

# STILLINGTON PRIMARY SCHOOL BULLETIN



## Head of School

Dear parents/carers,

On behalf of the school, I would like to extend my heartfelt thanks for your incredible support at this year's Harvest Festival. Our pupils shared their wonderful readings in KS2, sharing the importance of the Harvest and EYFS/KS1 pupils showed their singing skills with their performance of the 'Dingle Dangle Scarecrow'. It was a joy to see the school community come together to celebrate this special occasion at the church.



As previously mentioned in the NYCC updated guidance around jewellery and PE, please can I remind parents that pupils are not allowed to wear any form of jewellery when taking part in PE. Jewellery worn to school must be able to be removed by the pupil or removed before the pupil comes to school on the day of PE which is a Tuesday and Thursday. We thank you for your continued support with the updated guidance.

**PTA Upcoming Events**

<b>NOV 29</b> 6PM ONWARDS CHRISTMAS FAYRE STILLINGTON VILLAGE HALL	<b>DEC 12</b> 4PM ONWARDS NATIVITY PLAY TEAS/COFFEES & MINCE PIES	<b>JAN DTBC</b> 7PM ONWARDS QUIZ NIGHT WHITE BEAR
<b>FEB 28</b> 7PM ONWARDS PIE, PEA AND BINGO STILLINGTON CLUB	<b>MAR DTBC</b> 7PM ONWARDS QUIZ NIGHT STILLINGTON CLUB	<b>APR 26</b> 2-4PM JUMBLE SALE STILLINGTON CLUB
<b>MAY 8</b> TIME TBC VE DAY CELEBRATION STILLINGTON PRIMARY	<b>JUN 13</b> 7PM ONWARDS BINGO HOTDOGS AND BURGERS STILLINGTON CLUB	<b>JUL 18</b> 5PM ONWARDS STILLINGTON PRIMARY LEAVERS BBQ STILLINGTON CLUB

**PTA Update** - A huge thankyou to our dedicated members of the PTA committee who had a successful AGM meeting last week. The roles within the PTA are as below:

- Chair- Marisa Bird
- Events co-ordinator-Mandy Jackson
- Secretary-Michaela Radford
- President-Miss Tordoff
- Staff representative-Mrs Hunter
- Community representative- Miss Cole
- Treasurer-Emma Johnson
- Fundraiser- Steve Rudd

The years upcoming events can be seen on the poster. If you wish to support in any of these events, please can you contact the chair of the PTA, Marisa Bird, with your name, contact number and the event you would like to help with, to allow her to set up dedicated messaging groups. '

I hope you all have a wonderful weekend!

Kind regards,

Miss Tordoff

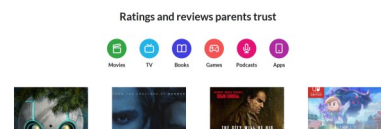
Head of School

## Do you know what your child is seeing and hearing?

We live in a world where our children can have access to so many different things, but what do we really know about games they are playing, the apps they use or the movies watch? If you have not heard of this website before,

common sense media <https://www.commonsensemedia.org/> is a really quick and easy website to use to give you an insight into age appropriate content for a variety of different things.

It breaks things down into different categories so you can see exactly what it is you children are exposed to. Below is an example of the game Roblox with a suggested age of 13 years.



the they

<p><b>Why Age 13+?</b></p> <p>Products &amp; Purchases ●●●●● Players use a currency called Robux and ... &gt;</p> <p>Violence &amp; Scarsiness ●●●●● Cartoony weapons are used in certain wc ... &gt;</p> <p>Sex, Romance &amp; Nudity ●●●●● While Roblox has tried to restrain sexual ... &gt;</p> <p>Language ●●●●● Although the company says a safe chat fu ... &gt;</p> <p>Drinking, Drugs &amp; Smoking Not present Words like "beer," "pot," and "drunk" seer ... &gt;</p>	<p><b>Any Positive Content?</b></p> <p>Positive Messages ●●●●● Positive social interaction is encouraged ... &gt;</p> <p>Ease of Play ●●●●● Controls vary based on which game is ch ... &gt;</p> <p>Educational Value ●●●●● Kids can learn about designing virtual wc ... &gt;</p> <p>Positive Role Models Not present</p>
--	--



