number of girls are still wearing the wrong trousers (not tailored) and hair colours which is a pity as our uniform is part of our identity as a school.



Please remember trainers (except for use in PE lessons - children change into their plimsolls or trainers before the lesson) or jewellery (except any noted on the uniform list) are not permitted.

Thank you to the majority of our parents who show their support for the school by ensuring their children are always in the correct uniform.

### Please continue to remember!

Try very hard to ensure your child is on time for school i.e. before 9am when lessons begin.

Please be very clear about who is picking up your child at the end of the day. If your child is on occasions picked up by the after school club, try to sort these arrangements out in advance so that your child is



not confused or anxious at the end of the day.

Please try hard to pick your child up on time at the end of the day (The infants finish their lessons at 3pm and the juniors at 3.15pm. Children will normally leave the classroom just after their lessons finish.).

### Online Safety

There is a Childline resource available on YouTube to share with older children to empower them to take action. It lets them know it is ok to ask for help if a nude image of them stops being something they are in control of.

[Report Remove | Remove a Nude Image Shared Online | Childline - YouTube](#)

The 2021 figures from the IWF (Internet Watch Foundation) are not easy to read and digest but the latest figures are showing how prevalent self-generated child sex abuse images have become. The more we know, the better we can support children to build up their digital literacy.

If you have read the above statistics and feel a little bit unsure, uneasy and in need of a little information - please listen to ECP consultants Katrina Curtis and Heather

McDaid talk about self-generated imagery in an easy to access podcast.

[Child Protection Courses - Specialist Training Company - ECP Limited](#)

### Christian Meditation

We appreciate what a challenging time this continues to be for many children and their families.

As you know the World Community for Christian Meditation (WCCM) has worked to develop videos which provide short meditation sessions which children and young people can participate in, whether in school or at home. These sessions are inspired by meditation in the tradition of John Main OSB.

Full details are available here: <https://www.cathchild.org.uk/meditation-with-children-young-people/>

### Volunteers

A sincere thank you to any parents who have volunteered to help in classes this term. We really value the time and support you give to children and staff.

Remember if you have time to spare that we always need volunteers. All who work in classes must be police checked.

We do ask volunteers not to use the staffroom but arrangements are made to provide tea /coffee/ water for any volunteers who work across breaks.

### Spring Term Reminder!

Don't forget the pattern of the spring holidays this year.

Easter Holiday = 4<sup>th</sup>- 18<sup>th</sup> April 2022.

School opens for the summer term on Tuesday 19<sup>th</sup> April 2022.

### Early Closing

Friday 1<sup>st</sup> April is the last day of the school term and the school will be closing at **12.45pm for EYFS and Key Stage 1 pupils and for Key Stage 2 pupils at 1pm.** We would be very grateful if you could ensure that your children are collected promptly on that day. This is also an OWN CLOTHES DAY.

**Please note that there will be no afternoon Nursery session on Friday 1<sup>st</sup> April.**

### Sickness

We have been advised by the London Borough of Enfield that any child who has been sick must not return to school for 48 hours. Unfortunately there are some nasty sickness bugs still going around at the



moment. Please support us in helping them not to spread.

**Don't forget to log on to the school website -**

**stmarysenfield.co.uk**

### School Meals

We started our 'right choice' menu well over two years ago. As I know you are aware we have worked with our provider of school meals to improve the quality of the cooked meals given to our children at lunchtime.



Our cook works to ensure that the contents of our school meals meet National Nutritional Guidelines. As you know our kitchen has been completely refurbished. School meals cost £2.50 per day / £12.50 per week (from September 2016).



Please pay in advance (at least a week in advance) online using the Parent Pay system or ask the Office staff for a Pay Point card.

*Remember that if your child has school meals (and is not entitled to free meals) and you don't pay for them the school has to find the money to pay your debt. Always pay for your child's meals.*

*Your child may be entitled to free meals. To qualify for free school meals parents or guardians must be in receipt of:*

- Income support
- Income based job seekers allowance
- Asylum seekers subsistence payment (support under part VI of the Immigration and Asylum Act 1999)
- Child tax credit (but not working tax credit) only and have an annual income of less than £16,190

Please contact the school office if you feel your child qualifies for free meals.

We are trying to learn / say The Angelus each day at 12 noon in the Junior classes. This is a wonderful prayer which reminds us that God the Son became man in order to save us.

You might like to say this prayer with your child at home. It can be said in the morning, at noon or in the evening.

#### The Angelus

The Angel of the Lord declared to Mary:  
And she conceived of the Holy Spirit.  
Hail Mary...

Behold the handmaid of the Lord:

Be it done to me according to your word.

Hail Mary...

And the Word was made Flesh:  
And dwelt among us.

Hail Mary...

Pray for us, O Holy Mother of God.

That we may be made worthy of the promises of Christ.

Let us Pray.

Pour forth, we beseech you, O Lord, your grace into our hearts, that we, to whom the Incarnation of Christ, your Son, was made known by the message of an angel, may be brought by his passion and cross to the glory of his resurrection, through the same Christ our Lord. Amen.  
May the divine assistance remain always with us and may the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

### Phone calls

Your child is welcome to phone home (in emergency only). We would welcome a voluntary contribution towards the cost of any phone calls your child makes.





### Recycling!

If you have any used printer cartridges please send them in for recycling.

We are still recycling shoes too. Send in any old pairs.



### Thinking Skills

Remember to ask your child which thinking hats they have been using in lessons. Also check to see if they are aware of the current Habit of Mind focus. Some of the children are also using the Thinking Maps - ask your child to see if he / she is aware of the maps.



### Future Dates

1<sup>st</sup> March - St. David's Day - Year 6 to Mass

2<sup>nd</sup> March - Ash Wednesday, School Mass (Years 3-6 to attend the Mass (face coverings needed) and others to attend via the streaming service

9<sup>th</sup> March - School Photographer in school

17<sup>th</sup> March - Feast of St. Patrick School Mass (Years 3-6 to attend the Mass (face coverings needed) and others to attend via the streaming service

21<sup>st</sup> March - Year 4 Production AM (parents with babies and toddlers)

23<sup>rd</sup> March - Year 4 Production AM (adults) *Please note dates have been changed.*

25<sup>th</sup> March - Feast of the Annunciation of the Lord, School Mass (Years 3-6 to attend the Mass (face coverings needed) and others to attend via the streaming service

30<sup>th</sup> March - End of Term parties PM

31<sup>st</sup> March - Mass followed by Benediction in Church - Years 5 and 6

1<sup>st</sup> April - Last day of Spring Term. Own Clothes' Day. School Mass (Years 3-6 to attend the Mass (face coverings needed) and others to attend via the streaming service. **Early Closing at 12.45pm EYFS and Key Stage 1 and Key Stage 2 at 1pm.** . Holidays begin until 19<sup>th</sup> April.

