



The following NHS page helps parents/carers by providing guidance on common childhood illnesses: [click here](#)



## Acting Headteacher's Message

## Mental Health and Wellbeing

At Ralph Butterfield Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff and parents/carers) and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

In school we talked about World Mental Health Day (10<sup>th</sup> October), when we all came together to talk about mental health and show everyone that mental health matters. Talking about our mental health can help us cope better with life's ups and downs. We all have mental health. Your mental health affects how you feel, think and act. It refers to your emotional, psychological and social wellbeing. Your mental health can change on a daily basis and over time, and can be affected by a range of factors. In school, we support children's mental health by providing a safe, calm and supportive learning environment and through teaching children the skills they need to recognise and deal with their emotions. Social and emotional skills are the skills that help children develop their resilience and manage their thoughts, feelings and behaviour. Everyone experiences different emotions and feelings at different times and in different circumstances, and that's OK. The important thing is to have strategies to help you be in, or move to, the appropriate emotion at the appropriate time.

Good mental health and wellbeing helps children and young people:

- develop
- attend school
- engage in learning
- fulfil their potential

### **Tips to support a young persons' mental health.**

- Be there for them and listen. Let your children know that it's ok to talk about their feelings and nurture the idea of being open.
- Validate their feelings by taking what they say seriously.
- Support them through difficulties while encouraging them to stay open.
- Build positive routines with structure, plenty of sleep, healthy eating habits, regular outdoor time and physical activities.
- Use the Zones of Regulation to move from one emotion to another (e.g. at bed time, we want to get into the blue Zone!). *See next page*

For information about mental health support for children, young people and families

Locally: <https://www.raiseyork.co.uk/young-people/health-wellbeing-1/2>

Child Healthy: <https://childhealthy.co.uk/childhealthy-newsletter-mental-health/>

Young Minds: <https://www.youngminds.org.uk/parent/>

Best wishes

*Helen Stephenson*

## A Parents' Guide to the Zones of Regulation

Last month, we revisited our whole school approach to developing emotional literacy, using an intervention called 'The Zones of Regulation'. Staff and children have enjoyed learning about how this can help them to regulate their emotions. Today, I would like to re/introduce the Zones to parents/carers. Hopefully many of your children will have already been chatting to you about it at home, or you may have been thoroughly confused as to why they have started telling you they are 'blue', 'green', yellow' or 'red'!

### What are the different Zones?

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

There are 4 coloured zones to categorise feelings, emotions and states of alertness:

**The Blue Zone** – used to describe low states of alertness, such as feeling sad, tired, sick/unwell or bored.

**The Green Zone** – used to describe a regulated state of alertness, such as feeling calm, happy, focussed or content.

**The Yellow Zone** – used to describe a heightened state of alertness, but with some control, such as when experiencing slightly elevated emotions such as stress, frustration, anxiety, excitement, silliness, nervousness and confusion.

**The Red Zone** – used to describe extremely heightened states of alertness or very intense feelings, such as anger, rage, panic and fear. Extreme joy and elation would also fit into this category.

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

### Important note!

It is OK to be in any of the Zones – the red Zone is not bad. We need to validate all emotions. Everyone experiences all of the Zones at different times and in different circumstances, and that's OK. The important thing is to have strategies to help you be in, or move to, the appropriate Zone at the appropriate time (e.g. at bed time, we want to get into the blue Zone!).

*Next week... Tools and Strategies for Regulation.*

**There are no good  
or bad Zones**

## Children in Need

Children in Need is a charity which supports disadvantaged children and young people all over the UK and on **Friday 15<sup>th</sup> November** we'd like to join the nation in raising money for this very popular charity. Children are invited to come to school wearing their own clothes on this day, in exchange for a donation to the charity (please ensure clothes are suitable for a day at school). Your child could wear spots or yellow clothes like Pudsey or a Children in Need accessory.



During the week 11<sup>th</sup> – 15<sup>th</sup> November, if you would like to and are able to make a donation, please do so via Parent Pay. We will then notify you in due course, of how much money has been raised for this very worthy cause.

Thank you



## SCHOLASTIC

We are extremely happy to inform you that the new Scholastic book club catalogue has arrived and been given to your child today to bring home.



