



Inspiring, believing
and achieving in our
loving Christian
community

Newsletter

Date: **Friday 19th September 2025**

Issue: **#02**

“Let your light shine before people so that they may see your good works and glorify your Father in heaven.” (Matthew 5:v.16)



Congratulations to the children who have been chosen to receive our Christian Value award this week.

Reception (Mrs Aspinall) – not joining assembly just yet

Year 1 (Miss Threlfall) – Theo T

Year 2 (Mrs Coupe)– Harry R

Year 3 (Mr Johns)– Bella W

Year 4 (Mrs Parsons)– Jemima B

Year 5 (Mrs Todd)– Brook W

Year 6 (Mrs Knight)– Rua E–A

WEEKLY ATTENDANCE

(Week beginning 9th September)

SCHOOL MINIMUM TARGET: 96.4%

WHOLE SCHOOL: 99%

Reception: 99%

Year 1: 98.6%

Year 2: 99.4%

Year 3: 99.1%

Year 4: 99.1%

Year 5: 98.6%

Year 6: 99.4%

Motorists

Please be mindful of each other and of Sarah, our crossing patrol, at what I know is a frustrating time. There is a significant increase in the time it is taking, due to the widening of the bridge, for families as well as school staff to get to school on time, but we need to ensure safety is not compromised.



Instagram

SOCIAL MEDIA

'grimsarghstmichaels'

on Instagram

'Grimsargh St Michael's C of E Primary School'

on Facebook.



Diary Dates

Monday 22nd September

3pm Whole School Worship

Tuesday 23rd

3pm Hymn Practice

Wednesday 24th

3pm Key Stage Worship

10:30am Year 4 swimming

Thursday 25th

3pm Key Stage Worship

9am Author Visit– Matt Davies

3:30pm Hockey League matches

(4:20pm & 4:40pm)

Friday 26th

2:45pm Celebration Assembly

Parents and Carers Welcome to:

- St Michael's Day Worship in Church 9:30 am on Monday 29th September
- Harvest Worship in Church 9:30 am on Monday 6th October.



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SHOW ROUNDS

Come and have a look around our wonderful school...our head boy and girl and their deputies are excited to show you around.

We have the following dates and times available:

- Monday 6th October: 1:45pm or 2:15pm
- Wednesday 15th October: 1:15pm, 1:45pm, 2:45pm
- Monday 20th October: 1:15pm, 1:45pm, 2:15pm, 2:45pm

Please contact our school office (01772 653600) to book a time.

MATHLETICS

Scores for: 1.9.25—14.9.25

Children scoring 1000+ points:

1st place: year 3	22 children
2nd place: year 4	19 children
3rd place: year 5	17 children
4th place: year 6	13 children
5th place: year 2	9 children
6th place: year 1	8 children

SPORT

Hockey

Yesterday, our mixed hockey team played their first two league fixtures. We opened the season against Broughton. We had some good chances and defended well, however we lost a close game, 1-0.

Our second game was against Barton St. Lawrence. We started off well and Elyse scored an excellent first half hat-trick to no reply. Barton came out fighting and scored a well earned goal, but we went again with two further scores, with Elyse's fourth and Finley joining her on the scoresheet. An excellent team performance ended with a fantastic 5-1 victory.

Thank you to Mr Bretherton and to Mrs Traynor for helping to transport our team. Mr Johns.

Well done to: Elyse T, Jocelyn G, Finley G, Miles C, Charlotte B, Harry E, Zak J, Rory B, Emilia E

Multi-skills

On Tuesday, 6 of our KS2 children represented our school at a multi skills event at West View Leisure Centre. They represented our school brilliantly and competed well in each event. There was throwing and catching, kicking and running skills involved. We came 7th out of 10 teams. Mr Booth

Well done to: Samuel L, Shaun C, Joshua P, Sarah H-K, Rua E-A and Asiyah M



PUPIL LEADERSHIP TEAM

Thank you and well done to all of the children who applied for Head Boy and Girl this year. We were blown away by the effort each and every child put into their speeches and presentations.