## Parent/Carers News



### Young Voices 2025

Young Voices are the organisers of the largest school choir concerts in the World, in the biggest arenas in the UK. It is designed to unify children from across the region, boost their confidence and provide lifelong memories for them and their families. EXCITING NEWS! As a federation, we have the exciting opportunity to go to the Young Voices Competition 2025 with the Year 3-6 children in our schools. The arena that we have been given is Utilita Arena Sheffield on Wednesday 12th February 2025. This will be an evening concert and times will be as below: **The cost of this trip is £20, please see ParentPay to confirm and give your consent if you wish your child to go.**

### **Summary of the day**

11:00/11:30am – Children will set off on the bus

Arrival -1:00pm - Venue doors open to school 12:45pm

1:00pm – 2:00pm – Packed lunches

2.00pm - 5.00pm - Rehearsals start

5:00pm-6:30pm – Time to eat and we need to return to our seats by 6:30pm

7.00pm - 8.45pm - Your Young Voices Concert!

8:45pm – The children will go back to school on the bus.

Rough arrival of 10:30pm at the schools.



The children are going to be having a packed lunch and tea. See the bulletin closer to the time on how to order a packed lunch for your child.

Once you have confirmed you wish for your child to go, you will be added to the 'Music Room' where you will be able to access information and the songs/videos for the day. Please see the link below to go to join the Music Room

<https://yvmusicroom.com/auth/parent/register-referral?code=OTE2MS8xNzI3MjU1NTQ3> Parent information:

<https://www.youngvoices.co.uk/for-parents> Young voices Spotify songs: <https://open.spotify.com/album/0XQu60f05OytaX3NNZaA9x>.

Parents can purchase their tickets and choir t-shirts through the YV Teacher Centre shop, before the 31 October deadline (tickets are subject to availability) so that they can be delivered in time for the YV Concert. Payment must be made by credit card. There will be a transaction fee of £1.99 (plus VAT) for parent card payment.

### Keeping Stress in Check – Parents Guide

A [report by NHS England](#) in 2023 found that 20.3% of children aged 8 to 16 years had a probable mental health condition.

In addition, government data shows that, for the academic year 2023-2024, 20.7% of pupils were identified as 'persistently absent' (missing 10% or more of school).

The team at Dragonfly have kindly put together a *Thrive 365*, **complimentary wellbeing bulletin** to share with our school community, with a **Parent Guide** focused on how to **nurture opportunities to release and relieve stress in children and young people**.

Please find the guide on the next page.

Kind regards,

Vicki Allon

Pastoral & Attendance Lead—FST Federation in Collaboration with Langton Primary School

Thrive 365 Stress support

Thrive 365 Impact Education

### Parent Guide

## KEEPING STRESS IN CHECK

15 simple tools for you to try with your child or teen to help reduce or relieve stress every day

[www.dragonflyimpact.co.uk](http://www.dragonflyimpact.co.uk)

Thrive 365 Impact Education

### Parent Guide

## KEEPING STRESS IN CHECK

Dear Parents/Carers,

At Dragonfly Impact, we support schools and parents to help children and teens develop good habits for mind and body.

In this special issue of Thrive 365, we spotlight the topic of stress and the habits we can encourage our child/teen 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.

You can explain to your child/teen that everyone is different and finding healthy stress relief is about experimenting and finding things that work.

There are many ways parents and carers can use this guide. Here are 3 suggestions:

1. Try a technique yourself for at least 3 days and then invite your child/teen to join you if you feel it may help them too.
2. Try a technique yourself and ask your child/teen to try a different one. Chat about how it went.
3. Ask your child to choose a technique for you both to try for 3 days together.

We have tried to offer a variety of suggestions for different ages and different individuals. We hope you find something that works for your family.

Fly high! 🦋

Rachael and Team Dragonfly

Thrive 365 Impact Education

### What is stress?

Stress is a psychological and physical response to demands or challenges, often referred to as stressors, which can come from both external sources (like work, relationships, or environmental factors) and internal sources (such as thoughts or emotions).

Stress is our body's way of telling us we need to pay attention to something important. A good explanation for children is that stress is what we feel when we are preparing for something but also when we are worried or fearful of something. Stress becomes overwhelming when we think something is too hard or scary for us to handle or when we don't get a break from feelings of stress.