Palm Sunday - 10<sup>th</sup> April

Good Friday - 15<sup>th</sup> April

Holy Saturday - 16<sup>th</sup> April

Easter Sunday 17<sup>th</sup> April

Tuesday 19<sup>th</sup> April - Summer Term begins!

On occasions it is necessary to change dates. I apologise for any inconvenience this may cause.



We are required to ask for a written note to explain any absence from school and to report all absences to the local authority.

**The DfE's persistent absence threshold is 10% from Autumn 2015!**

The DfE's guidance on the 2014/15 school census explains that from the 2015/2016 academic year onwards, a pupil will be considered to be persistently absent if he/she is away for over 10% of school sessions in an academic year.

Pages 72-73 of the DfE's guidance, linked to above, contains a table which sets out the estimated thresholds that will be used to define persistently absent pupils.

### Holidays and Absences

I would urge you to try not to book holidays during term time as time away from school can unsettle children and affect their progress.

Any requests for time off must be put in writing to the Headteacher and only very special circumstances will be considered.

It is not school policy to provide homework for time away from school during term time.

	15 per cent	10 per cent
Half-term 1	10 or more sessions	7 or more sessions
Half term 1-2 (autumn term)	22 or more sessions	14 or more sessions
Half term 1-3	30 or more sessions	20 or more sessions
Half-term 1-4 (autumn term and spring term)	38 or more sessions	25 or more sessions



combined)

Half term 1-5	46 or more sessions	31 or more sessions
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Half term 1-6 (full academic year)	56 or more sessions	38 or more sessions
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Please (unless of course your child is ill) ensure your child is in school each day.

***In the autumn term 114 children had 100% attendance. Well done!***

Please remember that your child's absence from school affects our total absence figures. It was (a very high for us) 3.74% at the end of the autumn term 2021 and was (even higher for us) 3.95% at the end of the first half of the spring term 2022.

Hopefully we are over the worst of the coronavirus surge now and of course all of the usual bugs that are hanging around.

The class with the highest attendance at the end of the first half term was Year 4, St. Paul (99%) followed by Year 1, Rosary (96.82%), Year 3, St. Bernadette (96.59%), Year 5, St. Anthony and St. Joseph (both 96.44%) and Year 6, St. Catherine, Year 6, St. Christopher and Year 3, St. Cecilia (all at 96.36%).

### Play Equipment

Parents please support the school by not allowing your children (including toddlers) to play on the playground equipment at the end of the school day. This request is made purely for health and safety reasons.

Children are also asked not to cycle or use their scooters / bicycles / tricycles while on the playground after school. As the area is very crowded it is easier and safer for all if children walk with their bikes or scooters until they leave the school premises.

Parents / childminders please keep your children with you once you have collected them from the classroom / teacher.

Thank you as always to the great number of parents who are very supportive of all school requests. We have only noticed a minority of pupils doing the wrong thing this school year. With the support of their parents or child minders this will easily be sorted out.

### Year Group Addresses:

[nursery@stmarys.enfield.sch.uk](mailto:nursery@stmarys.enfield.sch.uk)

[reception@stmarys.enfield.sch.uk](mailto:reception@stmarys.enfield.sch.uk)

[year1@stmarys.enfield.sch.uk](mailto:year1@stmarys.enfield.sch.uk)

[year2@stmarys.enfield.sch.uk](mailto:year2@stmarys.enfield.sch.uk)

[year3@stmarys.enfield.sch.uk](mailto:year3@stmarys.enfield.sch.uk)

[year4@stmarys.enfield.sch.uk](mailto:year4@stmarys.enfield.sch.uk)

[year5@stmarys.enfield.sch.uk](mailto:year5@stmarys.enfield.sch.uk)

[year6@stmarys.enfield.sch.uk](mailto:year6@stmarys.enfield.sch.uk)



These are the prayers we say each day with the children. You might like to say these prayers with your child during the holidays. It's good practice to have a little quiet prayer time each day. I know many of you already encourage your child to pray at home.

### Morning Offering

O My God, you love me,  
You are with me night and day.  
I want to love you always in all  
I do and say.  
I'll try to please you Father.  
Bless me through the day.  
Amen

### Night Prayer

God our Father, I come to say,  
Thank you for your love today.  
Thank you for my family,  
And all the things you give to  
me.  
Guard me in the dark of night.  
And in the morning send your  
light. Amen.



### Grace Before Meals

Bless us O Lord as we sit together,  
Bless the food we eat today.  
Bless the hands that make the food.  
Bless us O Lord. Amen.

### Grace After Meals

Thank you God, for the food we have eaten,  
Thank you God for all our friends.  
Thank you God for everything,  
Thank you God. Amen.

### Our School Prayer

This is our school.  
May we all live here  
Happily together.  
May our school be full of joy.  
May love dwell here among us  
Every day.

Love of one another,  
Love of all people everywhere,  
Love of life itself,  
And love of God.

Let us all remember that  
As many hands build a house,  
So every child  
Can make this school  
A lovely place. Amen

### Own Clothes

Thank you to all who supported the Own Clothes' Day for the Little Hearts Matter Charity before the half-term. £219.49 was donated.



### **Best Wishes**

Thank you for your continued support for our school. It is greatly appreciated by all members of our school community and I know contributes greatly to the happy atmosphere we are so fortunate to have in our school.

Miss M. Creed  
Headteacher

### **ADMISSIONS FOR ACADEMIC YEAR 2022/2023**

We need your help to remind friends, neighbours, relatives to apply for places in our Nursery and Reception classes for their children for September 2022!

It is not too late to apply!



**NSPCC:** Promoting mental health and wellbeing:

[Promoting mental health and wellbeing | NSPCC Learning](#)

**NHS UK:** Every Mind Matters:

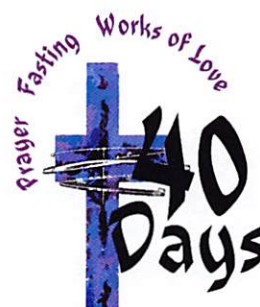
[Children's mental health -](#)

[Every Mind Matters - NHS](#)

[www.nhs.uk](http://www.nhs.uk)

### **Prayer for Lent**

During this season of Lent  
Let us admit that we are sinners,  
Express our sorrow  
And ask God to forgive us.  
Lord, we ask your forgiveness for all our sins.  
Christ, we turn our hearts towards you.  
Lord, we ask your blessing on us during Lent. Amen







# Online Safety Newsletter March 2022

**Poppy Playtime**

Have you heard of Poppy Playtime? With chapter 2 just being released we thought it important that you're aware that whilst the name and characters suggest a playful game, **it is a survival horror game with graphics that may not be suitable for your child.** It includes characters such as 'Kissy Missy' and 'Huggy Wuggy.' **Please view this game before allowing your child to play it as it may not be appropriate for them – particularly young children.**

Children may be playing the game or just watching videos of it on sites such as YouTube or playing replicated versions on Roblox for example.

