

St. John the Baptist Catholic Primary School



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

Friday 3rd July 2026



This week has been marked by significant transition across our school community. Our Year 6 pupils have had the opportunity to visit their new secondary schools, and it has been lovely to witness their enthusiasm and anticipation for this important milestone. Whilst we will undoubtedly miss them, their evident excitement about embarking on the next chapter of their educational journey is a sign of their readiness for this change. Simultaneously, pupils throughout the remainder of the school have engaged in transition activities with their new teachers for the forthcoming academic year. These sessions have been also created a sense of excitement and engagement, with our school community demonstrating considerable enthusiasm as they prepare for the year ahead. The positive atmosphere during these activities reflects the supportive environment we endeavour to cultivate at St. John the Baptist.

As we progress into July, we are reminded of the importance of devotion to the precious blood of Jesus Christ. This observance holds particular significance as we reflect upon the profound sacrifice that Jesus made for us. This spiritual focus provides a meaningful context as we approach the leaving celebrations scheduled for the forthcoming fortnight, allowing us to honour both our departing pupils and our faith during this transitional period.



Reflection

Fourteenth Sunday in Ordinary Time

In this Sunday's gospel, we hear Jesus calling all people who are working hard, who are tired and struggling to come to him.

Jesus knows that we all have times when we find life difficult. We all have times when even though we try hard, we can't do something. We all have times when we are tired, fed up and would like to give up.

Jesus says that he is always there to comfort and support us. That when we are tired or finding things difficult, we can turn to him and find rest.

Just knowing that we are not alone can make a big difference when we are finding life hard. God is with us always, when we are alone, but also in the people who help and support us.

So, this week, let's remember we can turn to God when things are hard. But also, let's look after others who are finding things difficult and do our best to help them. We can show them that they are not alone by the way we treat them.

Our Virtues

*Attentive
and
Discerning*

attentive loving hopeful
faith-filled learned curious
generous prophetic wise
eloquent discerning
intentional compassionate
truthful active

Catholic Social Teaching

Solidarity and the Common Good

In Catholic Social Teaching, Solidarity and the Common Good are interconnected principles that call for viewing humanity as a single global family. They urge us to look beyond individual interests and actively advocate for justice, peace, and the integral human development of every person, especially the most vulnerable.

Our Pope's Prayer Intention

July: For respect for human life

Pope Leo asks us to pray for the respect and protection of human life in all its stages, recognising it as a gift from God.





Class Teachers for Next Year

We are pleased to confirm staffing for next year:

Nursery - Mrs Baylon

Reception - Mrs Day

Year One - Mrs Patterson

Year Two - Mrs Piskula

Year Three - Miss Breslin

Year Four- Miss Morton

Year Five - Mrs Turner/ Mrs Dixon

Year Six - Mrs Jackson

Supporting adults will be communicated in due course.





Park and Stride



We are promoting the carpark at the Sports and Social club on Mull Croft as alternative parking away from school and are displaying railing banners showing the location of the alternative parking and suggested routes. Leaflets have been handed out to parents/ carers this week and more are available in school if needed. Thank you to those who have already shared that they are supporting this initiative as away of improving safety for our children.



Celebrations



Birthdays



Ellis M - Year 5
Isabella J - Year 2

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...

Years 4

**Well
Done**

Attendance

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

Nursery
100%





**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**



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".



The National College

See full reference list on our website



@wake_up_weds



/www.thenationalcollege



@wake.up.wednesday



@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 05.05.2026



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.

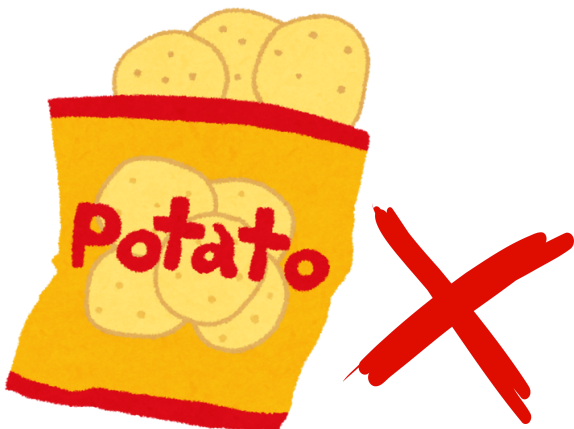
This is not permitted.

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.

