

St. John the Baptist Catholic Primary School



We will prepare the way by loving, living and
learning with the Lord

Friday 15th May 2026

Your talent is Gods
gift to you
What you do with it is
your gift back to God

This week has been a significant milestone for our Year 6 pupils, who have undertaken their SATs assessments. I have been genuinely impressed by the dedication, resilience, and determination each child has demonstrated throughout this period. It is evident that everyone in Year 6 has approached these assessments with a serious commitment to doing their very best, and this level of commitment reflects the values we endeavour to foster within our school community.

As a Catholic primary school, we believe that every child is blessed with God-given skills and talents that are uniquely their own. The resilience displayed by our Year 6 pupils this week has been a testament to their character and their willingness to persevere in the face of challenge. It is my sincere hope that these assessments will provide an opportunity for these talents to truly shine and be recognised.

Throughout their time at St. John the Baptist, our pupils engage in a broad and balanced education designed to equip them with the knowledge, skills, and personal qualities necessary for their future success. I am confident that the education our Year 6 pupils have received, combined with the resilience and determination they have so clearly demonstrated this week, will serve them well as they progress to their next chapter.



Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith



THE ARCHDIOCESE of BIRMINGHAM



Reflection

In this Sunday's gospel reading Jesus is praying for his friends during his Last Supper with them, on the night before he died.

Jesus prayed to his Father, that his friends "may be one just as you and I are one."

Jesus wanted his disciples to love one another, to be united with each other, to be together – just as closely as Jesus and God the Father are together.

Jesus prayed for us too. He wants us to be united, together, loving one another.

We might spend time together, be at peace with each other, listening to each other and helping each other. We would want what is best for the other person – loving one another as much as we love ourselves.

In doing so, we are obeying the Word of God and following the perfect example that Jesus set for us, during his time on Earth.

Our Virtues

Grateful
and
Generous



Catholic Social Teaching

The Dignity Of Work

The dignity of work has been a key principle of Catholic social teaching from the very beginning. Catholic Social Teaching believes that work is dignified, special and very important. Therefore, workers must always be respected – this includes fair wages and fair working conditions. Jesus himself was a worker. He became "like us in all things, devoted most of the years of his life on earth to manual work at the carpenter's bench."

Our Pope's Prayer Intention

For **May 2026** Pope Leo's prayer intention is that **everyone might have food.**

Pope Leo XIV urges a shift toward a "culture of solidarity" to end food waste and ensure access to quality nutrition. Highlighting the scandal of widespread hunger amidst massive global food waste, the intention promotes concrete actions like supporting food banks and adopting simpler lifestyles.





Well Done!



Assessors Summary Report

Safe, loving and family were the words that were used most frequently when stakeholders were asked to describe the school.

Inclusion, wellbeing and nurture are genuinely embedded here.

There is a comprehensive offer to support both physical and emotional wellbeing for the whole school.

Authentic investment in children as partners in learning and school life.

The PTFA is dynamic and supportive, seeking to provide opportunities for children to supplement what is offered by the curriculum.



**ST JOHN
THE
BAPTIST
SCHOOL**

www.sjb.solihull.sch.uk



SEPTEMBER 2026 NURSERY PLACES AVAILABLE

WHERE LEARNING COMES TO LIFE!

- We offer a high quality education for all children.
- We provide a nurturing, safe and vibrant learning environment.
- Our children feel loved, safe and happy.
- We provide fun, hands-on learning indoors and outdoors.
- We provide rich, meaningful first hand experiences in which children are encouraged to be curious, creative and active learners.

We have a newly developed outdoor provision. Please arrange to come and have a look at our amazing provision.



Scan the QR code to see our wonderful provision.

