



The Stotty School News 19.04.2024



[Stottesdon CofE Primary School](#)

Part of [The Shropshire Gateway Educational Trust](#)

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If viewing on a phone and you can't see all the text just swipe up on the writing.

Diary dates for the week ahead



Diary Dates for next week	
Monday 22 nd April 2024	ELW Private Music Lessons Monday Yr 6 SATs Club 3.15pm - 4pm Multi Sport Club 3.15pm to 4.15pm
Tuesday 23 rd April 2024	ELW Private Music Lessons Forest Fun Session for Reception / N2 - Please remember wellies and waterproof clothing. Kidderminster Harriers Corve / Severn Class Tuesday Yr 6 SATs Club 3.15pm - 4pm. Harriers Football Club 3.15pm to 4.15pm
Wednesday 24 th April 2024	ELW Private Music Lessons. Lunchtime Choir Club Gymnastics Club 3.15pm to 4.15pm
Thursday 25 th April 2024	Teme & Rea Multisport Festival @ Lacon - within the school day Netball Club 3.15pm to 4.30pm (Please note later pick up time)
Friday 26 th April 2024	
Upcoming Diary Dates	
3 rd - 6 th June 2024	Severn Class London Residential
10 th July 2024	Severn Class Adventure Day @ Top Adventures
11 th /12 th July 2024	Corve Class 2 Day Residential @ Top Adventures

THANK YOU



A big thank you to those of you who took the time to complete the Sport England's Active Lives Children and Young People survey, due to your participation we have been advised we have credits to the value of £180 to purchase multi skill, play and sport specific equipment. Ultimately this will be of great benefit to the children.

Community Governor Vacancy

Would you like to join the local governing body at Stottesdon CE Primary School?

Do you feel you could make a real difference to the lives of local children and young people and ensure they receive the education they deserve, influence important decisions for the school and make links across the community by working closely with fellow stakeholders, parents and staff?

Could you give a few hours a month to attend meetings, participate in training, carry out monitoring visits and engage in the life of the school?

What does a governor need to be?

Passionate about making a difference

Interested in the wellbeing of children

Able to bring appropriate skills and experience

Able to commit time and energy to the work of the local governing body

Able to visit the school during the working day occasionally

Be able to work as part of a team

What next?

1. Have a look at the National Governance Association (NGA) [‘Interested in becoming a school governor?’](#) The NGA is an independent, not-for-profit charity and the national governance association for state schools and multi academy trusts in England.
1. Join a Governors for Schools [‘Introduction to governance’](#) webinar (you will need to register but it is a free service and there is no obligation). Governors for Schools is a leading national education charity that matches skilled and committed volunteers with schools across England in need of governors.
1. Apply to be a governor! Please contact Hannah Coleman, Governance Professional, at hannah.coleman@laconchilideschool.wo.uk for an application form or if you have any queries.

We very much look forward to hearing from you.

Fund Raising



One of our pupils, Cameron Rainbird Hitchins, and his big brother Oliver are taking part in the Eastnor Castle 6km Mud Run 2024. They have decided to use this opportunity to raise funds for new playground equipment for Stottesdon Primary School. They have set up a crowdfunding page to reach out to people for support. They know every pound raised will make a difference, providing the

children with a safe and enjoyable space to play, whilst fostering their physical and social development.

If you are able to support please click on the following link:

<https://www.justgiving.com/crowdfunding/CameronOllie6KMmudrun>

Joint Strategic Needs Assessments Survey

Calling all residents of Clebury Mortimer and surrounding areas!

Have your say!

Help us and our partners understand what community, health and wellbeing means for you.

Tell us the good and not so good where you live.

We'll use what you tell us to help make things better in your area.

You know you and your community needs best, so let us know!
Scan this QR code with your smartphone/tablet or go to:
<https://shropshire.gov.uk/ShropLocalHealthandWellbeingSurvey>
Paper copies can be collected and returned from:
Clebury Mortimer Library
Please spread the word! Share with everyone you know in the area.
The survey will close on:
21st April 2024

Shropshire together

Please take part in the survey, the more people that participate the better. (More details in the attachment).

A Joint Strategic Needs Assessment (JSNA) looks at the current and future health and care needs of local populations to inform and guide the planning and commissioning (buying) of health, well-being and social care services within a local authority area.