It gives you a brief snapshot of some of the fabulous books (fiction and non-fiction) that are on offer, although there are hundreds more online to choose from no matter what your interests are or who your favourite author is.

Ordering through our school book club also has the bonus that for **every £1 you spend** it will **earn 20p for school** in Scholastic Rewards, which is amazing, and all rewards are used to purchase new books for school.

If you would like to place an order, please visit <https://schools.scholastic.co.uk/ralph-butterfield-primary/digital-book-club> and **place your order online by Wednesday 30<sup>th</sup> October**. Your order will then arrive in school after half term and be distributed to your child. If you would prefer the books to bypass your child and be handed directly to you, please email the office or speak to Miss Clapham so that this can be arranged. Please do not hesitate to ask Miss Clapham if you have any questions about the book club or ordering process. Many thanks for your continued support of our Scholastic book club.

*These are some of this month's best sellers*



### This Week's Attendance



Thank you for supporting your child to attend school as much as possible.

**Not going** to school every day can make it more likely for your child to get involved in crime or antisocial behaviour.

For more information on school absence in York visit [www.york.gov.uk/SchoolAttendance](http://www.york.gov.uk/SchoolAttendance)



<https://www.parentcarerforumyork.org>

October 10th 2024



# NEWS LETTER



[connect@pcforyork.co.uk](mailto:connect@pcforyork.co.uk)

Attached to this newsletter



## Early Years Foundation Stage (EYFS)



We have continued our learning journey in phonics this week by learning four new phonemes; h, b, f and l. The children are also excited to be making progress with sounding out and blending phonemes together to begin to read words. They are delighted that they are beginning to crack the code of reading!

If you would like more information about how we teach phonics, you can refer to the parent/carer section of the Little Wandle website. Please use this link.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Once children have an ability to sound out and blend words, we begin to read books with words. Some children will be now bringing these books home. Please encourage the children to sound out and blend the words in order to read their book. If your child is continuing to read a wordless book, please enjoy discussing the events in the pictures and making up your own stories with these. We have had much fun discussing events, characters and making predictions.



As part of our theme, Marvellous Me, we have continued to explore how people can help us to keep healthy and safe.

This week, we have learnt how firefighters work as a team to keep everyone safe. The children enjoyed reading texts which explained the role of a firefighter. They also practised their cutting and drawing skills by creating their own fire appliance.

In maths this week, the children have continued their exploration of the numbers 1, 2 and 3. They have investigated '1 less' and used a range of equipment to build towers with 1 less, used their fingers to show 1 less and explored 1 less within our areas of provision. Later in the week, the children also began to look at composition of 1, 2 and 3. This is a study of how these numbers can be made with smaller numbers. For example, 3 horses can stand in 3 fields thus showing, 1, 1 and 1 make 3. Maybe your children could play some games with their toys at home to see how objects can be arranged to make 1, 2 and 3.

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We hope you are enjoying the Tapestry observations which we regularly share with you. The children are so busy in their learning at school. If you would like to share any adventures, learning or theme related posts, we would love to share these in school.

Well done to the children for another fantastic week in Reception!

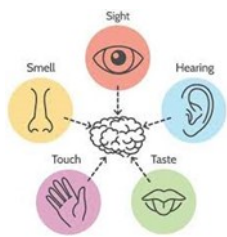
**Mrs Robinson, Mrs Greenwood and the Reception team**





## Key Stage 1 (Years 1 & 2)

Key Stage 1 have been working just as hard as usual this week and discovering lots of new and exciting things on their learning journeys. Having learned about instructions last week, we applied our skills in English to write some more sets of instructions that used all of the features we had learned about. This week, we made a harvest scarecrow model because we have recently been thinking about Harvest Festival. We loved getting creative and making the model and this inspired us to do some excellent writing to teach other people how to make one too. We ensured that our instructions were in chronological order and included lots of detail, using adverbs and imperative verbs.



We have been learning about humans and animals in science this half term. Having learned about parts of the body and their functions, we looked at senses this week. We learned about the five senses and which parts of the body are associated with each one and then tested some of them out by looking for details in pictures and listening for which instruments we could hear. We then explored further by going on a senses walk around school, exploring the sights, sounds and smells around us.