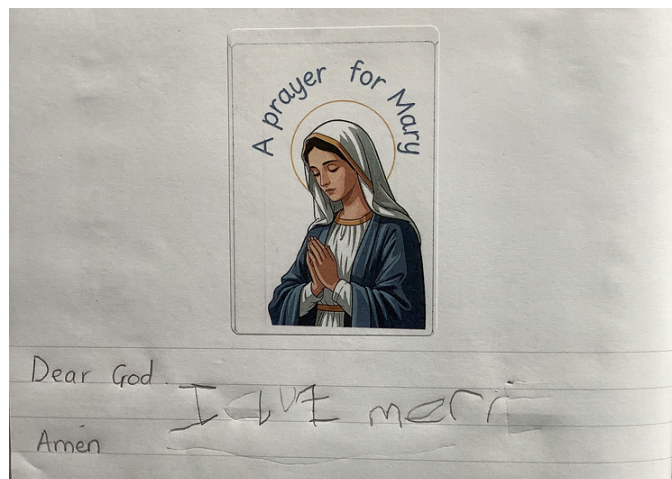
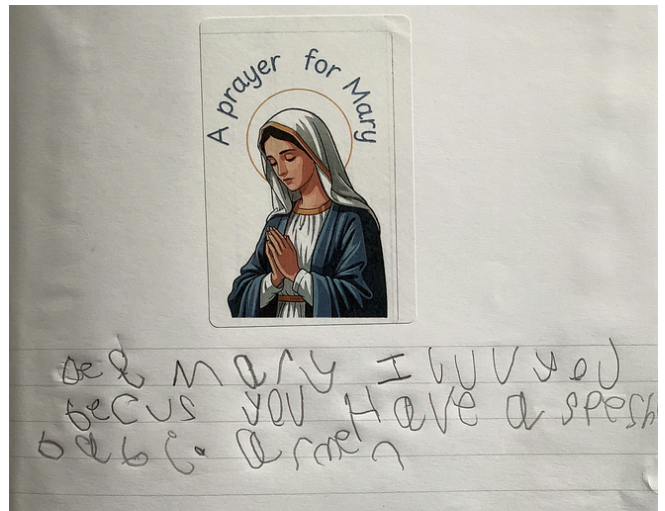
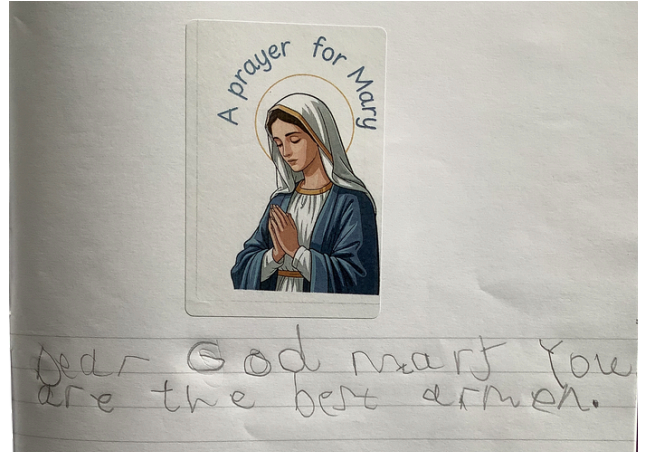
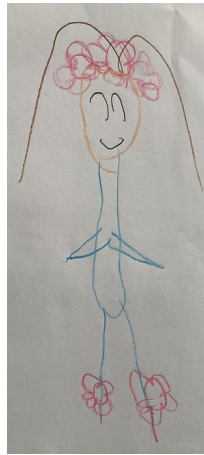
For more details or to arrange a visit contact the school office on 0121 770 1892 or email office@sjb.solihull.sch.uk

**15 & 30
HOUR PLACES
AVAILABLE FOR
3 & 4 YEAR
OLDS**



Early Years

Early Years have been talking about May being the month for Mary. We used words to describe her, wrote prayers to her and even made flowers to lay at her feet next to our prayer focus.