**Further information**

The INEQE Safeguarding Group have produced this informative briefing for parents and carers:

<https://ineqe.com/2021/12/03/poppy-playtime-online-safety-review/>

## Smartwatches / Fitness trackers



Check what the smartwatch allows your child to do and if available, set appropriate restrictions. Talk to your child about the different settings and if you have, why you have set up the restrictions.

### What are the risks?

- Some smartwatches allow you to take photos. It is important to talk to your child about appropriate behaviour when taking and sharing photos. Once a photo is shared, they lose control of it.
- Some smartwatches have internet access with the ability to download apps. You need to be aware of the potential of in app purchases and viewing upsetting content.

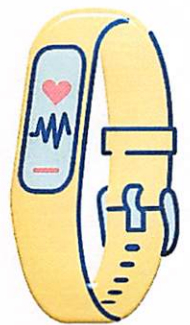
Depending on the brand of smartwatch, you may be able to set up parental controls for example to restrict content and prevent purchases. More information about Apple Watch parental controls can be found here: <https://support.apple.com/en-gb/guide/watch/apd54d0a51fb/watchos>

As always, ensure your child knows to talk to you or another trusted adult should they see anything inappropriate or that worries them whilst using their device.

*Many schools discourage or do not allow the use of smartwatches – check your child's school Acceptable Use Policy as this will tell you if they are allowed in school.*

### Further information

- <https://parentzone.org.uk/article/digital-family-basics-smart-watches-fitness-trackers>
- <https://www.internetmatters.org/resources/tech-guide/smart-toys-and-wearable-gadgets/#smart>



## Supporting young people with SEND online

The internet can be a great place, but we need to be aware of the risks involved with being online. For children with SEND, they may encounter further challenges and therefore additional support may be required. There is a lot of tailored information available to parents and carers and the following links are a great starting point:

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-families-children-with-send/>
- <https://www.internetmatters.org/inclusive-digital-safety/advice-for-parents-and-carers/supporting-children-with-send/>
- <https://www.childnet.com/help-and-advice/supporting-young-people-with-send-online/>

The above sites cover topics such as helping your child browse safely online, setting appropriate parental controls, activities to help discussions about being online and the steps you can take to help protect your child online.



# Snapchat

## What is Snapchat?

Snapchat is an app used for messaging and sharing photos and videos. **You must be 13+ to sign up.** Users can send messages (snaps) to others that can only be seen for a set time period e.g. 10 seconds. Users can also upload snaps to stories which then disappear after 24 hours.



## What should I be aware of?

- **Who is your child friends with?** Talk to your child about who their 'friends' online are.
- **Group chats** - in a group chat there may be people that they're not friends with on the app who can then communicate with them in the group. This also increases their risk of interacting with strangers.
- **Snap Map** - The map lets users see where 'friends' are. Location sharing via the map is optional and is off by default (we recommend that it remains off).
- **Snapchat streaks** - Streaks count how many consecutive days two people have been sending Snaps to each other, this can increase pressure to respond daily.
- **Inappropriate content** – due to the nature of the app your child may come across content that is inappropriate.
- **Screenshots** – whilst Snaps disappear, users may take screenshots before they do, potentially resulting in them losing control of what they have shared as it could be sent to other people.
- **Bullying** – there is a risk of bullying on all platforms so please ensure your child knows how to block and report other users if necessary.
  - <https://snap.com/safety/safety-reporting/>
  - <https://support.snapchat.com/en-GB/a/remove-block-friends>

## Safety tips

It is important to talk to your child regularly about what they are doing online and make sure that they know that they should always talk to you or another trusted adult if they have any concerns. **Please make sure the appropriate privacy settings are set up and your child knows how to block and report other users if necessary.**

We would recommend you explore Snapchat with your child and suggest why certain options are safer, for example, setting your account so only friends (rather than everyone) can see your content and only those you are friends with can contact you.

- <https://support.snapchat.com/en-GB/article/privacy-settings2>

Don't forget to talk to your child about **being kind online**, for example only posting positive comments, don't say anything they wouldn't say in real life and treat others as they would expect to be treated.

## Apps for learning and having fun!



### White Rose 1-Minute Maths

Currently aimed at Key Stage 1 pupils, and focuses on adding, subtracting and subitising.



### Scratch Jr

Children (ages 5-7) can learn important coding skills as they program their own interactive stories and games.



### Wonderscope

Books come to life on your floor and you can play a part in the story! Wonderscope uses augmented reality to transform ordinary spaces into extraordinary stories. **1<sup>st</sup> book free but then in-app purchases.**



### InShot - Video Editor

Great for creating your own movies! **Free but does have in-app purchases available.**

### Top apps to get kids active:

A guide from internet Matters including lot of apps to get your child moving:

<https://drive.google.com/file/d/1pfhUEJE18WpCCf-PCX3iZv7GY1wbRIBx/view>

*As with all apps, check their suitability for your child before they use it. Think about if it is appropriately aged for your child, how does the app use your data and does it have any communication channels within it for example?*



# THE 4 C'S OF ONLINE SAFETY

KEEPING CHILDREN SAFE IN EDUCATION 2021



## CONTENT



**Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

## CONTACT



**Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

## CONDUCT



**Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

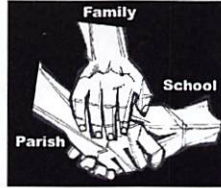
## COMMERCE



**Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams



# Linking School, Home and Parish



St. Mary's Catholic Primary School

Newsletter for Parents – Early Years

Unit 4: From Lent to Easter  
Spring (second half-term) 2022



## Religious Education

### Topic Theme: From Lent to Easter

Children will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent officially ends on Holy Thursday when the Triduum, the three days – Holy Thursday, Good Friday and Holy Saturday, occur. This unit looks only at the Passion of Jesus, not the Resurrection. The Resurrection, post Resurrection experiences and Pentecost are covered in the next topic.

The word 'Easter' actually refers to the Sunday of the season, the day of the Resurrection and the season that follows it to Pentecost.

#### Learning opportunities include:

- Hearing the story of Easter
- Coming to know that God loves each one always and at all times
- Experiencing that a Church is a special place where God's people gather to pray.
- Experiencing liturgical celebrations in a variety of simple settings.
- Experiencing and recognise prayer is talking and listening to God

#### Monitoring opportunities:

A student's development will be monitored through observation and the collection of work samples for their portfolio.



