

# NEWSLETTER

## LYTHER NOWODHOW

### Message from Mr Sturges

Welcome Back and Happy New Year!

Dear Families,

A very warm welcome back to you all after the Christmas break. We hope you had a restful and enjoyable holiday, and we are delighted to see everyone return ready for an exciting new year ahead.

This year promises to be a particularly special one for our school. Alongside our rich and engaging curriculum, we have many educational visits planned, including the much-anticipated residential trip to Bristol. We will also be celebrating a significant milestone as we mark the school's 150th anniversary, and we look forward to sharing commemorative events with you over the coming months.

I would like to thank you sincerely for your patience and understanding with the delayed opening times and school closures we experienced recently. We know these situations can be disruptive for families, and we are very grateful for the support you have shown.

If any of you have been affected in any way by these disruptions, please do not hesitate to come and speak to us. We are always keen to work with families and will do our very best to offer support wherever we can.

Thank you, as always, for your continued partnership. We wish you all a happy, healthy, and successful year ahead.  
Kind regards,



GARRAS CP SCHOOL

SKOL GYNSA KEMENETH  
GARROS



### SAFEGUARDING

<https://www.qwell.io>

It is a free, anonymous online service to support adults with their wellbeing and mental health.

# BARN OWLS

KOWANNOW GWYNN

Our first week back has been eventful! First of all we want to thank everyone for all of their cooperation and understanding during these disruptive times. Despite the disruption, the children have settled in well, and we are looking forward to a great term.

Amongst the chaos this week, we successfully introduced Wild Tribe! The children have been introduced to the safety rules of the fire circle and we all had a go at lighting fairy fires, with cotton wool balls and a striker. In the afternoon, we got busy investigating plants as part of our science topic, by using tools to cut them open and discover the different types of seeds. We then made our very own bird feeders, using lard, pine cones, and bird seeds. The birds have been enjoying their winter feast. To end the day, we lit a cosy fire and used a Kelly kettle to make yummy hot chocolate! The children did an amazing job at embracing the weather and getting stuck in.

In literacy this week, the children have been introduced to the main character in our new story...Super Milly! We have been using our imaginations to create our own superheroes, creating fantastic drawings and descriptions using our writing skills. We will be diving into super Milly's adventures over the next couple of weeks.

We hope you all manage to have a safe and restful weekend.  
Warm wishes.

Barn Owls Team 😊



# HAWK OWLS

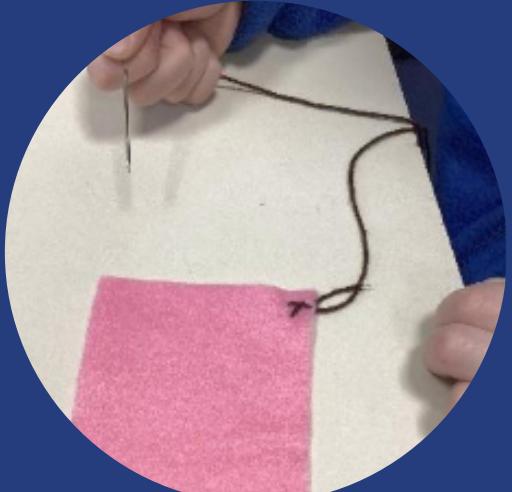
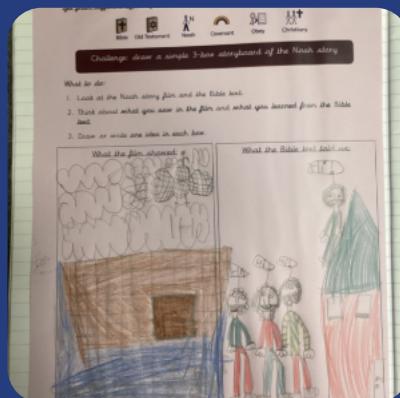
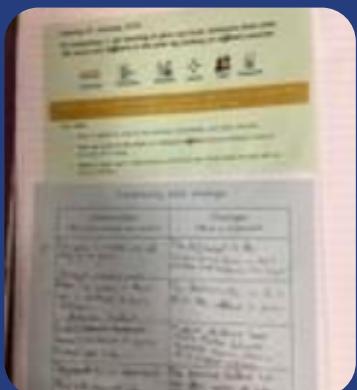
Kowanhow Sparr Hok

What an unusual and exciting start to the year we've had! The ice meant we had to open late on Tuesday morning, and I want to extend a heartfelt thank you to all of you for your patience and understanding. The appearance of snow brought such joy and excitement to the children, making their return to school even more special!