The JSNA:

- Is concerned with wider social factors that have an impact on people's health and wellbeing, such as housing, poverty and employment.
- Looks at the health of the population, with a focus on behaviours which affect health such as smoking, diet and exercise.
- Provides a common view of health and care needs for the local community

- Identifies health inequalities
- Provides evidence of effectiveness for different health and care interventions
- Documents current service provision
- Identifies gaps in health and care services, documenting unmet needs

FoSPS



1 - [Fosps Facebook Page](https://www.facebook.com/FoSPS96)

FOSPS NEWS

Hope you've all had a good week. It's that time of year again - on Wednesday we had our FoSPS Fete planning meeting and as always, we need volunteers to help with the set up and running of various stalls and activities on the day. If you can help, please let us know, either you'll find one of us on the playground most days or let the school office know and they can pass on the message. Thank you!!

Dates for your Diary-

Rock and Roll Bingo FUN for all the family - more info and date to follow – keep an eye on our FB page.

Summer Fete – 21st June 2024

We have set up a new “open” Friends of Stottesdon CofE Primary School (FoSPS) Facebook page where you'll find, general FoSPS info and accurate information on upcoming events & fundraisers. Please do give us a like & follow! link below: -

<https://www.facebook.com/FoSPS96>

If you have any fundraising suggestions, please do let us know – either jot them down and hand into the school office, find one of us on the playground or join us at our next FoSPS meeting- date will be on our FB page soon.

Chair – Richard Gough

Secretary – Ginny Allen

Treasurer – France Pioger

Other key members

Natalie Underhill

Lauren & David Walker

Lilly Roberts

Jessica Ralph

Claire James

Emma Giles

Cat Middleton

Alastair & Jane MacNaughton

Katie Jones



SUPPORT OUR LOTTERY TODAY

£1 per
week

Weekly
cash prizes

£25,000
jackpot



YOUR
SCHOOL
LOTTERY



Splitting the £1.00

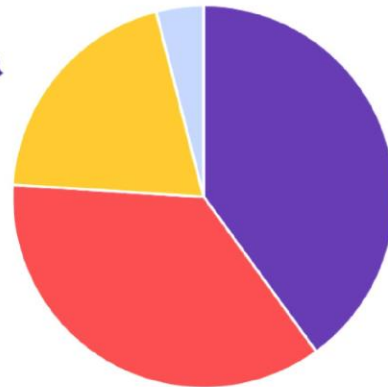
How it works...

It's simple—choose 6 numbers between 0-9 and if they match the weekly lottery draw, you win great prizes. One of our players will win a cash prize every week, maybe even the £25k jackpot! Tickets cost just £1 per week and the proceeds are donated to Stottesdon Primary School

Every Saturday at 8pm the numbers are drawn and posted online. Winners are notified by email and winnings paid into the account of your choice.

The easiest way to join our lottery is online by direct debit or debit card.

It's so easy to join and will make a real difference to Stottesdon Primary School



- 40p goes to our school
- 36p goes to cash prizes
- 20p goes to admin costs
- 4p goes to VAT

The Maths... 100 tickets sold a week means
= £30 weekly cash prize
= £2,080 a year for our school



[Buy A Ticket](#)

GambleAware



Church Tile Project



St Mary's Parish Church, Stottesdon

Heritage Project – Update:

School Tiles now on display in the Tower

This image below - created from a medieval stained-glass window in the church - has been 'adopted' as our heritage logo. We call him 'Eadwine' [Edwin] after the last Earl of Mercia, who ruled over Stottesdon before 1066 when the Normans defeated the English King, Harold, at the Battle of Hastings!

When you pop into church, you'll find Eadwine on hand as our expert guide to help you discover the heritage and the many treasures in St Mary's. He's the storyteller on 40 short Videos* which you can access by phone or tablet using the new "V-Box" wi-fi. There are also new panels with information about special heritage features and a newly-researched Church visitor guide.

Best of all - in the Tower - is the display of the tiles made last July when the school visited Jackfield Tile Museum as part of the heritage project. (There's a catalogue of the tiles so you can find out who made each one!) *Thanks to Wade for the lovely tile mounting boards and to the Lottery Heritage Fund for helping with the money which made the Jackfield trip and the tiles possible.*

*for a sneak preview of the videos, try these links at home:

The first is Eadwine's introduction to St Mary's and the other is a set about the Restoration Project – last of those is the day when School came back to church after the building works. Maybe you remember 'a Postcard home'?

https://youtube.com/playlist?list=PL5kes5-Qs6gpk_6sl3ezd4RsxMV8bR2gm&si=reraNR9X-qjp5Hfr

https://youtube.com/playlist?list=PL5kes5-Qs6qo0V_XUba07-ny5SRdnVMdz&si=rqqpo9yJ1rO8AYeF

The colourful poster going home this week is collage of 128 wooden tiles, arranged in the footprint of the church, which was made as a design task before the visit to Jackfield Tile Museum, where the school made the colourful ceramic tiles now on display in the base of the Tower.

