

Matthew's C.E (Aided) Primary School and Nursery Centre



'I can do all things because Christ gives me strength' Philippians 4:13

Friday Feature: 28th November 2025

This half-term we are focusing on the Christian Value of Compassion

'Clothe yourselves with compassion, kindness, humility, gentleness and patience' Colossians 3.12

Class 3 4 Trip to Gurdwara

"On Wednesday we had a visit to the Telford Gurdwara.

We had lots of fun. First they greeted us with a lovely smile and then they let us have some wonderful food. This is called langar and is offered to all visitors of the Gurdwara.

Then they were being really kind and let us see the amazing Holy Book (Guru Granth Sahib). We took a bow in front of it as a sign of respect and kindness because it is a very nice way to show respect. We have worshipped/meditated while singing a Sikh song, it was brilliant to finally experience a Sikh's life.

We learned why Sikhs wear head coverings (it is a sign of respect and that God is all around us). Sikhs do not take off their headwear even if they are not at the Gurdwara because they believe that God is everywhere they are.

We silently listened to the rules and we learned a lot of things. We also put money in the donation box (the Golak).

We had a fantastic time".

By Jayda H and Taiah—34 St Sophia



Weekly prayer



Dear God

We are thankful for the people who treat us with kindness and respect.

We look up to Jesus as he is a great example for treating his people like they are his one and only.

We should take this into admiration and lock it in our hearts,

For God is always with you and will never part.

We thank God for having parents and a roof over our heads.

Amen

by 6 St Padre

Pupils of the Week



| | |
|------------------|-----------|
| Nursery | Taiyah |
| R St Francis | Ardon |
| 1: St Teresa | Kit |
| 1/2: St Nicholas | Ezra |
| 2: St Joseph | Dalton |
| 3: St Cecilia | Luca |
| 3/4: St Sophia | Redeemer |
| 4: St Kateri | Olivia |
| 5: St Thomas | Baqir |
| 6: St Padre | Jayden JT |

Readers of the Week



| | |
|------------------|----------|
| R :St Francis | Elijah M |
| 1: St Teresa | Ugom |
| 1/2: St Nicholas | Amelia |
| 2: St Joseph | Willow |
| 3: St Cecilia | Olivia M |
| 3/4: St Sophia | Milana |
| 4: St Kateri | Arabella |
| 5: St Thomas | Safire |
| 6 : St Padre | Kaella |

Attendance Award

This week the attendance award has gone to — 3 St Cecilia



| Weekly Attendance | | |
|-------------------|----------------|-------|
| 1st | St Sophia | 98.85 |
| 2nd | St Kateri | 96.52 |
| 3rd | St Nicholas | 96.45 |
| 4th | St Padre Pio | 95.41 |
| 5th | St Teresa | 95.36 |
| 6th | St Cecilia | 94.86 |
| 7th | St Thomas More | 93.42 |
| 8th | St Joseph | 92.59 |
| 9th | St Francis | 92.33 |



Future Dates

| | | |
|--------------------|---|--------|
| 4 December | Carols by Candlelight | |
| 5 December | Mufti day—bring a bottle! | |
| 9 December | EYFS Christmas production | 9.30am |
| 11 December | KS1 Christmas production | 2.00pm |
| 12 December | KS1 Christmas production | 9.30am |
| 15 December | KS2 Christmas production | 2.00pm |
| 16 December | KS2 Christmas production | 9.30am |
| 17 December | Christmas Dinner and Christmas Jumper day | |
| 17 December | Christmas Fair | |

Christmas Fair

On Wednesday 17th December we will be holding a Christmas Fair straight after school.

We would like to run another bottle raffle and will be holding a mufti day on Friday 5th December where we are asking children to bring a bottle into school instead of the usual £1. It can be a bottle of anything.

We are also requesting items for a general tombola—unopened/unused items such as gift sets etc—anything you would normally see on a tombola



Salvation Army Christmas Present Appeal

We are once again supporting the Salvation Army's Christmas Present Appeal, where we ask for presents for children who may not receive anything this Christmas.

As the Salvation Army believes that every child should receive a brand new present at Christmas, we cannot accept second hand items or hand knitted items.

These presents are distributed to the most needy in our community.

Please bring any presents you wish to donate to school no later than Friday 5th December. Thank you

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