

Last week marked our first week back and it certainly began with excitement across the school, with two very special events bringing creativity and anticipation to our classrooms and hall. To begin the week, children from Year 1 to Year 6 enjoyed an extra-curricular afternoon as the usual timetable was paused in favour of creative exploration. Children chose their own focus within PE, drama, music or art. From developing circus skills and performing as ringleaders, to composing circus-inspired music and producing artwork inspired by Cirque du Soleil, every space buzzed with energy. Smiles were everywhere as children embraced new challenges with confidence and enthusiasm. Thank you to our subject leaders for organising such an engaging experience, and to the children for their fantastic participation. The excitement continued during Friday's PRIDE assembly with the much-anticipated reveal of the Year 6 leavers' production which will take place in July. Our Year 6 children worked together to solve a series of clues hidden around the school, each leading them closer to discovering this year's show. As props were uncovered and the final clue solved, it was revealed that the July performance will be *Disney's Aladdin*. The hall instantly erupted with screams of delight, and the sense of anticipation was unforgettable. What a wonderful start to the second half of the academic year — we cannot wait to see all that it brings.

School Mass thanks

It was wonderful to see so many children and families gathered at St Vincent's Church for yesterday's school Mass. Your presence helped to create a real sense of community as we came together at the beginning of this Lenten season. Although Lent is often seen as a quieter, more reflective time in the Church's year, our Mass was anything but subdued. The readings were delivered beautifully and with great confidence, and the singing was truly uplifting — both stunning and inspiring in equal measure. Thank you to everyone who joined us and to all who helped prepare the children so thoughtfully.

Stations of the Cross

On Friday afternoon, our Y5 and Y6 children led the parish in a truly beautiful presentation of the Stations of the Cross. They approached this special devotion with such reverence and maturity, creating a prayerful atmosphere with opportunities for reflection throughout. Their readings were delivered with confidence and sensitivity, helping everyone present to journey thoughtfully through each station. Fr Emeka was so impressed by the children's efforts that he has shared with parishioners that this will be the only Stations of the Cross devotion in the parish this Lent. We warmly invite families to join us for this special time each Friday after school at 3.30pm. It lasts just 30 minutes and offers a peaceful and meaningful way to come together during this important season.

Wellies

As part of our OPAL Play approach, we continue to promote outdoor play in all weathers due to the many benefits it brings to children's health, wellbeing and learning. All parents have already received an email outlining the wonderful play and learning opportunities that wet weather can provide. To help children make the most of these opportunities, parents may provide a named pair of wellies to keep in school. These are optional but will allow greater access to wetter areas. Please also ensure children bring a suitable waterproof coat each day.

Y3 Class Assembly

We look forward to welcoming the parents and carers of Y3 to their class assembly this Friday at 2.15pm.

PTFA Mothers' Day Shop

Once again, our PTFA are running their Mothers' Day Shop. Vouchers for children to spend selecting a gift for their mum or special woman in their life can be purchased on the usual platform. Please see attached flier for more details.

'Trust in the Lord... and He will direct your path.' Adapted from Proverbs 3:5-6



In this Sunday's Gospel, we hear the story of the Transfiguration. Jesus takes Peter, James and John up a high mountain to pray. As he prays, his appearance is transformed — his face shines and his clothes become dazzling white. Moses and Elijah appear with him, and the disciples hear the voice of God the Father saying, "This is my beloved Son... listen to him." The Transfiguration reveals Christ's divine glory and strengthens the disciples before his Passion and death. It reminds us that Jesus is truly the Son of God and that suffering is not the end of the story — glory and resurrection lie ahead. During Lent, this Gospel calls us to listen carefully to Christ, to deepen our prayer, and to trust in God's plan as we journey with Jesus towards the cross and the joy of Easter.



Heavenly Father, On the mountain you revealed the glory of your beloved Son and asked us to listen to him. As we journey through Lent, open our hearts to hear Jesus more clearly and to follow him more faithfully. When we face challenges or uncertainty, help us to trust in your plan and remember that your light is stronger than any darkness. May the glory of Christ transform our lives, strengthen our faith, and lead us closer to the joy of Easter. Amen.


Congratulations to these children who won an award last week

St Anselm's Catholic Primary School

Diane

You show very good concentration especially in Phonics lessons. You are remembering the high frequency words and do very good sounding out. You also work well to help your partner if they get stuck. Good work, Diane.

Teacher: Mrs. Hendry Mrs. Doherty 27.02.2026




St Anselm's Catholic Primary School

Logan

Logan, what a great member of the Year 1 class you are. You always join in any activities with enthusiasm and a smile. You are beginning to take on board any feedback that is given and this is having a positive effect on your learning. You can be relied upon to remember your manners and you are very helpful in the classroom. Keep up the good work - You are a superstar!

