



Mail on Friday

Redhill Primary Academy and Nursery

Weekly Newsletter

Email us at: parentcontact@redhillprimary.co.uk

Football Sponsor

We would like to say a big thank you to our football team sponsor, Stu from Glass, Glazing and Windows UK Ltd. Stu and his team have been looking after our glass and glazing for many years now. We were delighted when Stu said he would support the school and sponsor the Year 5/6 football kit.

Here he is with Mrs Whiting, proudly holding the top.



For all your glass, glazing and window needs, you can contact Glass, Glazing and Windows UK Ltd at their address: Unit 8, Health Hill, Dawley, Telford, TF4 2RH or you can telephone 01952 507792.

World Mental Health Day



On Thursday 10th October, it was World Mental Health Day. In assembly, we discussed the importance of looking after our mental health and what we could do to care for our own mental health. In class, we shared picture books which focused on elements of mental health and completed some mindfulness activities together. If you would like to read

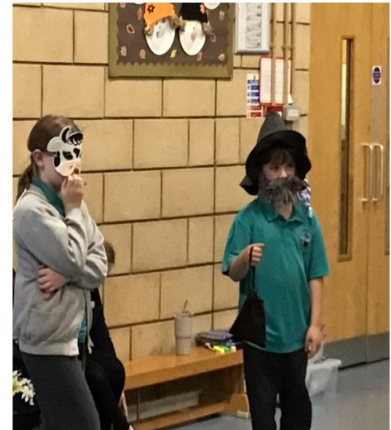
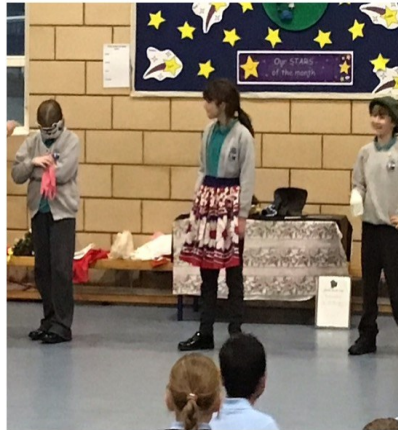
some books with your children focused on mental health and understanding emotions, why not have a look at some of the ones shown below.



Year 5 Visit to Newdale Primary School

French Storytelling Workshop

The visit took place on Thursday 10th October 2024.



French Storytelling Workshop

This afternoon, we were lucky enough to take part in a French storytelling workshop.

To begin with, we focused on the story of Little Red Riding Hood. We listened and took part in a retelling of the story, using our previous knowledge of French as well as our knowledge of the story itself to understand what was happening. We learnt some new vocabulary along the way as well as practising our pronunciation by joining in with some of the key language.

We then moved on to the story of Jack and the Beanstalk. We took a part in the action and acted out some of the parts, again learning some new vocabulary. It was a good story!



Online Safety Briefing for Parents

Two weeks ago, we shared a link to a live briefing session for parents on the topic of keeping children safe online. Hopefully, some of you managed to tune in, and if you did and have any feedback, Mrs Coughlan would be thrilled to hear from you.

If you weren't able to make the live session, please use the links below to access a recording of the session and a PowerPoint presentation containing a wealth of useful and current information. Again, if you have any feedback on the session, its delivery or content, please do not hesitate to get in touch with Mrs Coughlan via the school office.

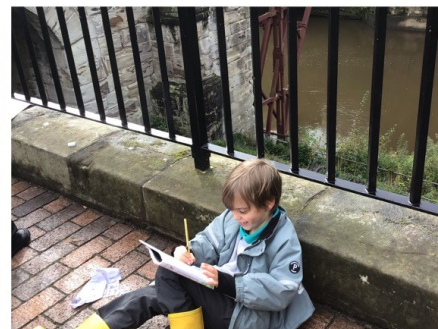
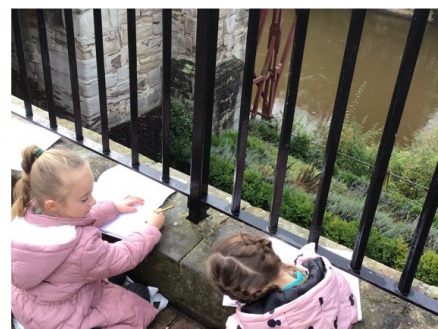
Many thanks for your continued support.