The year 5 and 6 children voted and we are proud to announce the following Pupil Leadership Team for 2025-26:

Head Boy: **Rory B**
Head Girl: **Charlotte B**

Deputy Head Boys: **Shaan S** and **Elijah H**
Deputy Head Girl: **Mia-Rose P**

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to our new council members!



Reception- Isla-Mae C and Oliver D

Year 1- Cassie S and Freddie C

Year 2- Elijah N and Martha W

Year 3- Conor G and Esther H

Year 4- Kai L and Jemima B

Year 5- Elise T and Jack E

Year 6- Emilia E and Finley G



Reception- Reggie T and Mabel C

Year 1- Hugo R and Elana S

Year 2- Jack W and Bonnie H

Year 3- Harry C and Beth Mc G

Year 4- Nes C and Ben G

Year 5- Ruby C and William T

Year 6- Harvey G and Quinn T

The children will be presented with their badges on Monday and they will wear them with pride.

We are looking forward to our first meetings and working on our sustainability projects.

MATT DAVIES
Children's Author

★★★★★
"A great story with vibrant illustrations and great characters. My 3-year-old loves it, it's his new favourite bedtime story!"

★★★★★
"Love this book! My 2-year-old absolutely loves the story and the pictures."

Order online at
mattdaviesauthor.com

[matt.davies.author](https://www.instagram.com/matt.davies.author)

SCHOOL ADMISSIONS PRIMARY

APPLY NOW!
at lancashire.gov.uk/schools

School and Academy places September 2026

You must apply if your child has a 4th birthday between 1 September 2025 and 31 August 2026.

You must apply even if an older brother or sister is already at the school, or the school is linked to your child's nursery.

If you're a non-Lancashire resident apply through your own local authority.

Please read the admission criteria for your chosen schools on the website or get a copy from them.

CLOSING DATE
15 January 2026

School transport

If travel cost is an important factor in your school preference, search 'school transport' at lancashire.gov.uk or scan the QR code.

lancashire.gov.uk >>>>

Lancashire
County Council



Safeguarding

Top Tips on Supporting Children with Self-Regulation



As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults – simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. This #WakeUpWednesday guide has some expert tips for supporting children to reach this goal.

WORSHIP this week...

How will you live out God's Big Story?

Prayer

Father,
We thank you for your big story.
That you sent your Son to be our rescuer.
We thank you that you call us to tell your story.
Help us to serve and love.
Help us to share the good news of your Son Jesus.
Help us to make a stand for justice.
Amen

How will you live out God's Big Story?

Helping young people learn more about Jesus and have fun.

How does Bishop Philip live out God's Big Story?

He builds relationships with people through all sorts of different organisations in Lancashire.

'Living Out God's Big Story'

You can tell the story too

Preaching about Jesus

Ordain other people to go out and share God's Big Story

Having good relationships with people of other faiths.

Inter faith sport

PICTURE NEWS

Schools in the UK will soon need to give more lessons on democracy, how voting works, and how the country is run. This is because the voting age for the general election is being lowered to 16. Many agree that young people need to be ready to make informed decisions. At first, these lessons will be for children aged 14 and over, but the plan is to begin teaching these issues from 11 years of age, so everyone has plenty of time to learn.

Speaking Out
Christian Value: Justice

One night the Lord spoke to Paul in a vision: 'Do not be afraid; keep on speaking, do not be silent'.

Acts 18:9

The Bible teaches us it is good to be brave and use our voice to speak out with kindness. It is important we do not give up when we have positive messages to share.

Why do we vote?

Prayer

Dear God,
We thank you for giving each of us a voice.
Help us to be courageous when we speak,
and to always use our words to share kindness and love.
Give us the wisdom to know that even our small voices can make a big, positive difference in the world.
Amen.

The most common way people give up their power is by thinking they don't have any.

Alice Walker - American author and social activist

British Values

Democracy

Learning how to vote helps young people see their views matter. When we respect their voices and give them the chance to take part, we help build a fairer future together.

Protected Characteristics

Lowering the voting age highlights the importance of listening to young people and their ideas. Valuing people of all ages helps us recognise that everyone has something to contribute.

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 these 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

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday®

The National College®