Teacher: Mrs. Scudder Mrs. Hendry 27.02.26




St Anselm's Catholic Primary School

Colin

Thank you for your eagerness to share your thoughts in class. It's wonderful to see your enthusiasm, especially in those moments when something really clicks or a new idea pops into your head. You always come up with great ideas, and you work very well in pairs and group activities. I've particularly noticed how well you take turns, give others the chance to speak, and encourage your classmates to share their ideas too. Thank - you!

Teacher: Mrs. Scudder 27.02.26




St Anselm's Catholic Primary School

Tanisha

We are seeing you push yourself to new heights, showing 'Personal Excellence' in all activities in class. You have gained a greater resilience with the areas that you find tricky, and now approach them with a 'can do' attitude, overcoming any worries you previously had. This has had the greatest effect in maths and reading, where you are enjoying the successes that are coming with your newfound confidence. Well done, keep it up!

Teacher: Mrs. Kelly 27.2.26




St Anselm's Catholic Primary School

Imogen

What a fantastic return to school you have had! We have seen your 'Determination and Courage' grow this week. You have had a wonderful attitude towards your learning, trying your best and striving for excellence. We have seen a marked improvement in your focus and can see the effort you are putting into showing your 'Personal Excellence'. You are always respectful and kind, but this has shone through this week with your enthusiasm to help around the classroom. Well done!

Teacher: Mrs. Scudder 27.02.26




St Anselm's Catholic Primary School

Chimbuken

I've been truly amazed by the visible progress you have made so far. This week you showed excellent focus which strongly reflects your positive learning behaviour. You have also shown 'Initiative and Independence' in class by taking responsibility for your learning with confidence. All of these highlight your growing maturity and commitment to doing your very best each day. This is a true showcase of your 'Personal Excellence', so keep striving because your hard work is making a real difference.

Teacher: Mrs. Ains 27.2.26




St Anselm's Catholic Primary School

Olivia J

You are a truly deserving recipient of this award; you consistently live out our school's PRIDE values each and every day, setting a wonderful example to everyone around you. Your perseverance has been especially impressive; you never give up, even when learning feels challenging. Alongside this, your positive attitude shines through in all that you do, and your kindness makes you a true friend to others. You should feel incredibly proud of yourself. Keep believing in your abilities and continue to shine so brightly in year 6 and beyond.

Teacher: Mr. Pustock 27.02.2026



Congratulations!

This certificate is awarded to

Year 2

for

being the top Doodling class this week!

Signed: Miss Scampton Date: 27.2.26



Congratulations!

This certificate is awarded to

Year 3

for

being the top Doodling class this week!

Signed: Miss Scampton Date: 27.2.26



Congratulations!

This certificate is awarded to

Year 3

for

being the top Doodling class this week!

Signed: Miss Scampton Date: 27.2.26



Congratulations!

This certificate is awarded to

Daniel (Y6)

for

getting the highest number of stars over the last week! (499)

Signed: Miss Scampton Date: 27.2.26



Congratulations!

This certificate is awarded to

Daniel (Y6)

for

getting the highest number of stars over the last week! (546)

Signed: Miss Scampton Date: 27.2.26



Congratulations!

This certificate is awarded to

Daniel (Y6)

for

getting the highest number of stars over the last week! (432)

Signed: Miss Scampton Date: 27.2.26



CONGRATULATIONS!

ON: 27.2.26

FOR: playing more than any other class this week!

SIGNED: Miss Scampton

Year 3



CONGRATULATIONS!

ON: 27.2.26

FOR: playing more than anyone else over the last week! (217 minutes)

SIGNED: Miss Scampton

Samuel (Y4)

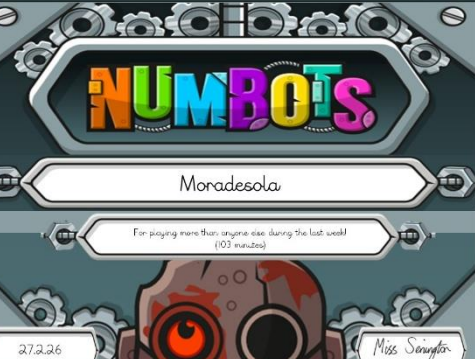


NUMBOTS

Moradesola

For playing more than anyone else during the last week! (103 minutes)

27.2.26 Miss Scampton



Lean and Green Award is awarded to

Y1

The most active class active on the way to school this week


27.02.26



Punctuality Pup is awarded to

Y3


99.1% punctuality 27.02.26



Attendance Red is awarded to

YR

99.1% attendance 27.02.26



KEY DATES

Friday 6th March
Y3 Class Assembly 2.15pm
Stations of the cross – St Vincent's Church 3.30pm

