

# St Joseph's Catholic Primary School: Newsletter 24.01.25

## Mission

Together we love, learn, follow Jesus

## Vision

At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.

## Values

Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

### Headteacher's Weekly Round Up:

*We have had another productive week in school. The week did not get off to the best start due to the stomach bug that was circulating. Thank you to everyone for bearing with us, following guidelines and keeping children at home when infected. We will continue to follow the advice we received from infection control until we are sure that the outbreak has passed.*

*We are still eager to begin the overhaul in the school library so please have a look to see if there are any quality books at home that are not needed anymore.*

*Please take care during the bad weather that is forecast.*

*Have a lovely weekend!*

*Mrs Brownsey*

**Pope Francis:** *May the Lord open our ears and hearts so that we may listen to His Word and those of our brothers and sisters. Through our attentiveness and charity, we can make our world more fraternal and restore to it the hope of joy.*



**Classroom Round Up:** This week in Class R/1, we have started our new focus text, 'Lost and Found' by Oliver Jeffers. The children have enjoyed making predictions, exploring new vocabulary and asking questions about the characters in the book. Phonics wise, Reception have been focusing on reading and writing words containing the 'ee' sound. Year One have been busy revising previously taught sounds and learning Green Froggy's 'ie' sound in addition to Yellow I's 'ie' and 'igh' sounds. In history, we answered the question, 'What is a house and why do we have them?'. The children enjoyed sharing features of their homes and identifying which type of house they live in. To end the fun-filled visit to Stanley Grange. while Reception got busy making some winter mud kitchen recipes in the outdoor classroom. All in all, another busy, wonderful week in Class R/1!



week, Year One had another

This week the children in **Cl 2/3/4** enjoyed beginning to explore our new artist, Henri Matisse, exploring the lines and shapes that he has used in his artwork. In English, the children have really enjoyed reading more of Julius Zebra, exploring subordinate conjunctions and adverbs which appear in the story. Through our history topic, we started to look at what an Empire was and how far the Roman Empire stretched across Europe and Africa. We finished the week by taking part in a fantastic athletics workshop.

It has been a brilliant week in Class 5/6! In history, we started our new unit based on the Mayans. We looked at a range of artefacts to gather information about this ancient civilization - the children really enjoyed this. In maths, Year 5 have been focusing on the written method of multiplication, whilst Year 6 have moved onto algebra and using function machines. In English, we have started our new book 'Kensuke's Kingdom' and the children wrote a letter in the style of Michael as he embarks on his adventure of a lifetime! The children are well and truly hooked which is lovely to see. And finally, not forgetting science where the children built a series of circuits and tested how adding components affects the brightness of a bulb or sound of a buzzer - a lot of fun was had.

## School Attendance:

	This Week	This Year
Yr R	96.2%	96.4%
Yr 1	99.2%	97.2%
Yr 2	86.4%	95.1%
Yr 3	73.3%	93.6%
Yr 4	70.9%	94.9%
Yr 5	91.8%	95.6%
Yr 6	97.3%	97.4%
Total	89.2%	95.9%

## Award Winners

### CI R/1:

Dojo Champion: **Evangelina**  
 School Values/Mission: **Miller**—Resilience—for showing great determination and resilience during phonics lessons, showing a new confidence towards reading. Well done Miller, keep it up!

### CI 2/3:/4

Dojo Champion: **Sam**  
 School Values/Mission: **Fawn**—Empathy—for showing great support and always being there to help her maths partner and others around her. Thank you Fawn!

### CI 5/6:

Dojo Champion: **Dexter**  
 School Values/Mission: **James**—Respect—for helping in the lunch half when there was a spillage, demonstrating respect for adults and our school environment.

## Forest School:

This week in Forest School, Class 5/6 talked with their School Council members about what they would like to see in St Joseph's Forest School. The children suggested some lovely ideas



for enhancing the area further. It was great to see the children build confidence using tools such as the bowsaw, pruning saw, palm drill and whittling tools. As always, I was impressed with the children's creativity and teamwork skills whilst outdoors.



