



Inspiring, believing
and achieving in our
loving Christian
community

Newsletter

Date: **Friday 23rd January 2026**

Issue: **#17**

“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

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

Reception (Mrs Aspinall) – **Eliza H**

Year 1 (Miss Threlfall) – **Evie H**

Year 2 (Mrs Coupe)– **Poppy S**

Year 3 (Miss Reeve)– **Blake W**

Year 4 (Mrs Parsons)– **Kai L**

Year 5 (Mrs Todd)– **Sophie J**

Year 6 (Mrs Knight)– **Harry E**

WEEKLY ATTENDANCE

(Week beginning 12th January 2026)
SCHOOL MINIMUM TARGET: 96.4%

WHOLE SCHOOL: 97.5%

Reception: 97.3%

Year 1: 97.7%

Year 2: 98.7%

Year 3: 95.8%

Year 4: 98.7%

Year 5: 96%

Year 6: 98.5%

This Sunday

JIGSAW CLUB

For the children of St Michael's, Grimsargh.

When?
2nd and 4th Sunday of each month!

Who?
Children aged 3 -11

What?
Fun games, music and activities.

Where?
St Michael's Church and then the Jigsaw Club hut!

Everyone Welcome!
Optional speaking in Church!
A great way to make new friends!

Jesus Is Great Special And Wonderful

Diary Dates

MONDAY 26TH

3pm Whole School Worship

TUESDAY 27TH

3pm Hymn Practice

Educational Visit– year 4: Ribchester

11:30-1:30: Inter-school KS2

'Kurling' competition

WEDNESDAY 28TH

3pm Key Stage Worship

THURSDAY 29TH

3pm Key Stage Worship

FRIDAY 30TH

2:45pm Celebration Assembly



WORSHIP this week...



Can you find the gospels section
on the Big Frieze?



Lord Jesus,
We thank you for the story of St Peter,
A man who made mistakes like all of us.
Thank you that you gave him faith as strong
as a rock.
Help us to be like him.
Amen

Jesus called his disciple Peter a rock on
which he was going to build his church.

What can that possibly mean?

How can a person be a rock and be
built on?



St Peter The Rock

Archdeacon David explained
this:



- Do you know anyone with a nick name?
- Jesus used a nick name for Peter- 'The Rock'.
- Peter means 'the rock.'
- Jesus tells us why Peter (Simon Peter) is the rock.
- The rock of faith that Peter shows in what he says is so important.
- Strong faith is key.
- Strong faith is like a rock.
- If you sit on a large rock it doesn't go very far and supports you.
- Big rocks are strong and support you.
- Faith is like that.
- Strong faith is important. It never lets you down.
- Jesus tells us to be like Peter and have a rock like faith.
- Remember Peter didn't always get it right (he denied Jesus) but he was a true follower. He said, 'Jesus, you are the way, the truth and the light.'

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At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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