This week, we have embarked on our new history topic, "How have children's lives changed?" Our first lesson focused on exploring the similarities and differences in children's lives across various time periods. The children were fascinated to discover that schools have existed since Roman times and were surprised to learn that only wealthy children were able to attend school back then.

In Religious Education, we have begun our unit titled "What is it like for someone to follow God?" This week, we delved into the story of Noah's Ark. We compared a video adaptation with the Bible passage, discussing the insights each source provided.

Additionally, we have continued our literacy unit centred around the book, The Tear Thief. This week, we arrived at school to find that the jar of tears had been stolen! The children listened to a policeman's account of two eyewitness statements and worked diligently to transform their speech into written dialogue, using correct punctuation and interesting synonyms for "said."



# EAGLE OWLS

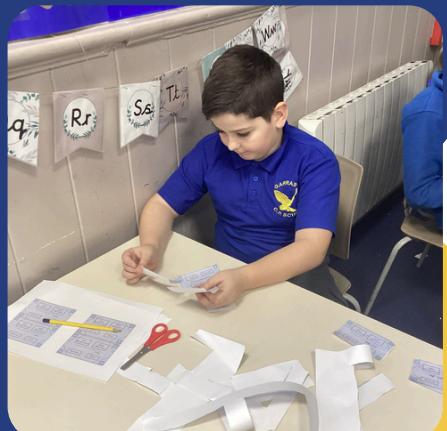
Kowannow Er

Eagle Owl class have made a brilliant start to their new class text, *The Explorer* by Katherine Rundell. The children are already fully engaged with the story and are enjoying exploring the adventurous setting and characters. There has been lots of thoughtful discussion, and it's been lovely to see how enthusiastic everyone is about reading so far.

In computing, we've linked our learning to the class text by creating a database of Amazon rainforest animals. The children researched different species and learned how to organise information effectively using database fields. This cross-curricular work has really helped to deepen their understanding of both computing skills and the rainforest environment.

Science lessons have been full of excitement as pupils carried out practical experiments to prove that sound is created through vibrations. The children worked collaboratively, made careful observations, and explained their findings using scientific vocabulary - some excellent investigative work all round.

In maths, we've been very impressed with the amazing effort shown by Year 5/6 when learning how to multiply fractions. The children tackled some challenging concepts with confidence and resilience, showing great progress and determination.



# Garras Notice Board

Bord Argemynnow Garros



Please use the Absence Request form for your child absence. You can find the form on the school website

or [click here!](#)



A kind reminder to not park on the zig-zag yellow line by the school area and on the yellow double lines by the roundabout during school drop off and pick up hours.

School Communications to parents



Arbor

in-app messages and emails used for day to day communications.

Parent Pay

used for trips consents and payments.

Teachers2parents

available until the 7<sup>th</sup> July 2026 and used for reminders. After that date Crofty is moving to Arbor.

It is important that everyone please signs up to the Arbor app and Parent Pay website.

Any questions, please contact Mrs V.

Thank you for your patience and support during our communication system transition.



An amendment for the football league

New dates:

Monday 19<sup>th</sup> January 2026 Girls only  
(instead of 17/11/25)

Monday 2<sup>nd</sup> February 2026 (instead of  
1/12/25)

Monday 16<sup>th</sup> March 2026 (instead of  
24/11/25)



## REMINDERS KOFHEANSOW

### Cross Country Dates

Tuesday 16th September	Race 1	Reception/KS1 and KS2	Helston South Site- 4pm
Tuesday 7th October	Race 2	Reception/KS1 and KS2	Mullion- 4pm
Tuesday 4th November	Race 3	KS2	Helston North Site- 4pm
Tuesday 24th February	Race 4	KS2/Peninsula qualifier	Helston South Site 4pm
March	Peninsula Final	KS2	TBC 4-5pm
March	School Games Final	KS2	Newquay
Tuesday 28th April	Race 5	Reception/KS1 and KS2	Helston North
Tuesday 12th May	Race 6	Reception/KS1 and KS2	Helston South Site - 4pm
Tuesday 9th June	Fun Run	Reception/KS1 and KS2	Mullion 4pm