More information is available on all this is in the Parish Church and from Chris and Clare.



Book Fair

A vibrant Scholastic Travelling Books poster for a 'Super Amazing Book Fair'. The poster is set against a bright orange and yellow background. At the top, it says 'SCHOLASTIC TRAVELLING BOOKS' and 'COME to the SUPER AMAZING BOOK FAIR!'. Below this, it offers '3 books for the price of 2' and mentions that last year's support helped donate over £5.3M books to schools nationwide. The poster features several book covers: 'CAT KID Comic Club' by Dav Pilkey (Save £3), 'Why Not?' by George Webster, 'DIARY of a Wimpy Kid: DIPER OVERLODE' by R. L. Stine, 'LUNA WOLF CODE DANGER' by Alesha Dixon, 'NINA PEANUT AMAZING', and 'THE PANDAS WHO PROMISED'. A QR code at the bottom right is for online payment. The dates '30th April - 7th May' are prominently displayed at the bottom.

On 30th April we will have books delivered for the Scholastic book fair.

Please come along on the following dates / times to browse through the books available to purchase
- Buy 2 books and choose a third absolutely free!

Times available to view and purchase:

Wednesday 1st May 8.30am - 8.45am / 3.15pm to 3.30pm

Thursday 2nd May 8.30am - 8.45am / 3.15pm to 3.30pm

Friday 3rd May 8.30am - 8.45am / 3.15pm to 3.30pm

The books will be on display in the school hall during the times stated above - please enter the hall via the slip road off the school car park.

Our Worship / Reflections this week:



Monday: We started our new theme of compassion by thinking about what the word means and what is important about it. Children reflected on how we want people to show compassion to us and how we can show it to others.

Compassion is...

Costly caring

Offering help

Making a difference

Putting others first

Always listening

Sensitive to suffering

Service in action

Interested in others

Offering care and concern

Noticing a need.

Tuesday: Children reflected on the story of the Good Samaritan. Jesus was teaching us that everyone is our neighbour and that we should help everyone even if they are not our special friends.



Wednesday: Open the book brought us the story of Ascension (when Jesus went to Heaven and said goodbye to his friends) We thought about when we have to say goodbye to special people sometimes but that if they are not with us they are often thinking of us. We also reflected on all the Jesus taught in how 'to be' and live our lives (our murals)



Thursday: Children considered the artist Banksy and why art is important but also very individual to us all.



Celebrating Reading



Reading

Well done for those that are reading 4 x or more a week and logging it in reading diaries. Please keep regular reading and enjoyment of books a high priority.






Teme: 80%

Rea: 80%

Corve: Yr 3 = 100% / Year 4 = 69%


Severn: 100%

EYFS (Nursery and Reception) News

<p>Summer 1 Term : Minibeasts</p> <p>This week the nursery children have been investigating how minibeasts move.</p> 	
<p>Talk 4 Writing: The Very Hungry Caterpillar</p>  <p>Nursery have been reading 'The Very Hungry Caterpillar' story. We have created a story map and actions to retell the story.</p> 	
<p>Makaton Sign of the Week:</p>	<p>Concept Word of the Week:</p>
<p>5 Little Woodlice Song (Sing to the tune of '5 Little Ducks'.)</p> <p>5 little woodlice under the bark, Comfy and cosy in the dark, 1 woodlouse crawled out of the door, He waved goodbye, and that left 4.</p> <p>4 little woodlice under the bark, Comfy and cosy in the dark, 1 woodlouse crawled out of the door, He waved goodbye, and that left 3.</p> <p>3 little woodlice under the bark, Comfy and cosy in the dark, 1 woodlouse crawled out of the door, He waved goodbye, and that left 2.</p> <p>2 little woodlice under the bark, Comfy and cosy in the dark, 1 woodlouse crawled out of the door, He waved goodbye, and that left 1.</p>	<p>Getting Ready for School</p> <p>Nursery 2 children have started to join Reception in the afternoons.</p> <p>Monday 15th ART: Clay Play Tuesday 16th Forest Fun Wednesday 10th Music Thursday 11th PE</p> <p>Top Tip: Give your child as much exposure to their name as possible so that they begin to recognise it. This will help them recognise their name, amongst the others, on their pegs, drawers and clothes and they will be able to independently look after and put away their belongings. Read and write names using lowercase letters except for the first letter with a capital. Make sure to label everything that goes into School (even pants and socks) so they can be identified and returned.</p>  <p>Forest Fun starts next Tuesday - remember wellies and waterproof clothing.</p>
<p>Phonics</p> <p>This week the children have begun to identify objects beginning with 'f' sound.</p>  <p>Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff</p>	