- Considering ways in which a Christian family and parish share and celebrate life, and show care for one another.

### Affective and Spiritual Dispositions

*It is hoped that pupils will develop:*

- An awareness of the events of the Passion
- A sense of prayerfulness
- A openness to God's love

### Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs. Help your child by trying one or more of these activities while this unit is being taught:

- Mark the season of Lent with appropriate activities or symbols: purple decorations on the table, Lenten prayer, charitable practises.
- Celebrate the Passion of Jesus in the liturgical life of the Parish.

### An idea for prayer at home

#### Prayer Activity

Pray with your children at meals.



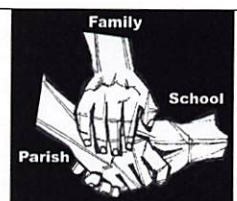
Loving God, in Jesus you often sat at the table with your friends and told stories to remind them of how much God loved them. May the stories we tell at this table remind us that we too are loved by you, and be a sign of the love and care we have for one another this Lent.

Amen





# Linking School, Parish and Home



## St. Mary's Catholic Primary School



### Newsletter for Parents – Years 1-6 Unit 4: From Lent to Easter Spring (second half-term 2022)

#### Religious Education

##### Key Idea: From Lent to Easter

This framework is intended as the second in the Spring Term 2022 –leading from the beginning of Lent to Good Friday. Students will explore the season of Lent as a time of thoughtfulness (penance), prayer and generosity (almsgiving). The season of Lent ends on Holy Thursday with the beginning of Holy Week. This unit continues to focus on the Gospel of Luke in inviting pupils to read and study Luke's account of the Passion of Jesus. During this unit, pupils will also learn about the Stations of the Cross.

##### Attitudes and Spiritual Dispositions

**Spiritual Outcomes:** *It is hoped that pupils will develop:*

- A sense of reflection and prayer
- An openness to the presence of God in the Eucharist
- A willingness to be part of Lent and Easter celebrations

##### Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much higher if you and the school are engaged in talking about the same ideas and beliefs.

- Adopt some Lenten practices at home this Lent. Pray, give alms (give to charity) and give up something. As a family decide to give up a negative attitude or behaviour this Lent such as being critical, thoughtless, nagging or avoiding responsibilities.

##### An idea for prayer at home



## Prayer Activity



Lord,

As we begin (and continue) this journey with you to Easter, help us to remember to stay close to you in what we do, what we think and what we say.

Make us mindful of those around us, particularly those who suffer, and help us to give generously of our time, our thoughtfulness and our gifts this Lent.


















































We ask this prayer through Christ our Lord. Amen.





# Mission Together Lenten Calendar 2022



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p><b>28 FEBRUARY</b> Tomorrow is the <b>Feast of St David</b>. What does 'Diwrnod Hapus St Davids' mean?</p> 	<p><b>1 MARCH Shrove Tuesday</b> Find out why we make pancakes today.*</p> 	<p><b>2 Ash Wednesday</b> Discover why ashes are placed on our foreheads today.</p> 	<p><b>3</b> Find out why Lent lasts 40 days.*</p> 	<p><b>4</b> With your class, pray and reflect on the first two Stations of the Cross.+</p> 	<p><b>5</b> As a family, pray the <i>Our Father</i> for those in need. Then think of ways you can help.</p> 	<p><b>6</b> Find a quiet place and ask God to help you share and pray more this Lent.</p> 
<p><b>7 The 1st Sunday of Lent.</b> Gospel reading Lk 4:1-13. Read and reflect on it as a class.+</p> 	<p><b>8</b> In Lent we choose to give things up and put God and others first. What could you give up this week?</p> 	<p><b>9</b> Write a Lent prayer. Include the words: <i>pray, share, forgive, change, listen, Jesus.</i></p> 	<p><b>10</b> Many years ago <i>Lent</i> used to be the name for <i>spring</i>. Look for signs of spring today.</p> 	<p><b>11</b> With your class, pray and reflect on the 3rd and 4th Stations of the Cross.+</p> 	<p><b>12</b> Tell a family member three things you know about Lent.</p> 	<p><b>13</b> Find a quiet place and share any worries you have with Jesus, our God and friend.</p> 
<p><b>14 The 2nd Sunday of Lent.</b> Gospel reading Lk 9:28-36. Read and reflect on it as a class.+</p> 	<p><b>15</b> In Lent we choose to listen to God and others more carefully. How can you listen well this week? *</p> 	<p><b>16</b> Find out what the word 'sacrifice' means. Then consider what you could sacrifice for someone today.</p> 	<p><b>17 Feast of St Patrick</b> Find out where Patrick was sent as a missionary.</p> 	<p><b>18</b> With your class, pray and reflect on the 5th and 6th Stations of the Cross.+</p> 	<p><b>19 Feast of St Joseph</b> Write a poem about St Joseph. Include the words: <i>faith, trust, courage and loving.</i></p> 	<p><b>20</b> Find a quiet place and pray a <i>Hail Mary</i> for those who are sick, sad or lonely.</p> 
<p><b>21 The 3rd Sunday of Lent.</b> Gospel reading Lk 13:1-9. Read and reflect on it as a class.+</p> 	<p><b>22</b> In Lent we choose to give to help others. What could you give to help others this week?</p> 	<p><b>23</b> Pray with your class <i>'May all children in the world, share love, share friendship, and live in the peace of God's love, now and forever. Amen.'</i></p> 	<p><b>24 Feast of St Oscar Romero</b> Find out why Fr Romero was made a saint.*</p> 	<p><b>25</b> With your class, pray and reflect on the 7th and 8th Stations of the Cross.+</p> 	<p><b>26</b> Lent is a special time to say sorry and forgive. As a family, pray for the strength to do both.</p> 	<p><b>27 Mothering Sunday</b> Find a quiet place and ask God to bless all mums and grandmas.</p> 
<p><b>28 The 4th Sunday of Lent.</b> Gospel reading Lk 15:1-3, 11-32. Read and reflect on it as a class.+</p> 	<p><b>29</b> In Lent we choose to change our ways for the better. What could you change today?</p> 	<p><b>30</b> Make a small sacrifice this week and put a coin in your Mission Together Box.</p> 	<p><b>31</b> We are in the season of spring. This week go outside with your camera and capture <i>Lent through a Lens</i>.*</p> 	<p><b>1 APRIL</b> With your class, pray and reflect on the 9th and 10th Stations of the Cross.+</p> 	<p><b>2</b> Tell a family member about the Stations of the Cross and why we pray the Stations in Lent.</p> 	<p><b>3</b> Find a quiet place and thank God for all the beautiful things he has created.</p> 
<p><b>4 The 5th Sunday of Lent.</b> Gospel reading Jn 8:1-11. Read and reflect on it as a class.+</p> 	<p><b>5</b> Eggs are a symbol of new life. How does this link to Easter?</p> 	<p><b>6</b> Visit the Mission Together virtual map, chose a country and pray for the children there.*</p> 	<p><b>7</b> Make someone smile today and share Jesus' kindness with those around you.</p> 	<p><b>8</b> With your class pray and reflect on the 11th and 12th Stations of the Cross.+</p> 	<p><b>9</b> Ask a family member to help you discover why palms will be given out at church tomorrow.</p> 	<p><b>10 Palm Sunday</b> Find a quiet place and thank God for sending Jesus to love and guide us.</p> 
<p><b>11 Palm Sunday.</b> Gospel reading Lk 19:28-40. Read and reflect on it as a class.+</p> 	<p><b>12</b> Today we remember how Judas made a bad decision. Ask God to help you make good choices this week.</p> 	<p><b>13</b> Today Jesus planned his last supper. Thank God for your food and pray for children who are hungry.</p> 	<p><b>14 Maundy Thursday</b> Why does the Pope wash the feet of others today?</p> 	<p><b>15 Good Friday</b> Sit quietly, be still, and thank Jesus for showing us how to love.</p> 	<p><b>16 Holy Saturday</b> Today we wait as Jesus lies in the tomb. Tomorrow we celebrate as Jesus rises to new life.</p> 	<p><b>Jesus is risen. Alleluia!</b></p> 