In computing this week, we have been learning about online safety. We conducted some safe searches in Purple Mash, which is a trusted site designed exclusively for use by children. We then thought about how an internet search was not safe because some of the content is unsuitable for children to access. We discussed the importance of sharing our feelings with someone we can trust to help us if we ever see something that upsets us and who those people could be.



Well done Key Stage 1. As always, you continue to shine.

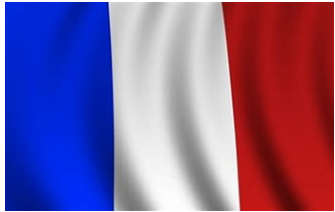
**Mrs Atkinson, Miss Tattersley, Miss Griffiths and Mr Merrall**





## Lower Key Stage 2 (Years 3 & 4)

Year 3 and 4 have continued to enjoy their main history topic (from flint to iron) as well as their other subjects.



In French over this half term, the children have been learning how to name and write colours in French and understand the French words for the main parts of the body. To begin, the children listened carefully to and repeated the French pronunciation of various colours. They then applied this to describing objects; *C'est bleu!* (It is blue). Following this, the children learnt the French vocabulary for various body parts including *le nez* (the nose), *les bras* (the arm), *la jambe* (the leg) and *la bouche* (the mouth). The children then combined their knowledge of colours and body parts to verbally describe their hair and eye colour to their peers; *J'ai les cheveux marron et les yeux verts.*

In RE, the children have continued to learn about Hinduism and have delved into the similarities and differences between the lives of Hindus in Britain today and their own lives. The children learnt that Hinduism is a religion with numerous traditions and practices. One of the most important aspects of Hinduism is worship (Puja). Most Hindu homes have a holy shrine where puja takes place. Having a shrine at home means that families can worship deities together. The puja plate is an important aspect of puja. Each item on the plate has an important role or representation. For instance, the bell is used to inform the deity that the family is ready for worship, the incense creates an aroma that purifies the air around the shrine and the diya lamp represents the light that worshipping brings.



Following on from learning about solids, liquids and gases this week in science, the children have learnt about the stages of the water cycle. To begin, water evaporates from rivers, oceans and even puddles in the heat of the sun. When the water has evaporated, it is in the form of water vapour. Clouds are made from water vapour that has condensed to form tiny water droplets. When the water droplets get too big, they fall from the clouds. Once the clouds fill with water droplets, they fall back to the earth as rain, hail or snow. To help learn these different stages, the children learnt a rap and dance that created movements that matched the core vocabulary: evaporation, condensation and precipitation.

Please do come and speak with us if you have any queries, questions or would like to share any news with us.

We hope that you have a lovely weekend  
**Mr Daniel, Miss Hodgson, and Miss Clapham**





## Upper Key Stage 2 (Years 5 & 6)



In history, we have been learning about the importance of 'Alfred the Great'. We learnt that he united the kingdoms and made peace with the Vikings, ending a long period of unrest and conflict. Amongst many changes, he arranged for the translation of texts from Latin into English, welcomed the Vikings into the Christian faith and encouraged the children of nobles to learn to read and write.

As part of our RE this week, we learnt about Christian values. We began by listening to different Christian stories such as the 'Good Samaritan' and reflected about what they meant. We learnt that Christians believe they must follow a moral code and in our work, we considered the impact positive actions can have on individual people and the wider community.



As part of our music lessons this week, Class 9 and 10 have been learning to read the notes on the staff and play the corresponding pitch on our clarinets. We practised as a class before we played along to an accompaniment. We have learnt to recognise when the note doesn't sound correct and independently make the necessary adjustments. It sounded fantastic when we all played together and we could hear the improvements we have made.

As part of our English lessons, we wrote our own non-chronological report about animal adaptations. Using the notes we had taken, we wrote about the polar and desert regions; we referred to one or two animals from each environment and discussed how they had adapted to their habitat. We were able to include key aspects of this genre into our work such as sub-headings, formal vocabulary and present tense. Utilising our learning from earlier in the term, we were also able to include features of Year 5 and 6 writing: semi-colon, colon, subordinating clauses and embedded relative clauses.