### Y5/6 Football Tournament Dates

Date	Time	Year group	Venue
15.9.25	3:45-5pm	Y5/6	Helston Astro
6.10.25	3:45-5pm	Y5/6	Helston Astro
<del>6.11.25</del> <b>12.01.26</b>	3:45-5pm	Y5/6	Helston Astro
<del>17.11.25 GIRLS ONLY</del> <b>19.01.26</b>	3:45-5pm	Y5/6	Helston Astro
<del>1.12.25</del> <b>02.02.26</b>	3:45-5pm	Y5/6	Helston Astro

## ATTENDANCE

ATTENDYANS

Barn Owls 100%

Hawk Owls 100%

Eagle Owls 100%

Whole school 95.45%

## INSET DAYS

Mon 23<sup>rd</sup> February 2026

Friday 8<sup>th</sup> May 2026

Monday 22<sup>nd</sup> June 2026

Thursday 23<sup>rd</sup> July 2026

Cornwall Council 2025/2026 School Term Dates for Community and Voluntary-Controlled Schools													
September 2025			October 2025			November 2025			December 2025				
Mon 1	8	15	22	29		Mon 6	13	20	27	Mon 3	10	17	24
Tue 2	9	16	23	30		Tue 7	14	21	28	Tue 4	11	18	25
Wed 3	10	17	24	31		Wed 8	15	22	29	Wed 5	12	19	26
Thurs 4	11	18	25			Thurs 9	16	23	30	Thurs 6	13	20	27
Fri 5	12	19	26			Fri 10	17	24	31	Fri 7	14	21	28
January 2026			February 2026			March 2026			April 2026				
Mon 1	8	15	22	29		Mon 6	13	20	27	Mon 3	10	17	24
Tue 2	9	16	23	30		Tue 7	14	21	28	Tue 4	11	18	25
Wed 3	10	17	24	31		Wed 8	15	22	29	Wed 5	12	19	26
Thurs 4	11	18	25			Thurs 9	16	23	30	Thurs 6	13	20	27
Fri 5	12	19	26			Fri 10	17	24		Fri 7	14	21	28
May 2026			June 2026			July 2026			August 2026				
Mon 1	8	15	22	29		Mon 6	13	20	27	Mon 3	10	17	24
Tue 2	9	16	23	30		Tue 7	14	21	28	Tue 4	11	18	25
Wed 3	10	17	24	31		Wed 8	15	22	29	Wed 5	12	19	26
Thurs 4	11	18	25			Thurs 9	16	23	30	Thurs 6	13	20	27
Fri 5	12	19	26			Fri 10	17	24		Fri 7	14	21	28

Information Classification: CONTROLLED

Cornwall Council | Together for Families

Bank Holidays

Open Day 25 December 2025

Boxing Day 26 December 2025

New Years Day 01 January 2026

Good Friday 03 April 2026

Easter Monday 04 April 2026

May Bank Holiday 25 May 2026

Spring Bank Holiday 25 May 2026

Summer Bank Holiday 31 August 2026

AUTUMN TERM (73 days) 3 September - 19 December 2025 (HALF TERM 27 - 31 October 2025)

SPRING TERM (59 days) 5 January - 2 April 2026 (HALF TERM 16 - 20 February 2026)

SUMMER TERM (68 days) 20 April - 23 July 2026 (HALF TERM 25 - 29 May 2026)

Academy, trust and voluntary-aided schools set their own term dates and INSET days.

195 days are included on the school calendar. Schools will be open to pupils for 190 days. The five additional days are allocated for In-Service Training (INSET). Schools allocate their own INSET days.

Important!

## PE DAYS

### Spring Term PE and Lesson Information

- Barn Owls will have PE on Fridays with Mr Warren.
- Hawk Owls and Eagle Owls will have PE twice a week:
- Thursdays with Mr Sturges
- Fridays with Mr Warren
- On Thursday afternoons, Hawk Owls and Eagle Owls will be taught Computing by Mrs Rayner.
- Music for Hawk Owls and Eagle Owls will continue on Fridays with Mr Sturges.

Please ensure children come to school dressed appropriately for PE on their class PE days.