# Ash Wednesday and the Season of Lent

Ash Wednesday – Wednesday 2<sup>nd</sup> March 2022



This year Ash Wednesday (first day of the season of Lent which is a preparation for the season of Easter) falls during the half-term holiday. Ash Wednesday is a day of **fasting** and **abstinence**.

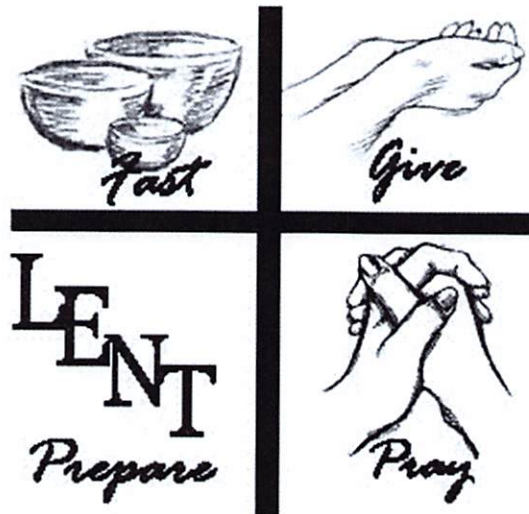
Every year when Ash Wednesday falls during term time all pupils and staff (Years 1-6) attend Mass and receive ashes. Children and staff in Nursery and Reception have services in school and receive ashes which have been blessed by Father John at Mass.

The ashes which are used on Ash Wednesday come from the branches of the olive tree or, according to custom, of the palm tree which were blessed the previous year. These are burnt to create the ashes which we receive in the form of a cross shape on our foreheads.



For us Lent (*Quadragesima* – the 40 days) is a time of spiritual spring cleaning. It is a time when God draws near to heal and restore our lives. Thus receiving ashes is an essential part of our preparation for Easter as Catholics.





*Dies Cinerum*, or Ash Wednesday as it is now called, used to be the beginning of a long public penance for those Christians who had either been excommunicated (had to leave the Church) or barred from the sacraments. Bishops would bless sackcloth for these people to wear during the 40 days leading up to Easter – outward signs representing inner repentance. After the 40 days of penance and sacramental confession they were welcomed back home and reunited in Christ and his Church.

During the Council of Beneventum in 1091, Pope Urban II decreed that ashes should be received by all the faithful at the beginning of Lent and that all should join in the public act of repentance.



This Ash Wednesday and Lent, we will accept the ashes of penance and mourning as outward signs of our inward repentance. But let us also as Christ teaches, be seen to rejoice and to be cheerful again as we prepare ourselves to celebrate the Resurrection at Easter.

The three Lenten practices of **prayer**, **fasting** and **alms-giving** help to discipline our bodies, minds and spirits.



### Prayer

This discipline requires the sacrifice of time and sometimes in Lent it is a good idea to get up a little bit earlier to ensure there is time in the day for prayer. Prayer helps to bring us closer to God and strengthens our hearts against temptation.



Jesus Prays in the Garden  
John 17:1-26

### Fasting and Abstinence

Fasts train our bodies which can be prone to self-indulgence. By fasting we use the gift of self-control. By controlling our wants we concentrate on the most basic of needs. As hard as not eating chocolate, drinking alcohol etc. is, fasting is nothing compared to the suffering of so many in the world.

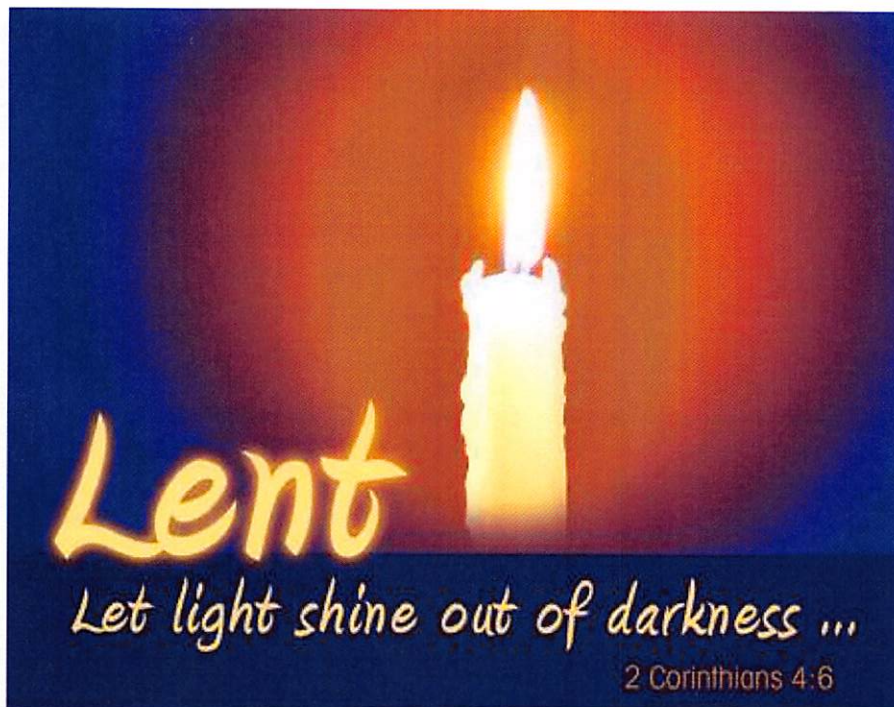
The bishops of England and Wales recognize that simple acts of witness, accompanied by sincere prayer, can be a powerful call to faith. Traditional Catholic devotions such as making the sign of the cross with care and reverence, praying the Angelus and saying a prayer before and after meals, are straightforward actions which both dedicate certain moments in our daily lives to God and demonstrate our love and trust in his goodness and providence. If these devotions have been lost from our homes we have much to gain from learning and living them again.

