



Dear Parents,

We hope this newsletter finds you well. It's been another bustling week at school, filled with inspiring moments of learning and achievement. Here are some highlights from the past week and a sneak peek into the exciting events lined up for the coming week.

Celebrating Technology in Years 3 and 4:

Our children in Years 3 and 4 showcased their adept use of technology to support teaching and learning. They had the honour of demonstrating their skills to teachers from our Trust schools, receiving numerous positive comments about their confidence and positive attitude towards learning. A big round of applause to the LKS2 team and our fantastic children!

Year 1's Bus Trip Adventure:

Wednesday saw the delightful bus trip for our Year 1 children. Their inquisitive questioning to the bus driver resulted in a wealth of knowledge gained. It's wonderful to see our young minds exploring and engaging with the world around them. Thank you to Mr Richardson, one of our parents, for once again supporting the Year 1 Team in organising this experience for our children.

Upcoming Events:

Rock Kidz on Tour (Wednesday): Get ready for an exciting musical experience! 'Rock Kidz on Tour' will be joining us on Wednesday, providing thrilling sessions for our children. The focus will be on kindness, resilience, and teamwork – valuable lessons conveyed through the power of music.

World Book Day (Thursday): Thursday marks World Book Day, and we're gearing up for a day filled with literary joy. Children will have the opportunity to collaborate with peers from different year groups as they engage in various activities, celebrating the magic of books.

We encourage all children to participate actively in these events, fostering a spirit of teamwork, resilience, and a love for learning.

Thank you for your ongoing support, and we look forward to another week of exciting discoveries and shared experiences.

Yours sincerely,

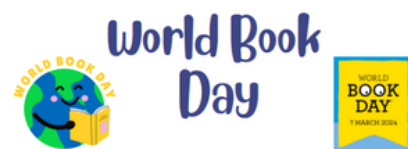
Mrs Ferla and the PWP Team

Parent Reminder

Please make sure all children are being walked to the classrooms by an adult unless the children are in year 5 & year 6.

It is the parents responsibility to make sure their children are in class and safe.

World Book day!
Thursday 7th March!



Thursday 7th March 2024

Come into school dressed in your house colour - Please ask the class teacher if you are unsure what house your child is in.



- Bring your favourite book to school to share with your class.
- The day will be full of fun activities about authors and books.
- Every child will receive a book bundle to take home from the Children Book Project.
- Keep an eye out for a competition that will be launched on World Book Day with a fun activity to complete at home.





Upcoming Events



Monday	Tuesday	Wednesday	Thursday	Friday
4th Year 1 early morning phonics	5th Year 1 early morning phonics	6th Year 1 early morning phonics Rock Kidz workshop PTA Tuck Shop Acacia Swimming	7th Reception early morning phonics World Book Day	8th Reception early morning phonics. Palm Swimming

SAFEGUARDING

10 Top Tips on Supporting Children with SELF-REGULATION

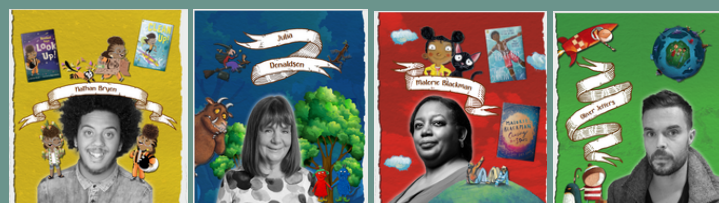
Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly 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 - offering them 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 developing emotionally and what your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND are more likely to self-regulate and instead rely on others to help them. We call this 'see-regulate' 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 calm, 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 calm 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 something they all need, an unmet sensory need or something else entirely. Once you identify some triggers, you 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 these with a child can be especially powerful. Take time to discuss the content and ask questions about what feelings the characters have, why they feel that way and what strategies helped them. It can also be useful to refer back to examples 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 resources such as weighted blankets and fidget spinners, 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. They may take time for the child to get used to, so be patient. Encourage them to show 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 escape 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 balance, so it's usually important to know in advance what might help and what could worsen the situation.

Meet Our Expert
Helen Smith is an author, former teacher, Special Educational Needs Coordinator and a parent. She has experience of supporting children with SEND, when she shares and reflects on her experiences.

Wake Up Wednesday
The National College

This free information guide offers a collection of useful tips for helping children learn to manage their emotions.



Come on everyone its so close in positions, keep getting these tokens!
Here are the current positions:



1st Nathan Bryon
2nd Malorie Blackman
3rd Oliver Jeffers
4th Julia Donaldson

ATTENDANCE

Current Attendance - 94%

Nursery AM - 94.4%	Nursery PM - 92.4%
Poplar - 93.3%	Lime - 93.3%
Bay - 93.8%	H/Chestnut - 94.6%
Box - 93.8%	Bamboo - 93.6%
Ash - 95.3%	Cypress - 96.1%
Palm - 92.1%	Acacia - 94.6%
Holly - 95.4%	Myrtle - 95.9%
Eucalyptus - 92.8%	Willow - 93.9%

Green=met the minimum attendance rate

ELSIE 

Elsie Time is
always
brilliant at
Peareswood!
Elsie loves to
get cuddles
and strokes

**Rock Kidz****Wednesday 6th March!**

We have really exciting news that Rock Kidz are coming to our school on Wednesday to deliver the most exciting rock 'n' roll workshop!