Reception News

Next week, we will be creating a minibeast motel. To do this, we need a number of jam jars, with or without lids. Could you please send one in with your child on Monday if at all possible.

 <p>Phase 3 sounds taught in Reception Spelling 1 https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</p>	<p>Please watch the Phase 3 sounds video over on the Little Wandle's Parent page to support pronouncing the next set of 'pure' sounds.</p>	<p>Concept Word of the Week:</p> <h1 style="text-align: center;">DARK</h1>																																																												
<p style="text-align: center;">Minibeasts</p> <p>This week, we have been focussing on the habitats of minibeasts. Following on from our minibeast hunt last week, we thought about where we found different minibeasts and discussed why these were good places, and where we didn't find as many minibeasts, and why that was too. Whilst at Forest Fun, we made 'mini habitats/shelters' for potential minibeasts, using natural resources - sticks, leaves, grass, moss etc</p> <p>Also, this week our baby caterpillars arrived, which we are going to observe closely and hopefully see them hatch into butterflies, in order to become familiar with the 'Lifecycle of a Butterfly'.</p>																																																														
<p style="text-align: center;">Talk for Writing: The Very Hungry Caterpillar</p> <p>This week, the children have been remembering the sequence of the story, mapping out the story and extending our verbal sentences to make sentences of three. The caterpillar ate a red apple, a ripe plum and a strawberry ice cream.</p>																																																														
<p style="text-align: center;">Nursery Rhyme of the Week:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Little Miss Muffet</p> <p>Little Miss Muffet, Sat on a tuffet, Eating her curds and whey.</p> <p>Along came a spider, Who sat down beside her, And frightened Miss Muffet away!</p> </div> 	<p>Reviewing the following sounds:</p> <table style="width: 100%; text-align: center;"> <tr><td>s</td><td>a</td><td>t</td><td>i</td><td>n</td><td>m</td><td>d</td><td>g</td></tr> <tr><td>o</td><td>c</td><td>k</td><td>ck</td><td>e</td><td>u</td><td>r</td><td>h</td></tr> <tr><td>b</td><td>f</td><td>l</td><td>ff</td><td>ll</td><td>ss</td><td>j</td><td>v</td></tr> <tr><td>w</td><td>x</td><td>y</td><td>z</td><td>zz</td><td>qu</td><td>ch</td><td>sh</td></tr> <tr><td>th</td><td>ng</td><td>nk</td><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo/oo</td></tr> <tr><td>ar</td><td>or</td><td>ur</td><td>ow</td><td>oi</td><td>ear</td><td>air</td><td>er</td></tr> </table> <p>Reading Phase 4 short vowel words:</p> <table style="width: 100%; text-align: center;"> <tr><td>thank</td><td>champ</td><td>bench</td><td>shift</td></tr> <tr><td>cost</td><td>shrink</td><td>crack</td><td>smell</td></tr> <tr><td>dress</td><td>bring</td><td>truck</td><td>milk</td></tr> </table> <p>New Tricky words:</p> <p style="text-align: center;">some come love do</p>		s	a	t	i	n	m	d	g	o	c	k	ck	e	u	r	h	b	f	l	ff	ll	ss	j	v	w	x	y	z	zz	qu	ch	sh	th	ng	nk	ai	ee	igh	oa	oo/oo	ar	or	ur	ow	oi	ear	air	er	thank	champ	bench	shift	cost	shrink	crack	smell	dress	bring	truck	milk
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<p>In maths this week, the children have continued to engage with activities that draws attention to the purpose of counting - to find out 'how many' objects there are. The children are beginning to understand the word pattern embedded within most of our number names, as well as hearing and practising key differences in the number names e.g. between 'teen' and '-ty' numbers. Learning has also explored counting strategies, including counting on from different starting numbers and counting larger numbers of objects, including those that cannot be moved.</p>																																																														

2 - [1] <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Forest Schools

Whilst at Forest Fun this week, we created habitats for minibeasts, aiming to provide shelter, warmth, and protection. We use a variety of natural resources – sticks, leaves, grass & moss. Once we had completed our construction, we took it in turns to look at each other's.









