



School Prayer This Week

Dear God,

Thank You for giving us the opportunity to read and learn. Please help us to be curious and seek out new knowledge every day. Amen.



House Points Winners:

Well done St Patricks!

You have won the most house points this week.

SPIRITS Awards this week goes to:

Reception – QC & AI

Year 2 – ACM

Year 5 – TF

Well Done Everybody!

Important Updates

- Uniform – Ties, Book Bags & PE tops can be bought from the school office. Ties are £4.00 KS1 & £5.00 KS2. Book bags are £3.50 & PE tops are £10.00 each (limited sizes available) > t shirt's can also be purchased via our online supplier. Contact school for details.
- Thank you to Mr. Looqman for his 4 years as a parent governor. There is now another vacancy to replace him. Please contact Mrs Butler if you or anybody you know is interested & for further details.
- School meals will be increased from January 2026 from £2 per day to £2.20, increasing by just £1 for the week.
- Soccer HQ will commence every week for 5 weeks (up to half term) from Tuesday 13th Jan for KS1 & Wednesday 14th Jan for KS2. Please can all children come to school in their PE kits on the days your child is participating in this.
- An extra flu clinic will be in school on Monday 12th Jan, if you have received a text about this, please contact the school to give consent.

Friday Bake Day

We will be selling cookies/cakes every Friday. This is being done as a treat for the children for all their hard work. They are nut & dairy free but not gluten free.

Applications closing soon for September 2026 intake

Applications are now open for **September 2026** intake for reception. Please complete any application forms ready for the new school year. The closing date for this is January 15th 2026.

Pupil Vacancies in Reception and Year 1

We currently have 4 places available for pupils in Reception and Year 1. Two places available in Reception & two places available in Year 1. If you know of anyone who would like to join our wonderful school, please let them know. It is rare that we ever have places in our school available for pupils.

Attendance for the week

Whole school target: **96%**

Current attendance of whole school: **94.3%**

Rec: **92.1%**

Year2: **92.4%**

Year 4: **96.2%**

Year 6: **95.4%**

Year 1: **95.1%**

Year 3: **94.6%**

Year 5: **93.9%**

This week's attendance winners are Year 4.

The most punctual class this week is Year 2.

As a not-for-profit charity, we require an empowering parents, carers and trusted adults with the information to make an informed decision about online safety with their children, whilst they find it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

SPOT THE ONLINE SAFETY TIPS FOR GOING

BACK TO SCHOOL



NOS National Online Safety®
#WakeUpWednesday

WHY 'KINDNESS MATTERS' & HOW DOING GOOD DOES YOU GOOD

'WE MAKE A LIVING BY WHAT WE GET. WE MAKE A LIFE BY WHAT WE GIVE.'

SIR WINSTON CHURCHILL

THE FOCUS FOR THIS YEAR'S MENTAL HEALTH AWARENESS WEEK IS 'KINDNESS MATTERS'. IT IS AN OPPORTUNITY TO LOOK INTO THE BENEFIT OF HELPING OTHERS WHICH IS GOOD FOR IMPROVING OUR OWN MENTAL HEALTH AND WELL BEING. HERE ARE SOME IDEAS TO GET YOU THINKING:

ALTRUISM

Altruism is acting in someone else's best interests in order to improve their welfare. When we feel compelled to donate money, shop for someone, call a relative in need or help a neighbour, we are considering the needs of others even when we may not know them. Showing kindness like this, often motivated by empathy, creates a sense of purpose, making us feel good and developing our wellbeing. Children and young people can take part in altruistic activities at home or school. They could create a video for those in isolation, fundraise for a local cause, bake cakes for neighbours or write letters to older members of the community who may feel isolated.



GENEROSITY

In the context of kindness, being generous with our time, resources and words can provide a low-cost approach to helping others. A generous act is accessible to all. Giving compliments, for example, are a well-researched way of creating a sense of wellbeing and positivity in a community at school or with family. It helps us to recognise the positivity in others as we actively choose to notice and comment on what is valuable and meaningful in someone else. When compliments are given regularly, consistently and with meaning, the community benefits are far reaching!



GIVE TO GIVE, NOT TO RECEIVE

Sometimes when we are kind there is no payback, which can make it more difficult to keep being kind. Our natural reaction is to shrink back and withdraw our kind act, feeling frustrated that it has either not been reciprocated or that it has not been valued. This is probably one of the most difficult concepts for children to understand and where the 'random acts of kindness' approach is helpful. If it is a random act then it is 'just because' and for no other reason than a one-off act for someone.