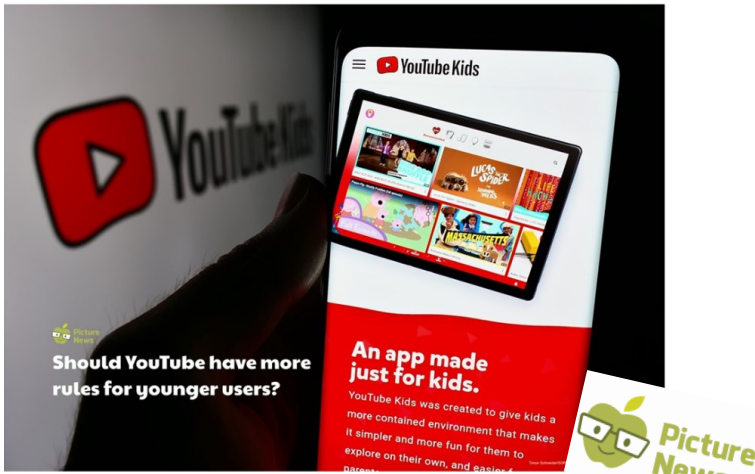
On the menu in the Forest Hotel this week was seasonal soup, cheese tasting and a range of different seasonal drinks! Well done to Effie who was this week's Forest School Star!

## Stanley Grange:

The first job for this week's group was to plant trees. They had to make sure the hole was deep enough to cover all the roots before they stamped on the soil and watered the new trees. They then spent time in the greenhouse where Ben asked them to identify different fruits, seeds and leaves.



**Sunday Gospel:** Jesus, with the power of the Spirit in him, returned to Galilee; and his reputation spread throughout the countryside. He went into the synagogue on the sabbath day as he usually did. He stood up to read, and they handed him the scroll of the prophet Isaiah. Unrolling the scroll, he found the place where it is written: "The spirit of the Lord has been given to me, for he has anointed me. He has sent me to bring good news to the poor, to proclaim freedom to prisoners and new sight to the blind, to set the oppressed free, to proclaim the Lord's year of favour." He then rolled up the scroll, gave it back to the assistant and sat down. And all eyes in the synagogue were fixed on him. Then he began to speak to them, "This scripture is being fulfilled today even as you listen." Luke 1: 1-4, 4: 14-21 (Wednesday Word)



### Rule of Law

We often have rules for going online when we are at school or home. Rules are there to help protect us and keep us safe.

**SATs & residential meeting:** There is a meeting for Year 6 parents on **Tuesday (January 28th)** in school starting at 3.30pm. Miss Bottomley will be talking about the KS2 SAT tests, as well as providing further information about the Year 6 residential visit.

### Diary Dates:

- Tuesday, 28th January    Lego-themed lunch
- Yr 6 meeting for parents
- Friday, 7th February     Cl R/1 Stay & play at 2pm
- Thursday, 13th February PTFA disco
- Friday, 14th February    School closes at 3.20pm
- Monday, 17th to Friday, 21st Half Term
- Monday, 24th February   School re-opens
- Start of Yr 6 residential



**After School Sport:** Multi-sports club loved learning and practising some new skills this week! They also enjoyed playing games and practising their sportsmanship in a game.

### This week spotted by pupils:

Effie  
For being kind to pupils in the whole school

### Recent Correspondence

Please find below a list of information that has been sent out this week.  
Remember to check School Spider for all communication from school:  
*Cl 2/3/4 Uniform 24.01.25*  
*Cl R/1 Uniform 24.01.25*  
*Yr 6: London Trip 27.02.25*  
*Wednesday Word: 22.01.25*  
*PTFA Disco (see poster below for more details)*  
*School Meals: Week commencing 27.01.25*  
*Books!*  
*Stomach bug updates*



Friends of  
Brindle  
St. Joseph's  
Primary School

SCHOOL

DISCO!

THURSDAY 13TH  
FEBRUARY

6PM - 7:30PM

IN THE SCHOOL HALL

£5 per child & £3 for siblings  
includes drinks, sweets, snack and a small  
gift!

TICKETS ON SALE NOW  
FROM THE SCHOOL OFFICE

Myerscough College Basketball Academy

# RISING HOOPERS

MYERSCOUGH | BASKETBALL

**UNDER 11'S  
BASKETBALL  
SESSIONS**



**STARTING SUNDAY JANUARY 19TH**

**9:30 - 10:30AM**

**SCHOOL YEARS 5 AND BELOW**

Sessions at Myerscough College, PR3 0RY

**PLEASE COMPLETE SIGN UP FORM**

For more Info - [Jshuttlewood@myerscough.ac.uk](mailto:Jshuttlewood@myerscough.ac.uk)

# What Parents & Educators Need to Know about HEALTH & FITNESS APPS

## WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

### LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 16-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

### NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them aren't. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

### REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercise can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

### DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

### ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

### DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

## Advice for Parents & Educators

### EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

### PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

### REVIEW THE APP FIRST

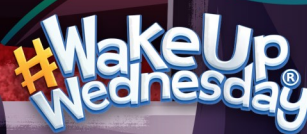
Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

### USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/wellbeing-fitness-apps>



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