<https://drive.google.com/drive/folders/1uVtG0EnFD45ZN6gGrmxCCMDHsuqpA2hd?usp=sharing>

Year 2 - Ironbridge Trip

On Tuesday 8th October, Year 2 visited Ironbridge. They enjoyed a walk along the river as well as spending some time using their skills to complete an observational drawing of the bridge. They also got a close look at parts of the bridge when they walked across the bridge to the toll house.

A big thank you to our parent helpers who came with us!



Get Online Week

Get Online Week is the UK's largest and longest-running digital inclusion campaign, run every year by the Good Things Foundation. This year it is taking place from Monday 14 to Sunday 20 October, 2024.

Telford and Wrekin Council are running various events in collaboration with Telford College, Wrekin Housing Group, Barclays, West Mercia Police and Cap Gemini. Below are the dates, times and locations for your information.

Thursday 17th October 12.00 - 16.00 Wellington Library

Tuesday 22nd October 10.00 - 14.00 Madeley Library

Thursday 24th October 09.30 - 13.30 Brookside Central CIO

Friday 25th October 10.00 - 14.00 Newport Library

Tuesday 29th October 11.00 - 14.00 Silver Threads, Donnington

World Mental Health Day - Resource for Parents and Carers

To coincide with World Mental Health Day, we would like to share with you a resource which you can use with your child every day. It has been developed by Dragonfly Impact and focuses on the topic of stress and the habits we can encourage our children to adopt to keep stress in check.

We can't avoid stress in our lives and some of it is good for us as it helps us perform when we need to. However, too much stress or not having enough breaks from a state of stress can be harmful to physical and mental health. Therefore, getting into the habit of using strategies that reduce your stress - even temporarily - is important.

In the guide, Dragonfly offers a series of suggestions of things you can build into your day to release or relieve pressure and to prevent a fixed state of stress. We have collated these for you below:

1 A 90 second hug

Set your timer! A hug releases oxytocin, which works to help reverse the effect of the stress hormones. You can even hug yourself!. Try it and see if you can feel the relaxation flooding in.



2 Count backwards

Counting forwards is pretty automatic for most of us but counting backwards means we have to interrupt whatever else our brain is doing at the time. Depending on age, you could count backwards from as many as 100 or from as few as 10.

3 Give to others

Giving to others is powerful, especially in person so you see their face and make eye contact. "The best way to find yourself is to lose yourself in the service of others." Mahatma Gandhi. Scientists believe that altruistic behaviour releases endorphins in the brain - the 'helper's high'. This can be something small like holding a door open or giving someone a compliment.

4 Courage first

Adults can help to create environments that promote psychological safety in the way they approach things in their own lives. Admitting there are things you find hard but continuing to try anyway. Also modelling enjoying some things you're not very good at without focusing on improving - just having fun.

5 Teach later

It can be easy to see our role as parents/carers to always teach children right from wrong. However, responding with compassion first when someone admits a mistake means they are more likely to come to us when they make a mistake in the future. Learning can happen later.



6 Words matter

Sometimes parents and teachers don't intend to put pressure on children but the language we use does that without us realising. Simply choosing words that give an element of flexibility, we can lower the stakes. Using words and phrases like 'explore', 'experiment' and 'give it a go' makes a task seem like something that is worthwhile for the sake of the task itself, rather than just for a positive outcome. When stress is lower, people learn better as well.

7 4-7-8 Breathing

Completely exhale through your mouth, making a "whoosh" sound. Close your mouth and inhale quietly through your nose as you mentally count to four. Hold your breath for a count of seven. Exhale completely through your mouth, making another "whoosh" sound to a count of eight.