HOLDING OTHERS IN MIND

By holding someone in mind we show that we have been thinking about them and that they matter to us. This act of kindness is so important now, more than at any other time, due to isolation. A simple text to say 'I saw... on the telly last night and it made me think of you!' or a quick call to say 'I was just thinking about you yesterday and was wondering how you're doing?' can mean so much. We probably all do this naturally as part of showing kindness and care to others, but perhaps may not appreciate the importance of this for wellbeing.



COMMUNITY

When we help others in our community, it improves our wellbeing by helping us to feel less isolated as we connect with others. When we show kindness, it is something which we feel we can control, particularly when things may feel a bit chaotic and unusual. Helping others can often give us a different perspective on our own challenges and our own problems. Peer support, for example, is often overlooked as an important part of improving wellbeing. Older students can often greatly benefit from sharing similar, shared experiences and can offer a level of empathy and understanding that adults may not be able to.



KINDNESS WITH CAUTION

There is a very helpful analogy that is used when we are in an emergency, 'we should put our own oxygen mask on before putting on someone else's'. What's helpful here is that giving to others can often improve our mental health and wellbeing. However, there are times when helping others can create stress or overwhelm us. This is sometimes called 'compassion fatigue'. So, we must balance our own wellbeing with the wellbeing of others. We should notice if we start to feel resentful or negative or if we start avoiding others, have difficulty concentrating or start experiencing unusual sleep patterns. If this happens it's a good time to take a break or ask someone for help or support.



'KINDNESS IS A SILENT SMILE. A FRIENDLY WORD. A NOD OF ENCOURAGEMENT. KINDNESS IS THE SINGLE MOST POWERFUL THING WE CAN TEACH CHILDREN.'

RA KATIVIST

The National College

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department for Education, advising them on their mental health green paper.



For further info, check out these online resources:

<https://www.mentalhealth.org.uk/blog/random-acts-kindness>

<https://www.mentalhealth.org.uk/campaigns/mental-health-awareness-week/get-involved>

10 Top Tips for Parents and Educators PROMOTING PHYSICAL WELLBEING

Physical activity isn't only beneficial for our bodies; it also plays a role in promoting mental wellbeing. With both the Euros and the Olympics this summer, it's an opportunity to engage young people in regular exercise which can reduce stress, improve mood and boost self-esteem. Despite these benefits, many children face barriers to participating in physical activity.

1 MAKE IT FUN

Incorporate activities that children enjoy, such as playing games or dancing. Encourage participation in team sports or group activities to foster social connections and a sense of belonging.

2 MIX MOVEMENT WITH LEARNING

Educational settings can incorporate movement breaks and physical activities to enhance focus, concentration and cognitive function. Embedding exercise into the curriculum can also reinforce learning and stimulate creativity. "Revision walks" with podcasts and flashcards can benefit older learners.

3 CREATE OPPORTUNITIES

Provide clear chances for physical activity throughout the day, both indoors and outdoors. Schools can encourage active play during breaks and at lunchtimes, while limiting screen time at home can help keep children up and about.

4 PROVIDE POSITIVE REINFORCEMENT

Praise and encourage children for their efforts and achievements in physical activity. Recognise their progress and celebrate their successes to reinforce positive behaviours. Educators could do this in several ways, such as applauding their efforts at assemblies or celebrating their accomplishments in newsletters.

5 VARIETY IS KEY

Introduce a selection of physical activities to keep children engaged and prevent boredom. From swimming and cycling to yoga and martial arts, trying different types of exercise can help children to discover what they enjoy most.

6 ENJOYMENT OVER COMPETITION

Encourage children to focus on the enjoyment of physical activity rather than winning or achieving perfection. Emphasise effort, improvement and having fun rather than outcomes, to minimise the amount of stress that children can sometimes associate with sports and other competitions.

7 SET REALISTIC GOALS

Help children set achievable physical activity targets based on their interests, abilities and preferences. Celebrate their progress and successes to maintain motivation and enthusiasm.

8 MAKE IT ACCESSIBLE

Ensure that children have access to safe, suitable spaces for exercise at home, at school and in the community. Advocate for inclusive environments which accommodate diverse needs and abilities. Be a change maker in your community if facilities aren't already available.

9 LEAD BY EXAMPLE

Parents and carers can be positive role models by prioritising their own exercise and involving children in their fitness routines. Gentle walks, bike rides or sports activities can be wonderful opportunities for bonding and staying active together.

10 ENCOURAGE PERSISTENCE

Help children develop resilience and perseverance by encouraging them to overcome challenges and setbacks in physical activity. Teach them the importance of perseverance and the value of effort in achieving their goals.

Meet Our Expert

Adam Gillett is a learning and development specialist who, as well as working for Minds Ahead, is associate vice principal for personal development at a large secondary school in Barnsley. He was asked to be part of an expert research group for the Department for Education, one of only three school leaders to be asked to do so.



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