Rea Class

Phonics/Spelling

Year 2
* Swapping the y for an i and adding the suffix es. Eg 1 fly – 2 flies, or I hurry – she hurries.

Year 1 will be preparing for the phonics screening, by revising the different ways of making oo and yoo (glue, argue, new, flew, use and rude) and the aw sound making or (claw) and continuing to read alien words.



	voo
	jound
	terg
	fape

Homework for Rea class is:

- **Reading** regularly (at least four times).
- Continuing either playing maths games already sent home, using numbots or the white rose maths app. Year 2 can now access times tables rock stars using the same login as numbots. If you need links to this, please email Mrs J Jones. Well done for everyone who took part.
- Spelling words are being sent home and will be on purple mash to practise. Year 2 will have a spelling test. Today's spelling test will be in your child's book bag.

Maths

In maths, we will be focusing on money by recognising coins, making different amounts of money and giving change.

<p>Year 1</p> <p>How much money is in each purse.</p> 	<p>Year 2</p> <p>Choose 2 cupcakes that I can buy for £2.00. How much change will I get.</p> 
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Activity Day & Residential @ Top Adventures



Following the recent surveys sent out to Severn and Corve class, we are pleased to report that the majority of parents responded positively with regard to the proposed adventure day for Severn Class and the 2 day residential for Corve Class.

We have therefore decided to go ahead with these events on the following dates:

Wednesday 10th July - Severn Class Activity Day @ £26 per pupil

Thursday / Friday 11th & 12th July - Corve Class residential @ £116 per pupil

Those pupils who are eligible for benefit related free school meals will have a 50% reduction on the above costs.

These events are now available on Arbor, contributions for the residential can be made in instalments.

London Residential



The London Residential trip for Severn Class is fast approaching - we would welcome payment either by instalments or in full (if parents are able to please) as we are having to confirm bookings for activities with payment up front. Thank you very much to those parents who have already contributed, it is much appreciated.


Parenting Signposts

Understanding Your Child Groups - Summer 2024

Shropshire Council

- Would you like to know more about your child's development?
- Do you need help and support to understand your child's behaviour?
- Would you like a chance to meet with other parents and carers with children of a similar age?

UNDERSTANDING YOUR CHILD



SOLIHULL APPROACH

UNDERSTANDING YOUR CHILD GROUPS
From Toddler to Teen

Understanding Your Child starts on Wednesday 10th April 2024
From 12.30pm to 2.30pm in Shrewsbury at Sunflower House

Understanding Your Child SEND starts on Thursday 11th April 2024
from 9.30am to 11.30am Virtually via MS Teams

Understanding Your Child starts on Thursday 11th April 2024
From 1.15pm to 3.15pm in Bridgnorth at St Marys Bluecoat Primary School

Understanding Your Child SEND starts on Friday 12th April 2024
From 09.30am to 11.30am in Shrewsbury at Sunflower House

Understanding Your Child starts on Friday 12th April 2024
from 12.30pm to 2.30pm Virtually via MS Teams

The groups are delivered Virtually via MS Teams or Face to Face at a venue in Shropshire.
All our groups run for 10 weeks from the start date excluding the School Holidays
SEND groups are for parents/carers of children who might have special educational needs and disabilities,
no formal diagnosis is needed to attend the groups.

To book a place on one of our groups or for further information on the groups we run please contact the Parenting Team by: Emailing: Parenting_team@shropshire.gov.uk or call us on telephone: 01743 250950
All our groups are free to Shropshire Council residents.

www.shropshire.gov.uk
General Enquiries: 0345 678 9000

Sleep Tight Workshops - Summer 2024

Shropshire Council

- Would you like to know more about why sleep is important for our health and emotional well-being?
 - Does your child struggle with their sleep?
- Would you like to access help and support to improve sleep and bedtime routines?
 - Would you like to meet other parents/carers to share and discuss experiences?

SLEEP TIGHT WORKSHOP

Starts on Monday 15th April 2024 from 9.30am to 11.30am
at Whitchurch Infants School, Station Road, SY13 1RJ

Starts Wednesday 17th April 2024 from 9.30am to 11.30am
Virtually via MS Teams

Starts Monday 10th June 2024 from 12.30pm to 2.30pm
at Bridgnorth Youth Centre


Starts Wednesday 12th June 2024 from 9.30am to 11.30am
Virtually via MS Teams

The workshops are delivered virtually via MS Teams or face to face at a venue in Shropshire
Our workshops run for 5 weeks from the start date excluding the School Holidays.