The body's stress response, often known as the "fight or flight" response, involves the release of hormones like adrenaline and cortisol. These hormones prepare the body to either confront or flee from a threat or freeze in the hope it will go away. These responses involve increased heart rate, heightened alertness, and a surge of energy. It becomes very hard to learn or empathise with others when in this state - so too much stress has consequences for education and relationships.

Everyone feels stress from time to time and at the right times, stress is very important to help us rise to a challenge. It's when we feel too much stress all the time and don't return to a calm and settled state, that we should think about healthy ways to keep our stress in check.

In this guide, we offer a series of suggestions of things you can build in to your day to release or relieve pressure and to prevent a fixed state of stress.

Thrive 365 Impact Education

### Psychological safety

Did you know?  
Being able to make mistakes without fear reduces stress. Amy Edmondson's research initially discovered that teams with better outcomes were making more mistakes. It later came to light that these teams were actually admitting more mistakes rather than making more than other teams. These results implied that feeling safe to admit mistakes leads to greater success. It was termed 'psychological safety'. That is, the 'belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes, and that the team is safe for interpersonal risk taking' Amy Edmondson, 1999

So how can parents/carers help?

**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.

Our sources:  
Edmondson, A. (1999), Psychological Safety and Learning Behavior in Work Teams <https://doi.org/10.2307/2666999>

Thrive 365 Impact Education

### Breathwork

Did you know?  
Breathwork has been used for centuries to promote good wellbeing. Some recent randomised control trials have also produced promising results.\*

When you feel stressed, your breath tends to become fast and shallow. This limits the oxygen entering your bloodstream. Your brain tells your body that there is a threat, and your body responds in fight or flight. Focusing on longer out-breaths than in-breaths may combat this by engaging the parasympathetic nervous system.

So what can you try with children and young people?

**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 open like a lion. Inhale with your mouth closed and your tongue on the roof of your mouth to roar like a lion and even move around pretending to be a lion.

Our source:  
\*Thomas, D et al (2023), Effect of Breathwork on Stress and Mental Health - <https://www.nature.com/articles/s41598-023-27349-4>

Thrive 365 Impact Education

### Thought Loops

Did you know?  
Research refers to the 90 second emotional rule\*. This is how long a 'dose' of emotion lasts in our body. Our stress response and the initial release of the hormone is automatic, we have no control, but after this it becomes a CHOICE - something we can control. Our THOUGHTS determine whether or not we continue to release these hormones. The body always reacts first, but messages from the mind determine whether this response is maintained or not. We can re-run the cycle as many times as we choose to re-start the thoughts and feelings.

So what can you try to interrupt the ongoing cycles?

**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.

Our source:  
\*Dr Jill Bulla Taylor 'Whole Brain Living' (2022)  
\*\*<https://www.researchgate.net/publication/354444444>  
\*\*\* <https://www.impactful.org/resources/children-and-young-peoples-wellbeing/curriculum-techniques/>  
\*\*\*\* Dasek, L. (2018). 'The Helper's High', <https://doi.org/10.1016/j.jcpr.2018.10.003>

Thrive 365 Impact Education

### Autistic Fatigue

Did you know?  
For neurodiverse children and adults, the world can be a very stressful place at times; autistic fatigue is an expression coined by autistic adults to describe the exhaustion caused by the pressure of social situations, 'masking' their autistic traits and sensory stimulation. It can lead to autistic burnout, increased anxiety and depression. It is something that is also worsened by changes in routine.\*

So what can you do to help an autistic child or teen relieve stress?

**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 list (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 in kindness without fear of judgement can alleviate this.

Our source:  
\*<https://www.autism.org.uk/information-and-guidance/parents/mental-health/autistic-fatigue/parents.html>

Thrive 365 Impact Education

### Have hope

Did you know?  
Being hopeful has been linked to improved physical health, improved mental health, higher levels of achievement and improved social wellbeing. It can also be a protective factor against stressful situations and experiences. For these reasons, it has been referred to as a type of 'psychological capital'.\*

So how can we foster hopefulness?