8 Teddy Breathing

Lie on your back, place a hand on your chest, and place a teddy bear on your belly button. Close your eyes and relax your entire body. Breathe in slowly through the nose. The teddy bear should rise, but your chest should not.

9 Lion's Breath

Inhale deeply through your nose for a few counts. As you exhale, breathe out through your mouth, sticking out your tongue and making a 'haaaa' sound with your mouth wide open like a roar. With younger children, you may even want to encourage them to roar like a lion and even move around pretending to be a lion.

10 Know the signs

Knowing the signs of autistic fatigue - and helping young people recognise the signs for themselves - is the first step in avoiding associated distress and/or burnout. Signs can include: regression - where the child or young person is unable to perform tasks or do things that they could previously; shutting down and/or being unable to speak; covering ears or being more bothered than usual by sensory stimuli; or having stomach-aches, headaches or other physical pains.

11 Energy accounting

Energy accounting works on the principle that there are activities, situations and people who will drain our energy and others that will give us energy because we enjoy them or find them comforting. Working with the young person to make a list of these things in two columns, help them to assign a score /10 to each thing on the lists (these scores might vary day to day!). If the score in the 'draining' column is higher than the score in the 'energising' column, the aim is to plan in more energising activities.

12 Unmask

'Masking' is the term given to a person with autism minimising their autistic traits and adopting the mannerisms and behaviours of their peers to 'fit in'. This requires a lot of effort and can be exhausting (often resulting in a meltdown when children return home after school). Allowing children and young people a safe space and some time in the day where they can let their mask drop and engage in behaviours like stimming without fear of judgement can alleviate this.

13 Learn to have hope

Hope can be better defined as a cognitive process than an emotion because it is about our thoughts - specifically our expectations of the future. This means that hope is something that can be learned and strengthened through practice. One way to do this is by setting goals and breaking them down into small, actionable steps. Each time you achieve one of the action steps, you become more hopeful - this is closely linked to the concepts of optimism and motivation too.

14 Use the word 'yet'

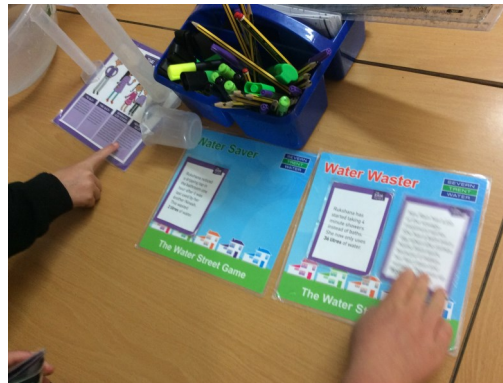
Seeing mistakes and failures as a natural part of the learning process allows for hope to remain even in the face of setbacks and adversity. In addition to using the language of growth mindset (for example: 'This is hard - what can help me with it?'; 'I can't do this - yet. I've overcome obstacles before, what do I need now?') it can also be helpful to make a list of resources you have to help you through challenges. These might be in the form of practical resources, other people who have knowledge or experience that can help you, or personal resources or qualities.

15 Make it relevant

Simply knowing why hope is important to your wellbeing can help you be more hopeful! It can also help to know why your work and everyday activities are important - to have a sense of purpose and to know that your contributions make a positive impact are important elements of hopefulness. Spend some time each day or week reflecting on your 'why' and remember it's the little things you do that make a difference to those around you. A simple act of kindness for someone else can reconnect you to your sense of hope.

Severn Trent Water

Chris from Severn Trent Water visited year 4 to teach them about 'The Wonderful World of Water'. Children learnt about the water cycle as well as the amount of water we have on our planet. We worked in groups to explore case studies of different families; some water savers and some water wasters. We discussed the actions we could take to become water savers in our own homes. Over the next few weeks, children will be using this session to inform our explanation writing.



Year 6 Secondary 2025/2026 Applications

The online application form for children who are due to start Secondary School in September 2025 is available on the [Telford & Wrekin website](#) from 9th September 2024.

Reception 2025/2026 Applications

For reception places in September 2025, applications are available via the [Telford & Wrekin website](#) from 12th September 2024.