To book a place on one of our workshops or for further information on the workshops we run please contact the Parenting Team by:
Emailing Parenting_team@shropshire.gov.uk
Or call us on 01743 250950
All our Workshops are free to Shropshire Council residents.

www.shropshire.gov.uk
General Enquiries: 0345 678 9000

Parenting Support Line Poster Summer 2024

 Shropshire Council

If you would like to find out about further help and support the Parenting Team offer please email Parenting_team@shropshire.gov.uk or call us on 01743 250950. All our services are free of charge to Shropshire Council residents.

UNDERSTANDING YOUR CHILD

 SOLIHULL APPROACH

PARENTING HELP AND SUPPORT LINE
 available
Monday to Thursday from 9.30am to 4.30pm
 and
Friday 9.30am to 3.30pm
You can contact the Parenting Help and Support Line by calling
01743 250950

Parenthood can be extremely rewarding and enjoyable. It can also be demanding, frustrating and exhausting. The Parenting Team is here to help and support parents and carers to raise healthy, well-rounded children in a loving and stable environment.

Do you have any questions around your child's development and parenting?

Why not call our Parenting Help and Support Line where one of our trained Parenting Practitioners will be ready to listen.

(Please note the Parenting Help and Support Line will not operate on Bank Holidays)

If you have concerns about a child's safety or well-being, please call
First Point of Contact 0345 678 9021

www.shropshire.gov.uk
 General Enquiries: 0345 678 9000

Shropshire Family Information Service

 Hello from the **Family Information Service** (FIS for short). Our job is to give you the info and resources you need to help your family life run a little smoother. We can help with:

- Childcare - finding it and advice on paying for it
- Local baby and toddler groups
- Events, clubs, activities, and fun things to do in the school holidays, for all ages
- Getting parenting and family support
- Finding health and wellbeing support

We cover everything and anything to do with family life, so if you have a question, chances are we'll be able to help, or if we can't, we'll point you in the direction of someone who can.


Follow us on social media for all the latest news and info.

 @ShropshireFamilyInfo
 @ShropshireFamilyInfo
 @ShropFamilyInfo



www.shropshire.gov.uk/fis

Solihull Approach - Understanding Your Child



ONLINE COURSES FOR PARENTS, GRANDPARENTS, CARERS AND TEENS

Discover the Solihull Approach series Understanding...

English more languages available powered by Google Translate

Enjoy a fresh new look on mobiles

optional voice-over where available

- ...pregnancy, labour, birth and your baby
- ...your baby
- ...your child
- ...your child with additional needs
- ...your teenager's brain
- ...your feelings (for teenagers only!)
- ...your relationships

and much more!

Do you live in the Shropshire or Telford & Wrekin area? Locally funded

1. Scan QR or visit www.inourplace.co.uk
2. Enter the Access Code*
3. Begin learning

*Sign in or registration required

Access Code: **DARWIN18** PREPAID

Cleobury Community Information Drop In

Cleobury Community

Free information, advice and support

The Cleobury Country Centre
Love Lane, DY14 8PE

Friday, 9am–11 am on:

- 15 March 2024
- 19 April 2024
- 17 May 2024
- 21 June 2024
- 19 July 2024

You can chat, have a coffee and see how we can help you with:

- Housing support
- Children's health and wellbeing
- Healthy living advice
- Dementia support
- Family life
- Home fire safety
- Domestic abuse support
- Drug & alcohol support
- Financial advice
- Getting older

and lots more!

Shropshire Supporting Families through Education

Shropshire Council

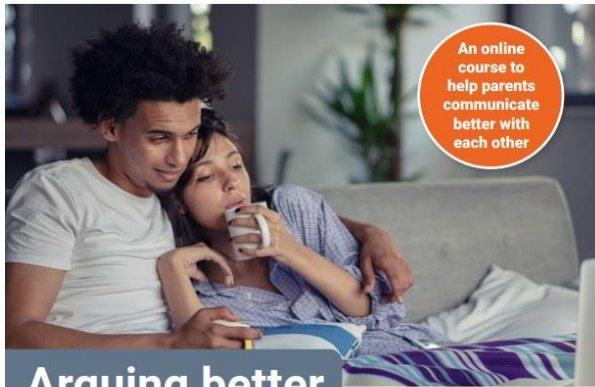
OneplusOne



Introducing the Separating better app, a **free** self-guided mobile app for separating parents, designed to facilitate a smoother separation journey and promote positive co-parenting. This app is filled with expert advice, video resources, practical parenting, and budgeting plans, as well as co-parenting tips. It offers an easy-to-follow journey where you can track your progress and unlock app sections as you go.