Every Friday is set aside as a special day of penitence, as it is the day of the suffering and death of the Lord. It is important that all of us are united in a common, identifiable act of Friday penance since the virtue of penitence is best acquired as part of a common resolve and witness. The law of the Church requires Catholics on Fridays to abstain from meat and unite this act to prayer. Those who cannot or choose not to eat meat as part of their normal diet should abstain from some other food of which they regularly partake. This decision came into effect on Friday 16<sup>th</sup> September 2011.



On a Friday our prayer is in thanksgiving for the gift of the mortal life that we have been given; a life which Christ willingly sacrificed on the cross for our sake. The act of abstinence itself can be offered consciously as prayer for life and as reparation for sins against life. It can also be put to the service of others if we make a sacrifice and give the financial savings made from our abstinence to charities which assist those who are poor or suffering. If we are unable to make that financial sacrifice, we can still perform a 'work of charity', an act of kindness and love to another person who is in need or suffering in some way.

Canon 1251 states that abstinence from eating meat or another food according to the prescriptions of the Conference of Bishops is to be observed on Fridays throughout the year unless they are solemnities. Abstinence and fast are to be observed on Ash Wednesday and on Good Friday.



### Alms-giving

Giving to the poor 'is not charity but justice' (St. Augustine of Hippo). All things belong to God and he desires that the good things of the earth be shared. It is our Christian mission to share, to rejoice in giving and not count the cost as the community of Apostles and early Christians once did (Acts 2: 44-45). By being generous we are given the freedom to love and room is made in our hearts for God's love, grace and peace.



## Introduction to the Bible

The whole point of reading and understanding the Bible is to encounter God, understand the revelation he has given us and grow in faith.

But, we do not read alone. We read the Bible within the tradition of the Church to benefit from the holiness and wisdom of those who have gone before us.

As long ago as the 5<sup>th</sup> century, St. Jerome, a Father and Doctor of the Catholic Church insisted that "Ignorance of Scripture is ignorance of Christ!"

## How the Bible speaks to Catholics

Catholics believe that there are different ways to understand the Bible:

- the literal sense: the meaning of Scripture is conveyed by the words and discovered by critical explanation or interpretation of a text, following the rules of sound interpretation.  
All other senses of Sacred Scripture are based on the literal.
- the spiritual sense: In light of the unity of God's plan, not just what the text of Scripture says literally; realities and events about which it speaks can also be signs.
- the moral sense: the events we read in Scripture should lead us to act justly and fairly to live morally.
- the allegorical sense: we can find a more profound understanding of events by seeing their significance in Christ. An example of this would be the crossing of the Red Sea – seen as a sign of Christ's victory and of Christian baptism.
- the anagogical sense (Greek: *anagoge*, "leading"): the realities and events in the Bible, in terms of their eternal significance, lead us home to God. So the Church on earth is a sign of the heavenly Jerusalem.

## Catholic principles for reading the Bible are:

1. The Catholic Church believes that God is the principal author of Sacred Scripture.
2. God used certain people who wrote in human language at a particular time and place in history. Their writings reflected them – their personalities and their educations. The truth that they conveyed is differently presented and expressed in the various types of historical writing, in prophetic and poetical texts, and in other forms of literary expression.
3. Catholics seek to understand what a sacred author is saying to be true, distinguishing that from something he is using as an image to help them understand the truths which Catholics call the "deposit of faith" or Divine Revelation. The Bible is primarily concerned with telling these truths, which are without error.



## To help Catholics grow in faith as they read Scripture

The Church gives three important points for interpreting and understanding the Bible. She says we should:

1. be attentive to the content and unity of the whole Scripture (Catechism, 112). It all fits together as a coherent vision, so we shouldn't just look at selected parts in isolation.
2. read the Bible within the living tradition of the whole Church (Catechism, 113). The Holy Spirit guides the Church in interpreting Scripture; and we find many examples of how the Saints, Popes, Early Church Fathers and Mothers, and Church Councils have commented on Scripture and its meaning throughout history.
3. pay attention to the coherence of the truths of faith among themselves and within the whole plan of Revelation" (Catechism, 114). The entire deposit of faith forms a wonderful unity – doctrine sheds light on Scripture, and Scripture on doctrine.

## The Bible is not a book; it is a library of 73 books

The word "Bible" comes from a Greek plural noun, *ta biblia*, meaning *the books*. The Bible is not just a book; it is rather a collection of 73 books, a library which contains many books stemming from very different periods of time, written in various languages, having many different "authors" and having been subjected to the influence of many different cultures.

## The Bible is not "Scientific History", but a Faith Narrative

History as we know it and as it is taught now has to pay attention to narrating exactly what has happened and how it happened. The Bible does not fall in this category.

- In biblical times throughout the then-known world, history was kept alive in oral tradition, being passed on from one generation to the next, century after century. Its purpose was to explain why things are as they are. Why is there so much beauty? It is because God created it. Why is there also so much evil? Because the humans God had created turned away from him and disobeyed him.
- Heroic deeds were attributed to ancestors in story form, often in exaggerated ways.
- Only from around the year 1000 BCE were these "oral stories" gradually entrusted to paper. Also the Gospels in the New Testament knew this process: stories about Jesus first "lived on" for many decades in oral tradition and in early Christian communities, before eventually being written down and becoming "the four Gospels".



## Old Testament (BCE – Before Common Era, or before Christ)

The first part of the Bible, the Old Testament, is common to both Jews and Christians (with some differences). Jews and the Protestants recognise only the books that were written in Hebrew – 39 of them, which are placed into three categories with further subdivisions. They are called the Torah, Nebi'im and Ketubim.

- Torah means “law” – not so much in the legal sense but more as instruction. We know this first part of the Jewish Bible as Pentateuch (the “five scrolls”), consisting of the five books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
- Nebi'im means “Prophets” – and this section is subdivided into two parts, the Former Prophets (which we now call the Historical Books), consisting of: Joshua, Judges, 1-2 Samuel and 1-2 Kings and the Later Prophets, consisting of four scrolls, Isaiah, Jeremiah, Ezekiel and the Scroll of the Twelve.  
This contains the writings of the 12 so-called Minor Prophets: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi.
- Ketubim means “writings” – and this section consists of 13 books: Psalms, Proverbs, Job, Canticle of Canticles (Song of Songs), Ruth, Lamentations, Qoheleth (Ecclesiastes), Esther, Daniel, Ezra, Nehemiah and 1-2 Chronicles.