We invite all our children to dress as rock stars!

Rock Kidz will also be doing a meet and greet after school where you can buy some merchandise!

**WELL DONE!****Ready****Respectful****We are...**

Class	Peareswood Champion
Nursery AM/PM	Bridget/Temi
Lime	Robbie
Poplar	Benjamin
H/Chestnut	Harry J
Bay	Gracie-May
Bamboo	Angie
Box	Leo
Cypress	Ellie
Ash	Samsor
Acacia	Jack
Palm	Oliver
Holly	Premila
Myrtle	James
Willow	Imran
Eucalyptus	Frankie

**Safe****SCHOOL VALUES**

The new focus value is Ambition.

EYFS- Reception have been working really hard on their phonics and have started their Phonics Early Morning workshops.

KS1- Year 1 had an amazing trip this week to Bexleyheath Bus Garage, where they had the opportunity to sit in the driver's seat! This got us thinking about our ambitions for when we are older, what we want to become and how we can achieve this.

KS2- Year 4 have been working hard on developing their writing of a 'finding tale' this week. They have been exploring ambitious vocabulary to include in their stories to make them even more interesting to read.

Pride Creativity Kindness Ambition Collaboration



Spotlight on Personal Development

At Peareswood Primary School, we believe that Personal Development education plays a critical role in preparing all young people for their future. Our bespoke Personal Development curriculum is tailored so that it takes place in a safe learning environment and is underpinned by our school ethos and values.

EYFS

In Reception, the children have been participating in daily circle times and have had discussions about feelings, which links to the colour monsters. They have explored what good and bad friendships are and how to show kindness towards each other.



Year 1

In Year 1, children have been learning about kindness and collaboration, which are two of our school values. They discussed how they can show both of these values with people in school and the wider community.

'I liked learning about how we feel when someone helps us. It shows kindness.'

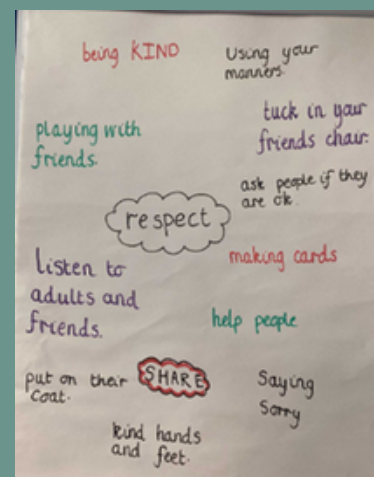
Sophie, Bay.



Year 2

In Year 2, the children have focused on the two school values: kindness and collaboration. They participated in activities to show how they can show great teamwork and supported each other to complete it together.

'When I get angry, I can show unkindness, so my lessons have helped me to try and respect people more. It helps me release my inner kindness and creativity.' Mary, Box.





LKS2

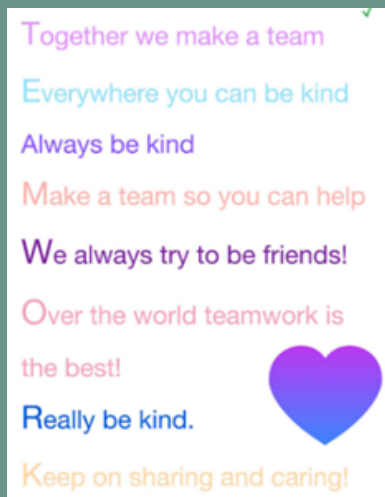
In Year 3, the children have explored the value of collaboration. They have also discussed why telling the truth is important. They discussed in what circumstances we might lie and what the consequences of lying might be. They have also learned how to stay safe online.

"These lessons are interesting because it teaches us life skills that we can use in and outside of school. It's important to tell the truth and show kindness because you want people to treat you how you want to be treated." Ivy, Cypress.



Year 4 have been focusing on teamwork and how to collaborate well together. They have learned about the similarities and differences between people and compared themselves to others in the class to show that not everyone is the same, but we should all be treated equally.

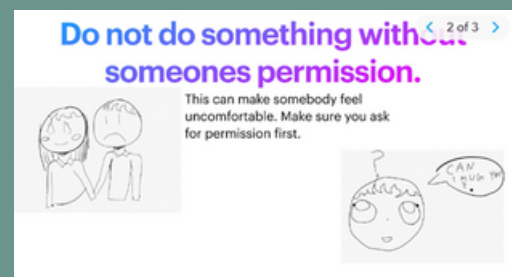
Millie in Palm said, "I have enjoyed this lesson because some people can be mean and we learn how to show kindness and be respectful, which can help people be kinder."



UKS2

The children in Year 5 have focused on kindness this term. They learned the definition of discrimination and how to treat people equally. They explored how to respond if someone isn't showing kindness. Year 5 have also developed their knowledge on consent and how to respect people's decisions.

"I enjoy these lessons because we learn about feelings and we discuss emotions that I have felt before. I like being able to share my thoughts." - Isabella, Holly.



Year 6 have focused on the school value of kindness and positive relationships within their lives, in school and in the community. They discussed about their own skills and qualities and then the qualities of good relationships. Year 6 also learned about peer pressure and spoke about what they would do in different scenarios.

Niyah, in Willow, said "Personal Development helps me get a better understanding of others in the community. It also teaches us about the different skills and qualities."