# DIARY DATES

DEDHYASOWW DHYDHLYVER

Mon 12 <sup>th</sup> January	Gym Competition Y3/Y4/Y5/Y6
Wed 14 <sup>th</sup> January	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 15 <sup>th</sup> January	Y5 Wild Tribe Spring Census
Mon 19 <sup>th</sup> January	Football league girls only 3.45pm to 5pm
Tue 20 <sup>th</sup> January	Eagle Owls Porthcurno visit
Wed 21 <sup>st</sup> January	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 22 <sup>nd</sup> January	Y6 Wild Tribe
Mon 26 <sup>th</sup> January	Mr Sturges not in school
Tue 27 <sup>th</sup> January	Mr Sturges not in school
Wed 28 <sup>th</sup> January	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 29 <sup>th</sup> January	Y2 Wild Tribe
Mon 2 <sup>nd</sup> February	Eagle Owls Eden Project visit Football league Y5/Y6 3.45pm to 5pm
Tue 3 <sup>rd</sup> February	Y3/Y4 Indoor Athletic
Wed 4 <sup>th</sup> February	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 5 <sup>th</sup> February	Y3 Wild Tribe TBC
Mon 9 <sup>th</sup> February	KS1 Gym Festival Y3/Y4 Football 3.45pm to 5pm
Tue 10 <sup>th</sup> February	Inclusive festival
Wed 11 <sup>th</sup> February	SATS Club 3.15pm to 4.15pm
Thurs 12 <sup>th</sup> February	Y4 Wild Tribe
From 16 <sup>th</sup> February to 20 <sup>th</sup> February	Spring Half-term break
Mon 23 <sup>rd</sup> February	INSET DAY - School closed

# SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

## A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

### FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.

1



### RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

2



### KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.

3



### EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

4



### MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

5



### CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.

6



### SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.

7



### TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once; instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.

8



### ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.

9



### FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.

10



### BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.

11



### IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.

12



### Meet Our Expert

Cayley Jorgenson is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National  
Online  
Safety®

#WakeUpWednesday

<https://www.nationalonlinesafety.com/enrichment-supporting-your-child-with-upsetting-content/>  
<https://www.nationalonlinesafety.com/parenting-supporting-your-child-with-upsetting-content/>



Are you struggling with a defiant child?



## Facing Defiance

A six part online course for parents that you can complete in your own time. A step by step guide through a specific strategy aimed to support parents of children aged between 5 to 12 who are displaying very challenging behaviour, including children with ADHD, ODD and PDA.

go to [facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)  
Book online £48  
on the **Online Parenting Courses** page



## January 2026 Timetable

All sessions delivered live online via zoom, 90 minutes long  
**£24 each or FREE with School Membership**

Book online at [facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)  
Recordings available for 48 hours (excluding Free Talk)

Autism - Improving Communication	5 Jan 10am
Improving Family Communication	5 Jan 7pm
Supporting A Child with ADHD	6 Jan 10am
Understanding Addictive Behaviour	6 Jan 7pm
Anxiety Based School Avoidance	12 Jan 10am
Understanding Anger	12 Jan 7pm
Supporting Healthy Screen Use	13 Jan 10am
Facing Defiance	13 Jan 7pm
Cannabis and Ketamine Awareness	19 Jan 10am
Anxiety Explained	19 Jan 7pm
Introduction to OCD	20 Jan 10am
What Is ACT	20 Jan 7pm
<b>FREE Responding to Angry Behaviour</b>	22 Jan 7-8pm
Raising Self-Esteem	26 Jan 10am
Decreasing Depression	26 Jan 7pm
Supporting Healthy Sleep	27 Jan 10am
Understanding the Teenage Brain	27 Jan 7pm



## SPACE

### Supporting Parents And Children Emotionally

SPACE is a free programme for **any parent or carer** who wants to better understand and support their children's emotions, as well as their own.

Each SPACE course is 5 sessions long and will cover:

- Understanding what is meant by a Trauma Informed approach
- Understanding toxic stress and the flight/fight response
- Practical approaches to support children to regulate their emotions
- Healthy coping strategies for dealing with stress
- Managing different emotions
- Understanding behaviour
- Building resilience in ourselves and our children
- Adopting appropriate expectations of children
- Enhancing your ability to provide nurturing care

MHST has several upcoming 5 session SPACE courses as follows:

Every Monday from 12<sup>th</sup> January - 9<sup>th</sup> February 2026 - 13:00-14:30  
FACE TO FACE at Helston Family Hub, Bulwark Road, Helston, TR13 8JF

with ONLINE programmes on:

Every Friday from 9<sup>th</sup> January-4th February 2026 - 09:30-10:30

or

Every Monday from 12<sup>th</sup> January-9th February 2026 - 09:30-10:30



To request a place, complete the online form or scan the QR code provided **BY 19th DECEMBER 2025:**  
<https://forms.office.com/e/rrU0NGglMv>



These courses are for parents/carers of children 5-11 yrs only

Spaces are limited (Max 8 per session); if you cannot attend, please notify us ASAP - 01726 873204



Together  
for Families