Catholics recognise seven books that are not in the Protestant Canon (a total of 46), which were written in Greek (these are called deuterocanonical). The seven books are: Tobit, Judith, Ben Sirach or Ecclesiasticus, Baruch and 1-2 Maccabees.

Unlike the Jewish Canon, the Catholic Canon is made up of four main parts:

- the Pentateuch (literally meaning the “five scrolls”) containing the same five books as found in the Torah.
- the Historical Books
- the Wisdom Books
- the Prophetic Books and the Book of Daniel (which is half prophetic and half apocalyptic)

## and the New Testament (CE – Common Era)

To complete the Catholic Canon, we need to mention all the New Testament books that belong to the above list. The formation of the second part of the Bible, the New Testament, is in three stages:

- the Gospels and the Acts of the Apostles
- the Epistles – Paul’s letters, the letter to the Hebrews and the Letters to the entire Church
- and the Book of Revelation of John.

Above all, the Bible is for the believing Jew and Christian *God’s Revelation*, one of the special sources and unique record of God’s self-communication. God can, of course, also be



known through nature; but in a very particular way, God chose to reveal himself through the written word as is now found in the Bible. This, indeed, is the main characteristic of the Bible. It is not primarily a collection of truths, laws and commands.

Much more than that, through the Bible, God reveals who he is and how much he has loved and still loves the world and humanity – so much, in fact, that he came as a human being in Jesus to tell us what God is like.

## Writing styles (or genres)

There are different ways of telling a story; and they correspond to different needs in the life of a group. The literature that arose in the Old Testament included:

- *stories*: We recall the accounts of the past.
- *epics*: a long poem derived from ancient oral tradition, narrating the deeds and adventures of heroic or legendary figures, which are grand in scale.
- *laws*: were given to ensure a good relationship with God; for example, Moses and the Ten Commandments.
- *the liturgy, celebrations and rituals*: Just as family meals bind the family together, religious celebrations and rituals bind people and God together.
- *poems, canticles and psalms*: are expressions of sentiments and faith.
- *the oracles of the prophets*: solemn words said to have come from God.
- *teaching*: Priests and prophets give instruction - and this includes stories and tales (parables)
- *the Wisdom writings* are reflections on the big questions: what is life, death, love? Why is there evil and suffering?

And the New Testament has the following four distinct parts (or: genres):

- four Gospels: the Good News of Christ's Life, Death and Resurrection; these Gospels are not meant as a biography or history, but are a proclamation of faith
  - three so-called Synoptic Gospels of Matthew, Mark and Luke
  - the Gospel of John, which is more theological.
- the Acts of the Apostles: about the early Church
- the Letters of Paul and the so-called Catholic Epistles.
- the Book of Revelation

## All the books are quite different from one another

They were written by different people who lived in different centuries and different circumstances which tell us about the Covenant, the agreement, which God made with Israel through Moses (the Old Covenant) and which he fulfilled in Jesus Christ (the New Covenant). The process of writing them went on for almost ten centuries – and gradually all of them were brought together in one Bible.



## The timelines of the Bible

See the following timeline of all the books in the Bible (*with writing down and literary activity in italics*). All dates are approximate. The timeline is based on traditionally accepted timeframes from the New Jerusalem Bible.

### Old Testament

- Until 10<sup>th</sup> Century *important place to faith memory being passed on through mainly the oral tradition; therefore, very little literary or recorded activity;*
- After 10<sup>th</sup> Century *literary activity begins on a larger scale; first written records of The Pentateuch (Genesis, Exodus, Leviticus, Numbers, Deuteronomy)*
- Around 750 BCE Amos; Hosea; Micah; Primo-Isaiah
- 630-600 BCE Zephaniah; Jeremiah; Nahum; Habakkuk
- Exilic: Ezekiel; Deutero-Isaiah:  
Deuteronomic history gradually taking shape
- Post-Exilic Trito-Isaiah; Haggai; Joel; Zechariah; Malachi; Obadiah  
*final redaction of The Pentateuch (see names above) by the priests*  
the Priestly Historical Books: 1-2 Chronicles; Ezra; Nehemiah;  
final edition of the Deuteronomic History: Joshua, Judges 1-2 Samuel;  
1-2 Kings, the Wisdom Books: Job; Proverbs; Song of Songs: many  
Psalms
- From 4<sup>th</sup> Century 350-200 BCE: Jonah; Tobit; Esther; Ecclesiastes  
200-175 BCE: Ben Sirach; Daniel; 2 Maccabees (Yes, 2 Maccabees  
came before 1 Maccabees!!)  
100-50 BCE: 1 Maccabees; Judith; Wisdom

### New Testament

- 50-52 CE two Letters to the Thessalonians
- 56 CE (or possibly 63 CE): Philippians
- 57 CE 1st Corinthians and Galatians
- 61-63 CE Colossians; Ephesians; Philemon; 1 Timothy; Titus
- 63 CE Gospel Of Mark; James; 1 Peter
- 67 CE 2 Timothy; Hebrews
- 70 CE Matthew; Luke; Acts; Jude
- 95 CE: Revelation; Gospel of John



## **Most importantly, God speaks to us on every page of the Bible...**

just as he spoke to the people of earlier times. This long letter, written down by many people, comes from us from the heart of God, from his love. God knows and loves each one of us, and he speaks to each of us individually.



# SYCAMORE

**SYCAMORE – ‘GROWING IN FAITH TOGETHER’**

**WEEKLY ‘DO IT YOURSELF’ AT HOME**

**COURSE FOR ENGAGED AND**

**MARRIED COUPLES x 4 WEEKS**

**Please join us we follow this course  
weekly from the week of the 6<sup>th</sup>  
March 2022**

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## **What is the ‘Growing in Faith Together’ Pathway?**

For engaged couples who have completed their marriage preparation course and want to continue exploring their faith together, and for married couples to enrich their friendship and love.

Four sessions about happiness, prayer, the Mass, and the meaning of love. With special discussion questions that allow couples to share and reflect together.

**This new Sycamore course has been designed to help couples reflect together on the deeper questions of life and on their love, in light of the Christian faith.**

How can couples achieve lifelong happiness and a sense of balance in their lives? How can they learn to pray together and support each other spiritually? How does God call couples to live out their faith in the family and society?

**This 4-week course is recommended first of all for engaged couples who have completed their formal marriage preparation, and married couples seeking to build and develop their relationship.**

The course is not a marriage preparation programme, and it does not directly explore the meaning of the sacrament of matrimony.