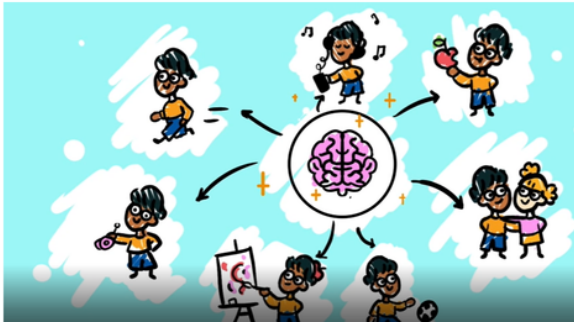




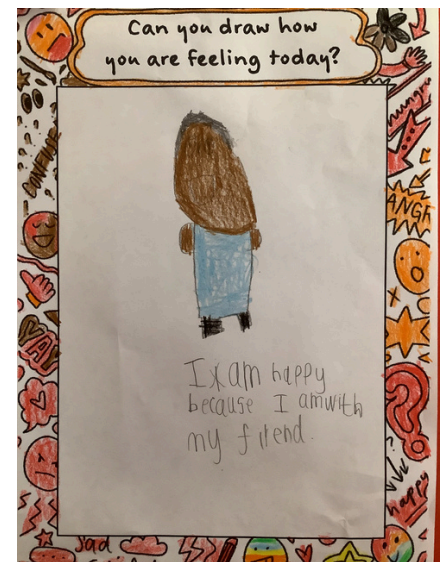
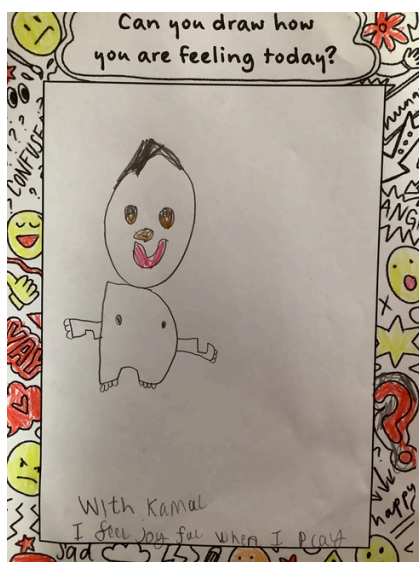
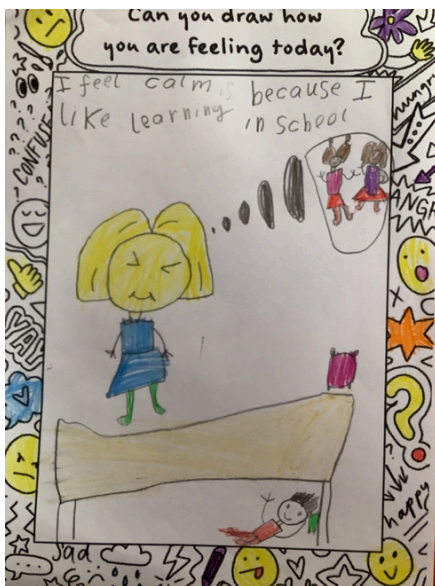
Mental Health Week

Watch - What is mental health?

Find out more about mental health and how to care for your wellbeing by watching this video.



For Mental Health Week, Year 1 learnt that it is ok not to feel happy all the time, and to understand why they feel different emotions. Knowing who to talk to, and what we can do if we feel sad, worried, confused, lonely or angry. Each child created a drawing to demonstrate how they were feeling at that moment, also some lovely encouragement words/pictures for their friends.





Online Safety

10 Top Tips for Parents and Educators HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



See full reference list on our website

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/www.thenationalcollege

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Awards

Star of the Week

Our Star of the Week for Early Years and Key Stage One is
Inara G



Our Star of the Week for Key Stage Two is Praise A

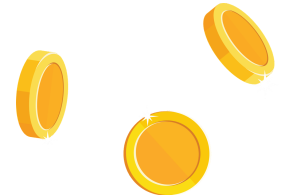


Virtues



Nursery	Gracious J-O
Reception	Isabella- Joyce BB
Year 1	Kamal R
Year 2	Evie- May L
Year 3	Isla E
Year 4	Abi H
Year 5	Paisley M
Year 6	Zainab H

Star Readers



Year 1	Mercy O
Year 2	Louie M
Year 3	Jerusha N- J
Year 4	Ava D
Year 5	Lilly M
Year 6	Maigan B





Celebrations



Birthdays



Isabella-Joyce B-B Reception

Logan R Year 3

Ayda-Grace C Year 2

Teddy W Nursery

**We wish you a very happy birthday from everyone at St.
John's!**

Ready to Learn

Our most punctual classes, this week, who were in everyday, on time and ready to learn are...

**Year 4
& Nursery**

**Well
Done**

Attendance

The class with the highest attendance this week is...

**Nursery
100%**





Breaktime Snacks

Please ensure that, if you choose to send your child with a morning breaktime snack, it is healthy, and inline with our Healthy Eating Policy.

We have seen a large increase in children bringing packets of crisps and chocolate bars for their snack.

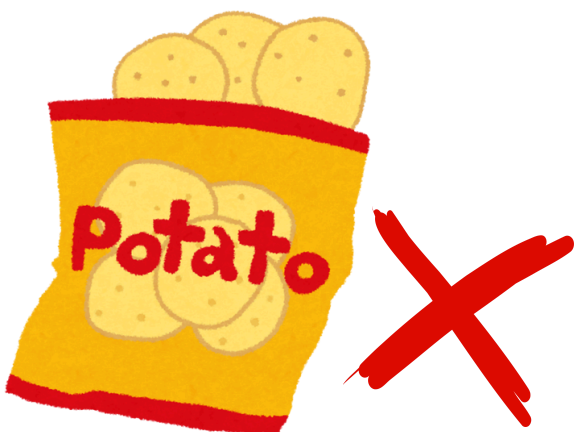
This is not permitted.

