



'Our school, our church, our community'

# Elsecar Holy Trinity Primary School

Church Street, Elsecar, S74 8HS

01226 743008

[ssilverwood@eht.dsat.education](mailto:ssilverwood@eht.dsat.education)

[www.elsecarprimary.org](http://www.elsecarprimary.org)

Elsecar Holy Trinity is a **nurturing, inclusive**, Church school where everyone is **valued** as a child of God. We warmly **welcome** people of all faiths/worldviews and backgrounds, fostering **respect, compassion** and **forgiveness**. Rooted in **faith, family and community**, we aim to **grow** together in love, developing **wisdom, knowledge** and **aspirations** for a **brighter future**.

## Weekly Reflection

This week has been filled with deep emotion as we've come together to support one of our families during an incredibly difficult time. The care, compassion and quiet strength shown across our school community have been truly moving.

In moments like these, we see the very best of who we are—people who stand alongside one another, offering warmth, understanding and genuine support when it matters most.

Thank you!

## British Values Theme

Can awards encourage people to help others and care for the world?



### Mutual Respect and Tolerance

The Jane Goodall Earth Medal shows us that being respectful means looking after all living things. It encourages tolerance by focusing on a goal that brings different cultures and beliefs together to protect our world.

## Fundraising In School



Thank you to everyone who took part and donated towards our fundraising event in school on Thursday.

As a school we have so far raised over **£420**

## \*Attendance Matters\*

Well done to this week's attendance WINNERS!

**EYFS (97%)**

Whole school attendance:

93.9%

Year to date:

95%

School Target:

96%



## Pupil Safety



So far, we have had over 70 children respond to our pupil safety quiz which is an amazing start! Ideally, we would like over 100 responses to help give us a true picture as to how children feel in school.

The link to the quiz is available on your class Dojo page and will close on Monday morning.

Thank you

## \*Justice and Responsibility\*

### Community Litter Pick

This afternoon, a group of ten children from our school took part in a community litter pick. This fantastic initiative came directly from the children themselves, who wanted to take responsibility for caring for our local area.



## \*Dates for the diary\*

### February

Friday 6<sup>th</sup> February – Class Photos

Monday 9<sup>th</sup> – Friday 13<sup>th</sup> February

Children's Mental Health Week

Friday 13<sup>th</sup> February – Last day of term

Monday 23<sup>rd</sup> February – Back to school for all

### March

Thursday 5<sup>th</sup> March – World Book Day

Monday 9<sup>th</sup> – Friday 13<sup>th</sup> March

British Science Week

Year 5 Bikeability (takes place during school day)

Friday 20<sup>th</sup> March – Red Nose Day

Thursday 26<sup>th</sup> March – Easter Service at 09:30AM

Friday 27<sup>th</sup> March – Last day of term

### April

Monday 13<sup>th</sup> April – Back to school for all

## What Does "Flourish" Mean in Our School?

At Elsecar Holy Trinity, our vision is for every child to flourish—but what does that really mean? To flourish is more than simply doing well academically; it's about thriving in every aspect of life. It means feeling safe, valued, and supported so that each child can grow in confidence, develop resilience, and discover their unique talents.

Flourishing is about creating an environment where children are curious, motivated, and empowered to make positive choices. It's about nurturing wellbeing alongside learning, so pupils leave our school not only with knowledge but with the skills and character to succeed and contribute to their community.

In short, when we say we want our pupils to flourish, we mean we want them to grow, thrive, and shine—both now and in the future.

## Gate Opening Time

From Monday 19<sup>th</sup> January, the main school gates will be open from 8:35am.

Please note that pupils must still be supervised by an adult until 8:50am, when school officially starts.

This change is being introduced on the back of feedback from our recent pupil safety questionnaire, where families and pupils highlighted the need for a smoother and safer start to the school day.

This arrangement will run as a trial until half term, after which we will review its impact before making any permanent decisions.





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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes.

For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear.

While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension.

Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY



Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

## WHAT ARE THE RISKS?

## LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

## THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

## DIFFERENTIATING WORRY FROM ANXIETY



While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

## THE EMOTIONAL TOLL



The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

## ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

### TEACH COPING STRATEGIES



Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

### SEEK PROFESSIONAL HELP



Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

### Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on seconddment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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