**The course will be helpful for each and every couple – even if you are at very different starting points.** It doesn't make any assumptions about where you are as a couple, and it doesn't put any pressure on you to pretend you are someone you are not. It gives food for thought, and opens up space for you to share and grow together. Don't worry if you feel that your faith is not very strong, or if you have lots of doubts and questions, or if you find it hard to talk about faith as a couple. This course is exactly for you!

**Pope Francis gives encouragement to all engaged and married couples in this beautiful short video** (2 minutes watch time): <https://youtu.be/7GUs0ZHmlvc>

## Titles and links for each session

**(WEEK 1 – 6<sup>th</sup> March) THE SEARCH FOR HAPPINESS** [["Film 1" in Series: click here to view: Session 1 - The Search for Happiness - Sycamore](#) ]

Main themes: The impossibility of sitting still. What is happiness? How to press the pause button.

**(WEEK 2 – 13<sup>th</sup> March) THE POWER OF PRAYER** [["Film 8" in Series: click here to view: Session 8, The Power of Prayer - Sycamore](#) ]

Main themes: What is prayer? Does prayer make a difference? How to pray.

**(WEEK 3 – 20<sup>th</sup> March) THE HOLY EUCHARIST** [["Film 15" in Series: click here to view: Session 15 - The Holy Eucharist - Sycamore](#)]

Main themes: The meaning of the Mass. The Real Presence of Jesus in the Eucharist. The Holy Sacrifice of the Mass.

**(WEEK 4 – 27<sup>th</sup> March) THE MEANING OF LOVE** [["Film 10" in Series: click here to view: Session 10, The Meaning of Love - Sycamore](#)]

Main themes: What is love? How to love your neighbour. Knowing the love of God.

**EXTRA SESSION: (WEEK 5 – 3<sup>rd</sup> April) THE CHRISTIAN VOCATIONS** [["Film 17" in Series: click here to view: Session 17 - The Christian Vocations - Sycamore](#)]

Main themes: The meaning of vocation. Marriage and family life. Ordination and consecrated life.



To: Parents & Carers

My Ref: DSA/PN/da

Your Ref:

Date: 24<sup>th</sup> February 2022

Dear Parents and Carers,

Government have made changes to the way COVID is managed and I wanted to write to let you know about how these changes will impact schools and request your on-going support to limit COVID infection among school pupils and staff.

**What are the changes to government guidance?**

As of 21st February close contacts of people who have tested positive will no longer be asked to test daily for 7 days if fully vaccinated or self-isolate for 10 days if unvaccinated.

As of 24th February there is no longer a legal requirement for people to self-isolate if they test positive with COVID, however, the government continue to strongly recommend that anyone who tests positive limits contact with others for at least 5 days, and stop isolation once two negative lateral flow tests are conducted on days 5 and 6 or later but 24 hours apart.

The government will remove testing (both with PCR and LFTs) by the end of March.

**How will this affect pupils?**

Pupils who test positive will be asked to stay at home as above.

Pupils who are close contacts will no longer be asked to test for 7 days.


**Will there continue to be COVID measures in school?**

There will continue to be COVID cases within schools and therefore schools will need to use some measures to limit cases including asking pupils to stay at home if they are unwell or test positive, ventilation and handwashing. The purpose of this is to limit the chance of large outbreaks resulting in staff sickness and loss of education for children.

The Local Authority will continue to support schools that are experiencing large outbreaks. When there are large numbers of staff who test positive within a school, other measures may need to be temporarily introduced, this may include remote

**Tony Theodoulou**  
**Executive Director People**  
Enfield Council  
Civic Centre, Silver Street  
Enfield EN1 3XY

[www.enfield.gov.uk](http://www.enfield.gov.uk)

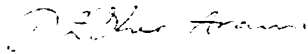
 If you need this document in another language or format contact the service using the details above.



learning for some as a last resort. Your school will work to ensure that this is for as short a time as possible.

Thank you for your ongoing support,

Yours faithfully



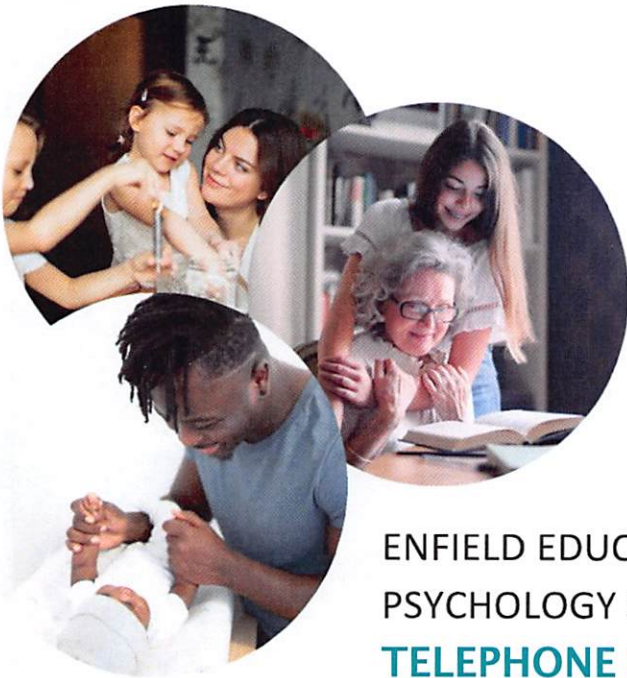
**Dudu Sher-Arami**  
**Director of Public Health**  
**London Borough of Enfield**



**Peter Nathan**  
**Director of Education**  
**London Borough of Enfield**

Enfield Council has launched a series of 14 e-newsletters covering a range of topics that provide residents with more frequent Council news and service updates. More than 40,000 people have already signed up, make sure you're one of them. You can register at [www.enfield.gov.uk/enewsletters](http://www.enfield.gov.uk/enewsletters)





ENFIELD EDUCATIONAL  
PSYCHOLOGY SERVICE:  
**TELEPHONE SUPPORT LINE  
FOR PARENTS & CARERS**

In response to COVID-19, Enfield EP Service is offering Enfield parents and carers the opportunity to speak to an Educational Psychologist (EP) about a concern or issue they may have in relation to their child.

Educational Psychologists are professionals concerned with the development, learning and social and emotional wellbeing of children and young people. Issues we can help you to think about include:

- Learning
- Emotions (e.g. fears and worries, low mood, anger)
- Transitions at school and home
- Parenting
- Resource seeking
- Signposting to appropriate services

Calls can be booked between 9.30am and 4.30pm Monday to Friday.

If you have internet access, please fill in the [online form here](#) to request a phonecall.

If you don't have access to the internet, please call us to request a phone call.

02083792000

We will do our best to respond to your request within ten working days.

A telephone consultation is not a formal referral to our service.