Find out more and download the mobile app, now: https://www.oneplusone.org.uk/separating-better?utm_source=referral&utm_medium=social&utm_campaign=sbaffiliate

For face to face support, go to [Getting on better | Shropshire Council](#) and select Free Courses and Workshops.



An online course to help parents communicate better with each other

Arguing better

Disagreements are a normal part of life, and most couples argue from time to time. How you deal with disagreements can make a big difference to you, your partner, and your children.

This free online course can help you learn to manage difficult conversations, avoid conflict, and improve things for your whole family.



Create your free account at www.oneplusone.org.uk/parents or scan the QR code
To access the course, you will need a good internet connection and a smartphone, tablet, or computer.



An online course for separating parents to help manage conflict and minimise the impact on children

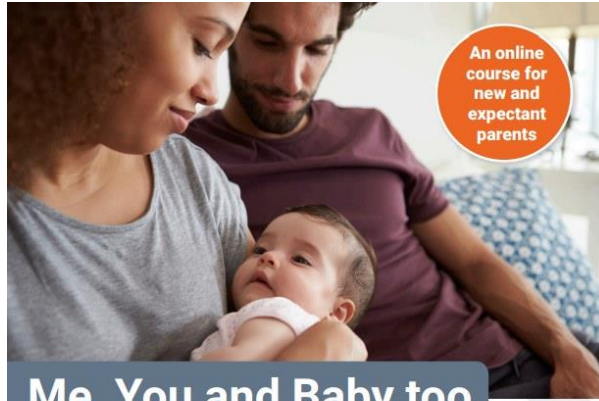
Getting it right for children

When separated parents argue, it's common for children to feel like they are caught in the middle. This free online course is designed to help separated parents communicate better with each other and parent co-operatively after parting.

You will learn positive communication skills like staying calm, seeing things differently, and speaking for yourself so that you can sort out disagreements with your child's other parent and find solutions together. You can do the course on your own, at your own pace.



Create your free account at www.oneplusone.org.uk/parents or scan the QR code
To access the course, you will need a good internet connection and a smartphone, tablet, or computer.



An online course for new and expectant parents

Me, You and Baby too

Tiredness and stress are common when you're caring for a baby. If parenthood is leading to more arguments between you and your partner, this free online course could help.

With tips and advice on how to talk about difficult topics, share stress, and prevent arguments, this short course will help you and your partner navigate challenging times together.



Create your free account at www.oneplusone.org.uk/parents or scan the QR code
To access the course, you will need a good internet connection and a smartphone, tablet, or computer.

Tips on supporting children with self-regulation

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help. If they need it, schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE A DYSREGULATION DETECTIVE

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading those with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgia Barrett is an author, former teacher, Special Educational Needs Coordinator and the author of the award-winning SEN Resource blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

Healthy Sleeping Habits

At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Territory delivered by National Digital Health. These guides now address wider topics and themes. For further guides, 14th and 15th, please visit [nationalcollege.com](#).

10 Top Tips for Parents and Educators DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

- MINDFUL TECH USE**
Encourage a balanced approach to screen time. While games, videos, books and so on can be a bright, creative and fun world, it's important to ensure that your child's screen time doesn't take up too much of their day. Encourage them to be mindful of how they're using their devices and how they're feeling after they've finished. Encouraging them to be mindful of their screen time and how they're feeling after they've finished can help them to sleep more healthily.
- EFFECTIVE SLEEP PRACTICES**
Offer practical advice on establishing routines to help them to get a good night's sleep. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- HYDRATION HABITS**
Underline the importance of drinking plenty of water throughout the day. While it's important to encourage children to drink plenty of water, it's also important to encourage them to avoid sugary drinks and caffeine. Encourage them to drink plenty of water throughout the day and to avoid sugary drinks and caffeine.
- CONSISTENT BEDTIME SCHEDULE**
Assist children in developing consistent bedtime routines that help them to get a good night's sleep. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- OPTIMAL SLEEP ENVIRONMENT**
Encourage that the bedroom is comfortable, dark and free from distractions, having an ideal space for quality rest. The room's temperature should also be suitable for sleeping. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- RELAXING EVENING ACTIVITIES**
Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- PRIORITISING ADEQUATE SLEEP**
Emphasise the importance of sleep in maintaining physical and mental health. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- NUTRITIONAL BALANCE**
Highlight the significance of a healthy, balanced diet – and its role in establishing and maintaining healthy sleeping habits. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- PARENTAL SUPPORT**
Parents and carers, of course, are uniquely placed to support their children in establishing and maintaining healthy sleeping habits. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.
- MILITARY SLEEP METHOD**
Look up 'the military sleep method' – it's a technique for falling asleep quickly, which incorporates deep breathing exercises. Encourage them to be consistent with their bedtime and to avoid stimulating activities which they need to switch off for a while before they go to bed.