Morning snacks should ideally be fresh fruit, or dried fruit or fruit based bars. Any children with crisps or chocolate will be asked to return the item to their bag to take home.

Please be reminded that we offer bagels and free fresh fruit to our children, each day, so there are always alternatives.

Another problem which has resulted in the increase in unhealthy snacks, is an increase in litter on our school site. Where possible, we ask that snack choices avoid items that are contained in plastic bags or wrappers.

Thank you for your support in this matter.





Inclusive ∞ coffee morning

Does your child or a child you care for have additional needs or disabilities?
Do you feel your child or a child you care for may have an additional need?

Join us for our inclusive coffee mornings to chat to likeminded parents and carers.

We will be meeting on the following dates
from 8.45-10.15

- Wednesday 15th April
- Wednesday 6th May
- Wednesday 3rd June
- Wednesday 1st July

Children you may have at home are more than welcome to attend

Please let us know if you have any access requirements or need any support to attend



Lunch Menu

FOOD FESTIVAL

By Aspens

WEEK 1

Spring/Summer 2026

13/04/26, 04/05/26, 25/05/26,
15/06/26, 06/07/26, 27/07/26,
17/08/26, 07/09/26, 28/09/26,
19/10/26



THE MAIN
EVENT



MEAT-FREE
MAGIC

Veggie Dish



RAINBOW
ALLEY

Vegetables and Salads



BIG
TOPPING

Filled Jackets



DESSERT
TROLLEY

LUNCHTIME

PRIMARY
FUSION



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Macaroni Cheese	Butter Chicken Curry with Rice	Roast Chicken, Stuffing, Roast Potatoes and Gravy	Chilli Con Carne with Rice	Fish Fingers or Salmon Fingers and Chips	
BBQ Veggie Wrap with Rice	Vegetable Curry with Rice	Cauliflower & Broccoli Cheese Bake, Roast Potatoes and Gravy	Vegetable Bean Chilli with Rice	Cheese & Tomato Pizza with Chips	
Broccoli	Sweetcorn	Carrots and Peas	Mixed Greens	Baked Beans and Peas	
Beans, Cheese or Tuna Mayo	Beans, Cheese or Tuna Mayo	Beans, Cheese or Tuna Mayo	Beans, Cheese or Tuna Mayo	Beans, Cheese or Tuna Mayo	
Maple Oaty Cookie	Chocolate Concrete Cake	Carrot Cake and Custard	Chocolate Cinnamon Cake	Vanilla Shortbread	

What impact has your meal had on planet Earth today?