Thursday 12th March
Travelling Book Fair arrives
PTFA Mothers Day Shop

Friday 13th March
Y4 Class Assembly 2.15pm
Stations of the Cross – St Vincent's Church 3.30pm

Friday 20th March
Y5 Class Assembly 2.15pm
Stations of the Cross – St Vincent's Church 3.30pm

Monday 23rd March
Parent Consultation Week

Friday 27th March
YR Class Assembly 2.15pm

Thursday 2nd April
End of term 3 – school closes at 1pm

Monday 20th April
Term 5 begins

Snack Shack

PRICE LIST

- Piece of fruit 10p
- Welch's 30p
- Hot Chocolate 30p
- Smoothies 50p
- Rosary Beads £1
- Team wristbands £1
- Water bottles £2
- Spare water bottle lids 50p
- Meal Deal – Hot Chocolate and Welch's 50p

Open Mondays and Wednesdays





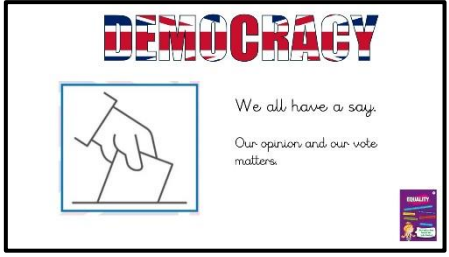
In the news this week

Scientists at NASA are preparing to send astronauts back to the Moon, as part of a new space programme running over the coming years. The series of missions aims to test new technology, learn more about the Moon, and help humans prepare for future journeys deeper into space. The next mission is Artemis II. The plans have sparked discussions about why people explore space and how they could help life on Earth.

Things to talk about at home ...

- > What do you already know about space or the Moon? What would you like to find out?
- > Why do you believe people choose to explore space, even though it can be difficult and risky?
- > If you could explore anywhere beyond Earth, where would you go and why?

Which British Value?



By following international space laws, countries agree to share their discoveries and work together peacefully **for the benefit of everyone** on earth.

Rainbow Curriculum Link

This story links strongly to our Rainbow Curriculum strand of **communication and collaboration** because space missions like NASA's Artemis II depend on teams of scientists, engineers and astronauts working together and sharing ideas clearly. Exploring space requires people from different countries and specialisms to collaborate, solve problems and communicate effectively to achieve a shared goal. In school, when we discuss big questions we practise listening, explaining our thinking and working together.



This week's focus for Y3 & Y4:

Consent

Key messages we learned:

1. Consent means asking for and receiving permission before touching someone or using their belongings.
2. We all have the right to say "no", "stop" or "not now" - even to people we know well.
3. If someone asks us to stop, we must stop straight away - even if they are laughing.
4. We should pay attention to body language and facial expressions as well as words.
5. It is not always necessary to hug someone, even if they are family or someone we usually hug.
6. Being kind and respectful means listening to and honouring other people's boundaries, and expecting the same for ourselves.

During the session, we explored "always, sometimes or never" questions to help children think carefully about real-life situations, such as hugging, tickling and personal space. This helped pupils understand that consent is about choice, comfort and mutual respect.

This week's task:

Talk with a trusted adult about:

1. Things you like and don't like (for example: hugs, sitting close, holding hands, borrowing items).
2. How you can tell when someone wants you to stop (words, tone of voice, facial expressions, body language).
3. Practising saying "no", "stop please" or "not right now" clearly and confidently.

How you can support at home:

Have open conversations about personal boundaries within your family. You might discuss what different family members are comfortable with (for example, hugs or kisses) and agree to respect each other's preferences. Reinforcing that children are allowed to express their boundaries — and that they must respect others' boundaries too — builds confidence, empathy and safety awareness. As always, if your child has any questions or worries following this session, please do encourage them to talk to you or a trusted adult in school.

In Culture Club this term, we are learning about our town – Dartford.



Dartford has an amazing history stretching back over 400,000 years. From the time when mammoths and cave lions roamed the area, to some of the earliest humans in Europe such as the Swanscombe Woman, people have lived here for an incredibly long time. Over thousands of years, communities changed from hunter-gatherers to farmers and later learned to make bronze and iron tools.



When the Romans arrived in 43 AD, they built a major road called Watling Street. This road crossed the River Darent at a shallow crossing called a "ford." The settlement that grew around this crossing became known as "Darent Ford," which later changed to Dartford.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



#WakeUpWednesday

The National College

The Mother's Day Shop Returns!

Let your little ones choose a special, hand-finished gift for mum and any special ladies in their lives. It's a lovely surprise they can pick all by themselves!

Vouchers: £6 each
Order Online By: 10th March
Shop Opens In-School: 12th March



Scan the QR code or follow the link to buy your vouchers

www.pta-events.co.uk/stanselms

Ticket sales end at 5pm on 10th March



#TOGETHERWEAREBETTER