**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 to 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.

Our source:  
\*Hurt, K., & Seema, T. (2015). Mapping the Contours of Contemporary Positive Psychology. *Canadian Psychology*, 52, 82-92. <http://dx.doi.org/10.1037/0022-3818>

Thrive 365 Impact Education

### Thought Loops

Did you know?  
Research refers to the 90 second emotional rule\*. This is how long a 'dose' of emotion lasts in our body. Our stress response and the initial release of the hormone is automatic, we have no control, but after this it becomes a CHOICE - something we can control. Our THOUGHTS determine whether or not we continue to release these hormones. The body always reacts first, but messages from the mind determine whether this response is maintained or not. We can re-run the cycle as many times as we choose to re-start the thoughts and feelings.

So what can you try to interrupt the ongoing cycles?

**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.

Our source:  
\*Dr Jill Bulla Taylor 'Whole Brain Living' (2022)  
\*\*<https://www.researchgate.net/publication/354444444>  
\*\*\* <https://www.impactful.org/resources/children-and-young-peoples-wellbeing/curriculum-techniques/>  
\*\*\*\* Dasek, L. (2018). 'The Helper's High', <https://doi.org/10.1016/j.jcpr.2018.10.003>

# Wow Work

**Miss Katie Allwood**      **Wow Work - KS1 = EYFS / YEAR 1 & 2**

We have had a busy week in class 1 this week. We have really enjoyed our harvest festival so thank you to everyone who came to support us.

We have been looking in more detail this week at the great fire of London and London as our capital city. The KS1 children have been talking about the different transport around London and even made their own boat buses!



**Mrs Catherine Hunter**      **Wow Work KS2 / YEAR 3 TO 6**

KS2 had a brilliant afternoon at Malton Sports Centre as they played football against other schools. Our children demonstrated their great teamwork and communication skills, as well as their sporting prowess, and did us proud. Well done, KS2!



In other news, we have been very busy writing our own stories this week based on our class text, Kensuke's Kingdom. We hope to share some of these with you next week. We have also been working on our reasoning and problem solving - see if you can work out the answer to these questions:

Tia is multiplying two numbers together.

I wonder what the product of the greatest 4-digit number multiplied by the smallest 2-digit number will be...



What calculation does Tia need to do?

\_\_\_\_\_

Did she need to do a column multiplication?

\_\_\_\_\_

Primes to 100 ☆☆☆

☀️ + ⚡️ + ❤️ = 50

☀️, ⚡️ and ❤️ are prime numbers.

Find all the possible values for  
☀️, ⚡️ and ❤️.



## STILLINGTON PRIMARY DIARY DATES

Sports Enhancement Day Stillington Sports & Social Club <b>Packed lunch required.</b>	Tuesday 8th October PE kit required. Children to come to school in their uniform including School jumper.
KS1 Art Visitor—Millie Macallum	Friday 11th October at 1pm - KS1
Non Uniform Day for all at Stillington School <a href="https://www.kafunjoprojectus.org/">https://www.kafunjoprojectus.org/</a> .	Voluntary Contributions are welcomed which will be donated to the Kafunjo project, to raise funds for them to buy food and medical supplies.
Thunk-it Theatre performance & workshop For all the children at Stillington School	Tuesday 15th October at 9.30am until 12
<b>Autumn Half-Term</b>	<b>Friday 25th October (Last Day)</b> <b>Monday 4th November (First Day Back)</b>
Malton Sports Centre KS2 children Dodgeball	Wednesday 4th December PE kit required Leave at 12.20, return to school at 2.45pm
<u>Christmas Dinner</u> —All FST schools come together for lunch at Stillington School.	Friday 6th December 11.45am for all EYFS & KS1 pupils 12.30pm for all KS2 pupils
Christingle & Nativity—Stillington School	Thursday 12th December 4pm to 4.30pm
<b>Christmas</b>	<b>Friday 20th December (Last Day)</b> <b>Monday 6th January 2025 (First Day Back)</b>
<b>Spring half –term</b>	<b>Friday 14th February 2025 (Last Day)</b> <b>Monday 24th February (First Day Back)</b>
<b>Easter</b>	<b>Friday 4th April 2025 (Last Day)</b> <b>Wednesday 23rd April 2025 (First Day)</b>
<b>May Day Bank Holiday</b>	<b>Friday 2nd May 2025 (Last Day)</b> <b>Tuesday 6th May 2025 (First Day)</b>
<b>Summer Half—Term</b>	<b>Friday 23rd May 2025 (Last Day)</b> <b>Monday 2nd June 2025 (First Day Back)</b>
<b>Summer</b>	<b>Friday 18th July 2025 (Last Day)</b>