Please contact us or speak to us directly if you have any news, questions or concerns.

**Mr Bennett, Mr Carpenter, Mrs Fitzpatrick and Mr Tod**





## PTA News

### Joining the Team

We are pleased to say that we have had a few more parents volunteer to be part of the PTA. Many thanks to those who have come forward!!!

Unfortunately, we still have not filled all of our PTA Committee positions and we still do need more volunteers to join the team particularly those who are able to spare any time to help run events.

If you are interested in joining as a member or taking a Committee role or have any questions at all about what it means to be part of the PTA, please email us at [ralphbutterfield.pta@gmail.com](mailto:ralphbutterfield.pta@gmail.com). We also have a [Facebook page](#) where we share information and where you can also contact us.

### Christmas Cards

A reminder that all orders for Christmas Cards and other personalised Christmas gift items should be received in school by

**Midday on Wednesday 16<sup>th</sup> October!**



**Bag2School**

A Bags2School collection will take place on **Monday 14<sup>th</sup> October at 9am** – when we ask you to bring in unwanted clean and usable old clothes, sheets, towels, bags and paired shoes. These are collected and raise money for school.

We will collect unwanted excellent condition logo school uniform too (polo, cardigans and jumpers) plus any unwanted winter coats.

If you are having a sort out – please do keep it for us!

### ASDA Cashpot

Please do remember to please select Ralph Butterfield School in the 'ASDA Rewards' App when you shop and scan at ASDA. ASDA will donate (0.5% of your total spend) to our school! Please let friends and family know meaning we can raise more for school.



Every little helps as they say! Or is that Tesco...



**JUST**

£56 FOR 4 DAYS    £28 FOR 2 DAYS

£42 FOR 3 DAYS

**FOR AGES**

**5 - 13**

**10AM TO 3PM**

**OCTOBER HOLIDAY COURSES**

**2024**

VISIT:

<https://officialsoccerschools.co.uk/yorkcity/>



**YORK CITY**

**FOOTBALL CLUB**

FOUNDATION

# FOOTBALL HOLIDAY COURSES

**EVERY SCHOOL HOLIDAYS**

[www.officialsoccerschools.co.uk/yorkcity](http://www.officialsoccerschools.co.uk/yorkcity)

**FUN | INSPIRING | ENGAGING**

Holiday Course Will be LIMITED on Spaces. All Bookings MUST be made in advance and for ALL days of the course, bookings will close 4pm on the Thursday prior to the start date.

**LNER COMMUNITY STADIUM**

Tuesday 29th - 1st November

**HUNTINGTON SECONDARY SCHOOL**

Monday 28th - 30th October

**MILTHORPE SCHOOL**

School Sports Hall (Indoor)

Thursday 31st - 1st November



**FAMILY MATTERS YORK**

In partnership with



## HANDLING ANGER IN THE FAMILY

**5 FREE PARENT/CARER SUPPORT SESSIONS**

**OCT/NOV 2024**

**ALL families experience anger & conflict. It's normal! But how often do we talk about it?**



**Join us for these FREE sessions to understand more about**

- Anger as a big emotion
- Anger triggers
- Boosting self-esteem
- Realistic expectations in relationships
- Communicating calmly
- Handling conflict well

**Share with others & find you're not alone!**

**HEADLANDS PRIMARY SCHOOL**  
HAXBY YO32 2YH

**STARTING THURSDAY**  
17TH OCTOBER 2024  
9AM CUPPA.  
9.30 - 11.30AM SESSION  
5 WEEKLY SESSIONS

**FREE COURSE**

**SIGN UP:**

[www.fmy.org.uk/york](http://www.fmy.org.uk/york)

[jenwootten@fmy.org.uk](mailto:jenwootten@fmy.org.uk)

Tel: 07393 147259

CHAT . SHARE . SUPPORT



**PLAYERS WANTED!**



# HUNTINGTON ROVERS U11S BLACKS

\*\*\*JOIN OUR U11 FOOTBALL TEAM\*\*\*

If your child is currently in year 6 and would like to be part of a welcoming, supportive local football team, please contact us on the details below.

Adam Keady: 07852 911244  
adamkeady@paye.net

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