All parents need to apply via the Telford and Wrekin Parent Portal.

Please note:

Parents will need to make an application to the Local Authority of where they are living; this is where they pay Council Tax to, even if they want to apply for a school in another LA area.

If a child is attending a school-based nursery, they still need to apply for a school place.

Parents can include up to 4 preferences on their application and we recommend that they do this, and include their catchment/nearest school.

The deadlines are as follows:

Secondary: 31st October 2024

Reception: 15th January 2025

If a child has an Education, Health and Care Plan, the closing date is 31st October 2024 for all applications.

More information around school allocations and oversubscription criteria is available on the [Telford & Wrekin website](#).

The school admissions website page also contains lots of additional information around school admissions.

Y6 How our Eyes Work 4th October 2024 Visit by

Specsavers

On 4th October, the children had a visit from Wrayon from Specsavers who came to talk to them about how our eyes work. We discussed the various parts of our eyes and looked at how each works and the functions they fulfil.

Iris: regulates the amount of light that enters your eye. It forms the coloured, visible part of your eye in front of the lens.

Pupil: the circular opening in the centre of the iris through which light passes into the lens of the eye.

Cornea: the transparent circular part of the front of the eyeball. It refracts the light entering the eye onto the lens, which then focuses it onto the retina.

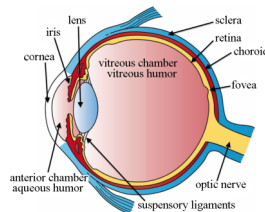
Lens: a transparent structure situated behind your pupil. It is enclosed in a thin transparent capsule and helps to refract incoming light and focus it onto the retina. A cataract is when the lens becomes cloudy, and a cataract operation involves the replacement of the cloudy lens with an artificial plastic lens.

Choroid: the middle layer of the eye between the retina and the sclera. It also contains a pigment that absorbs excess light so preventing blurring of vision.

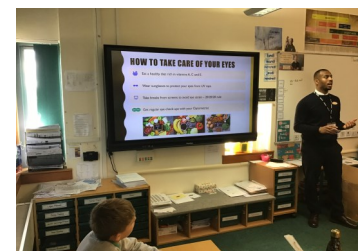
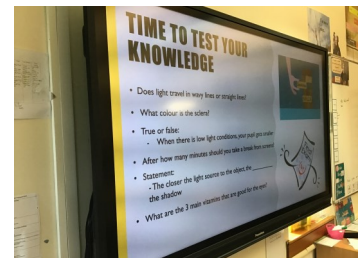
Retina: a light sensitive layer that lines the interior of the eye. It is composed of light sensitive cells known as rods and cones. The human eye contains about 125 million rods, which are necessary for seeing in dim light. Cones, on the other hand, function best in bright light.

Optic nerve: leaves the eye at the optic disc and transfers all the visual information to the brain.

Sclera: the white part of the eye, a tough covering with which the cornea forms the external protective coat of the eye.



We looked at some of the health conditions that can affect our eye, and the measures that we can take to protect them. Especially important is to wear sunglasses or hats with a wide brim when it is bright, to protect our eyes from UV rays. We also learned the 20/20/20 rule to protect our eyes. After 20 minutes of screen time, have a 20 second break, by looking 20 metres into the distance. This allows our eyes to rehydrate.



REDHILL FRIENDS

October Week 2



What a fantastic week!

The children had great fun at the Soccer Challenge on Wednesday - the total amount raised for Redhill was £2139.50! Thankyou for all your support.

We also held the Annual General Meeting (AGM) on Wednesday night - the Chairperson and Treasurer Report, along with the minutes and supporting documentation are available to view on PTA Events.



Don't forget...

The October 24th Discos! KS1 - Heroes and Villians and KS2 - Halloween!

The PTA Social on 15th October, 5pm at School. Let's share fundraising ideas and plan events over a cuppa

ALL EVENTS, TICKETS AND MORE CAN BE FOUND ON PTA EVENTS

