



Date: **Friday 18th September**

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

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

Reception (Mrs Coupe) – **Arthur F**
Year 1 (Miss Threlfall) – **Umayma M**
Year 2 (Miss Morne) – **Lennon W**
Year 3 (Miss Reeve) – **Livie S**
Year 4 (Mrs Wilkinson) – **Charlotte H**
Year 5 (Mrs Todd) – **Izabella H**
Year 6 (Mrs Livesey) – **Jocelyn G**

WEEKLY ATTENDANCE

(Week beginning 7th September)

SCHOOL MINIMUM TARGET: 96.4%

WHOLE SCHOOL: 98.3%

Reception: 97.3%
Year 1: 99%
Year 2: 99%
Year 3: 98.3%
Year 4: 98.4%
Year 5: 100%
Year 6: 96.3%

Diary Dates

EXTRA-CURRICULAR CLUBS START

MONDAY 21ST SEPTEMBER

- 3pm Whole School Worship

TUESDAY 22ND

- 3pm KS1 Worship
- 8:45am Year 4 swimming

WEDNESDAY 23RD

- 3pm KS2 Worship

THURSDAY 24TH

- 3pm Songs of Praise
- Reception and Year 1: Role and Play Mini City day
- 3:30pm Hockey League Fixtures (4:20pm & 4:40pm)

FRIDAY 25TH

- 2:45PM CELEBRATION ASSEMBLY
- 4PM PTFA COLOUR RUN

SHOW ROUNDS

Starting Reception in September 2027?

We'd love to meet you! Come and have a look around our wonderful school, guided by our Head Boy, Head Girl and their deputies, who are excited to share what makes our school so special.

We have the following dates and times available:

- Monday 12th October: 1:30pm
- Thursday 15th October: 9:30am, & 1:30pm

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

SCHOOL ADMISSIONS SEPTEMBER 2027 INTAKE

@lancashirecc #LCCSchoolAdmissions

From 1 September 2026, Lancashire parents will start to apply for primary and secondary places starting in September 2027 at:

www.lancashire.gov.uk/schools

Parents and Carers are welcome to join us for the following celebrations:

- St Michael's Day Worship in Church 9:30am on Monday 28th September
- Harvest Worship in Church 9:30am on Monday 5th October.





WORSHIP this week...



Worship This Week

Noah and the Rainbow

In Collective Worship this week, pupils explored the story of Noah and the Ark, reflecting on God's faithfulness and the promise symbolised by the rainbow. Using our spirituality lenses of Windows, Mirrors, Doors and Candles, children considered how trusting God can guide our choices, help us show kindness and hope, and encourage us to let our light shine. As part of our vision to Inspire, Believe and Achieve in our Loving Christian Community, pupils reflected on how they can live out God's love in their daily lives.

All for Jesus: Centenary Year

In Key Stage Worship, we reflected on Jesus Forgives Peter, exploring the Christian value of loyal love and God's unfailing forgiveness. Through prayer and reflection, pupils considered how they can show kindness, forgiveness and loyalty in their friendships, recognising that every act of compassion helps our community flourish. This worship nurtured spiritual development and deepened understanding of how we can live out our vision to

Inspire, Believe and Achieve in our Loving Christian Community by letting our light shine for others.

Dear God,

Thank you for your faithful love and for the promises you keep.
Help us to trust in you, make wise choices, and show kindness,
loyalty and forgiveness to others.
May we be a blessing to our school community and let our light
shine in all that we do.

Amen.



Questful RE Launch

This week we introduced the children to our new Questful RE curriculum through a whole-school worship. Children met Godfrey the Theologian, Phil the Philosopher and Sally the Human and Social Scientist, our expert guides who will help them explore beliefs, ask big questions and understand how faith and worldviews shape people's lives. Through Questful RE, pupils develop curiosity, reflection, respect and religious literacy, enabling them to flourish and let their light shine.

A huge thank you to Sue Atkinson, who has lovingly knitted nine wonderful Questful RE dolls to support our learning. These beautiful resources will help bring our RE Quests to life, deepen engagement and support children's understanding of theology, philosophy and human and social sciences. We are incredibly grateful for her generosity, creativity and service to our school community.

This launch reflects our vision 'Inspiring, Achieving and Believing in our loving Christian Community,' helping pupils to flourish academically, spiritually and personally as they develop understanding, dignity and respect for others.



St Michael's Church, Grimsargh

HARVEST CELEBRATION WEEKEND

Friday 2nd October 3.30pm

Come along and share in fun time of crafts and worship as we celebrate God's generosity.



This is an event for children and their parents/carers and will take place in St Michael's school. All children must have an adult with them.

There will be a Bible story, activities to share, songs to sing and refreshments for all

To book your place please go to:

bit.ly/4zFgh2q

The event will last no more than 1 hour. Children and adults must book a free place
All children must have an adult with them

Website: <https://e-voice.org.uk/grimsarghstmichael/>

Facebook: Grimsargh St Michael's Church



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MATHLETICS

Scores for: 7.9.26—13.9.26

Children scoring 1000+ points:

1 st place: year 5	24 children
2 nd place: year 6	11 children
3 rd place: year 1	7 children
3 rd place: year 3	7 children
4 th place: year 2	6 children
6 th place: year 4	5 children

*Reception to start in December

Mini-skills

Six KS2 pupils, Erica, Eva, Eliza, Theo, Theo and Abel, proudly represented our school at the Multi Skills Event at West View Leisure Centre on Tuesday morning. Taking part in relay races, football kicking challenges, and throwing and catching activities, they demonstrated excellent resilience, teamwork and perseverance throughout.

The children truly lived out our vision of "Inspiring, Believing and Achieving in our Loving Christian Community", showing joy, taking turns, encouraging others and letting their lights shine. We are very proud of the positive attitude and sportsmanship they displayed.

Miss Smith



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.

SHOW ROUNDS

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(01772 653600) to book a time.

Hockey

Yesterday, our mixed hockey team played their first two league fixtures of the season. We opened our campaign against Barton St Lawrence and produced a strong performance, creating several good chances and defending well throughout. The match finished in a deserved 1-1 draw.

Our second fixture was against a strong Deepdale side. Despite another positive display and two well-taken goals from Elise T, we were ultimately beaten 5-2.

Thank you to all the parents who helped with transport and to Mrs Traynor for refereeing the matches.

Well done to: Elyse T, Jocelyn G, Theo L, Jake McG, Otto H, Finn W, Ben G, Hamish R and Prim C

Inspiring, believing and achieving in our loving Christian community



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

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**SCHOOL
ADMISSIONS
PRIMARY**

APPLY NOW!
at lancashire.gov.uk/schools

School and Academy places September 2027

You must apply if your child has a 4th birthday between 1 September 2026 and 31 August 2027.

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 2027

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



0404 210 000

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Colour Run 2026

TICKETS

£8 ea
£15 for 2
£25 family of 4

Friday 25th September
Registration opens
3.30pm
AT SCHOOL



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