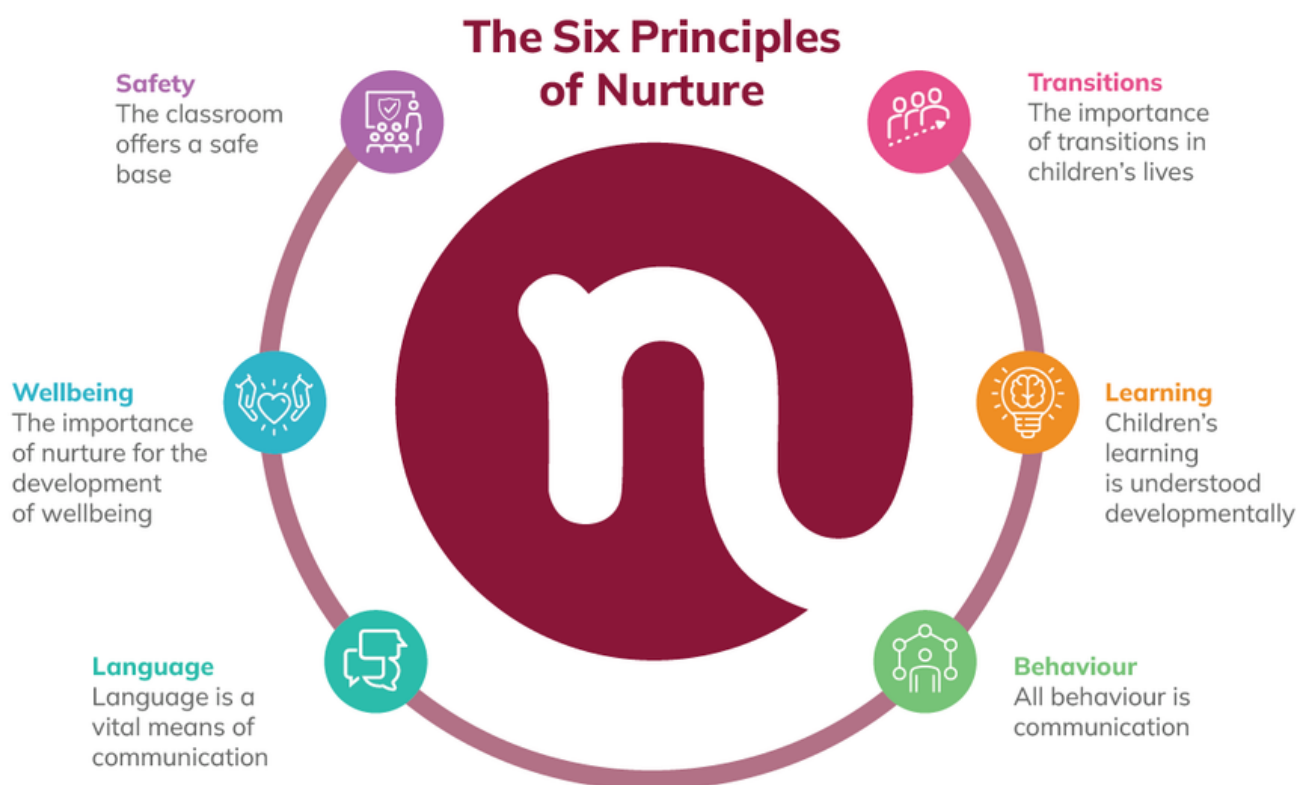
Another problem which has resulted in the increase in unhealthy snacks, is an increase in litter on our school site. Where possible, we ask that snack choices avoid items that are contained in plastic bags or wrappers.

Thank you for your support in this matter.





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.



Lunch Menu

FOOD FESTIVAL By Asperns

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

What impact has your meal
had on planet Earth today?



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 

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



Attendance



**St. John the Baptist
Catholic Primary School**

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Important Information About School Absence

Help us to avoid unauthorised absence, which can lead to future legal action.

Reporting Absence

Parents must report absences by 9.00am on the first day.

You must contact and leave a message via the school office

- Call: 0121 770 1892
- OPTION 1 – TO LEAVE A MESSAGE

Do not send messages on Class Dojo. The school office will not see these messages.

Ongoing Absence

If your child is absent for more than 2 days, please keep in regular contact with the school. Parents must respond to text messages from school or CSAWS.

Unauthorised Absence

If no message is received and the school has tried to contact you, the absence may be marked as unauthorised.

Medical Appointments

Please share medical evidence for appointments so we can record the absence using a medical code.

We hope your child is happy and settled at school.
Please let us know if you need our support – we are here to help.



Term Dates

Summer Term 2026

**Term Ends: Friday 17th July 2026
(Monday 20th July INSET day)**

Inset Days 2026/ 2027

Monday 1st September

Tuesday 2nd September

Monday 2nd November

Monday 18th January

Friday 12th February

Monday 21st June



Diary Dates

Monday 6th July - First Holy Communion Parent/ Carer meeting - 3.20pm

Sunday 12th July - First Holy Communion - 9.00am

Wednesday 15th July - PTFA Beach Day

Thursday 16th July - Leavers' Mass - 9.15am



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**