Meet Our Expert
Michelle Adams design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK. One of WakeUpWednesday's, the charity provides training and support for early career professionals and local authorities. The guide has been written by Adam Bilton – a wellbeing and development specialist who is also Associate Chair of the National Development and Design Academy.

[@wake_up_weds](#) [/www.thenationalcollege](#) [@wakeupwednesday](#) [@wake.up.weds](#)

Items of this guide are on our [book room](#). We'd really like to know how you're getting on with it. Contact us on the date of release 11.03.2024

Health Visiting Information

Every family with children under 5 has access to a health visitor.

Families can access advice and support up until the age of 5 years old by calling **The Single Point of Access on 0333 358 3654**.

If parents don't want to talk to someone they can send a text and one of the team will get back to them on **07520 635212**

This is a Monday to Friday service 09:30am until 4pm where a Health Visitor is on the line to offer the appropriate advice and support and referrals can be made to the appropriate practitioner.

If parents need extra support or support for potty training, behaviour, sleep, eating we have two Healthy Child practitioner who they can be referred to who will come out to their home or to a clinic to support the family with these issues.

This referral can be completed through the single point of access and sent to the appropriate team.

If it is specialised targeted work the family will be seen by a Health visitor for example low mood or complex development issues, safeguarding or specialised referrals.

All children are seen universally at one year and at two years and they are offered a full health growth and development review via a letter with an appointment.

These are now completed at Cleobury Mortimer Health Centre, Ludlow or Bridgnorth depending on where they live.

Celebrating Children's Achievements



The children representing all the hard work and positive attitudes in our school this week.



Spelling Bee:

Bronze - Arthur, Tara and Boyd

Silver - Evan



Numbots

Teme Class: Chloe Carter

Rea Class: Rosie Callaghan



Times Tables Rock Stars

Rea: **James Home**

Corve: **Sofia Mladezic**

Severn: **Evan Hassell**



Sports Stars:

Teme: Arthur, Chloe & Boyd for their teamwork, creativity and perseverance when collecting items for and creating a 'minibeast shelter' whilst at Forest Fun.

Rea: Calvin & Phoebe R for good shoulder and chest passes.

Corve: Bella C for her amazing ball control in tennis.

Severn: Samuel, Jenson, Payton and Bella L for thinking of dynamic warm up stretches for football with Kidderminster Harriers.



Well done to the Severn Class athletics team for competing at Ludlow Leisure centre this week. They demonstrated great sportsmanship, listened fantastically well to all the young leaders and above all tried their very best!



Great Sentence using words of the week:

Teme: When you switch the lights off it is **dark**. **Victoria**

Rea: **Predators** of octopi are seals, whales and sharks. **Raith**

Corve: I was **baffled** when my Dad used our bunnies to cut the grass because our lawnmower was broken. **Maxwell**.

Severn: The band, that had never rehearsed, let out a horrendous **cacophony** of noise. **Payton**



Class Achievers:

Teme: **Tara** for her enthusiasm, precision and articulation when re-telling the story of The Very Hungry Caterpillar.

Rea: **Meghan, Isla** and **James** for fantastic progress in their reading / **Rosie** for being a fantastic scientist with your knowledge of plants / **Phoebe Strong** for using her knowledge of reading to help with spelling / **Ned** for great focus in phonics.

Corve: **Otilie** and **Isabelle** for their progress in applying their spelling to their writing / **Lucas** for his work multiplying a multiples of ten / **Carys** for her explanations about water transport in plants.

Severn: **Elliot, Payton, Ronnie, JJ, Hollie D, Samuel, Billy** and **Jay** for their persuasive writing in RE.