A Very Low
B Low
C Medium
D High
E Very High

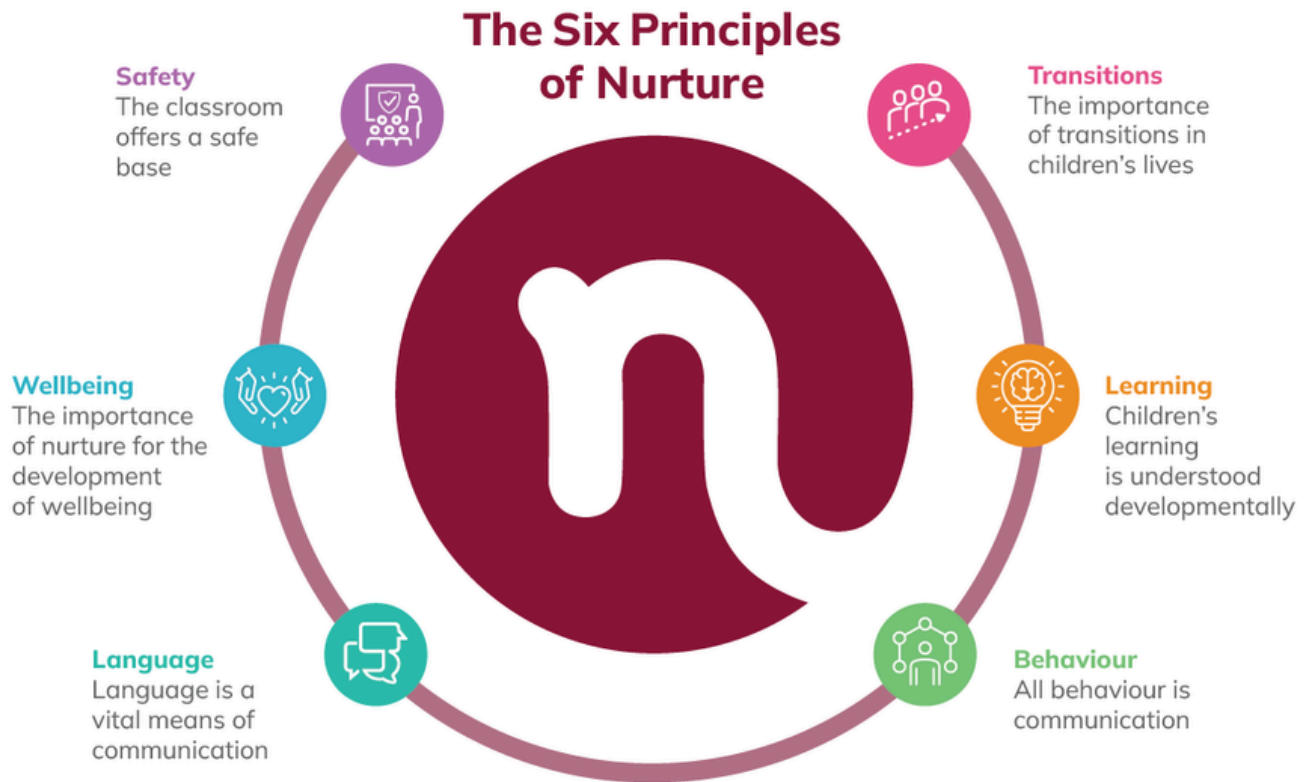
DAILY SANDWICHES AVAILABLE

AVAILABLE DAILY
DAILY SALAD BOWL, FRESHLY BAKED BREAD, YOGHURT AND CUT FRUIT

PASTA TWIRLER AVAILABLE EVERY DAY
TOPPED PASTA HOT PASTA TOPPED WITH HOMEMADE TOMATO SAUCE & CHEESE



Principles of Nurture



Our school is proud to be working in partnership with Nurture UK to embed the Six Principles of Nurture across our whole community. Through this collaboration, we are strengthening our commitment to creating a safe, supportive, and inclusive environment where every child feels valued, understood, and ready to learn. By implementing these principles in our daily practice, we aim to promote emotional wellbeing, positive relationships, and a nurturing culture that enables all pupils to thrive both academically and personally.



Term Dates

Summer Term 2026

Term Starts: Monday 13th April 2026

(May Day: Monday 4th May 2026)

Half Term Holiday: Monday 25th May 2026 to Friday 29th May 2026

Term Ends: Monday 20th July 2026

End of Year Holiday Starts Tuesday 21st July 2026

Inset Days

Monday 1st Sept

Friday 24th Oct

Monday 19th Jan

Monday 23rd Feb

Monday 15th June

Monday 20th July



Diary Dates

June 1st - Year 4 Multiplication Times Table Check begins

8th June - Year 1 Phonics Check begins

16th June - New Nursery Induction Meeting - 9.00am

17th June - New Reception Induction Meeting - 9.00am

Tuesday 23rd June - Sport Afternoon- 1.30pm

1st July - Summer Fayre - 3.30pm

12th July - First Holy Communion - 9.30am



Family Support

Family Helpline

**Early Help support for families
and professionals in Solihull**

0121 788 4327

Live from 3 March 2025

Available Monday-Thursday 09:00-16:30,
Friday 09:00-16:00

Our dedicated team of duty workers support
with topics such as:

- Parenting and family guidance
- School attendance and support in coordinating Early Help assessments and plans
- Signposting to local services such as Solihull Family Hubs
- Child behavioural issues and social development
- Health and emotional wellbeing
- Referrals to Family Support Workers

For safeguarding concerns, such as if a child is at risk of being harmed, call the Solihull Multi-Agency Safeguarding Hub (MASH) on 0121 788 4300



Working
for Children
and Families
in Solihull





Family Support

Solihull
Family Hubs



A Family Hub is a place where children, young people and families can go for services, advice and to meet other families. Raising a family, being a parent or carer, or navigating life as a young person can be a challenge so staff in the hubs can put you in touch with different services in the area.

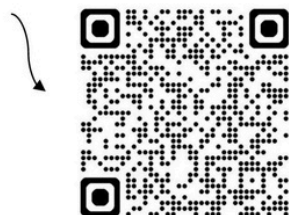
Scan here for more information on the Family Hubs website or visit:

www.solihull.gov.uk/family-hubs



The Solihull Family Hubs app is available to download from the Apple Store and Google Play Store. It includes information on sessions at each of our hubs, online resources and much more. **Take a look today!**

Google Play



App Store

