

January NEWSLETTER



Dear Families,

Welcome back to a new year at Christ Church. After such a busy Christmas period with pantomimes, carol concerts and performances we are looking forward to many more exciting events that are due to take place over this term. It has been great to see the children having the opportunity to perform to an audience of children, parents and carers again during our class assemblies. Look out over the coming months for your child's class assembly it would be wonderful to see you there! We have also continued with our many sports clubs, competitions, wellbeing, homework and Art clubs with many more to come throughout the year! It has also been great to see so many of you attending our various parent workshops, which we will continue to provide throughout the year.

As the temperatures have dropped over the last few weeks can I please remind you to ensure children come to school in warm clothing including coats, hats, gloves etc and on PE days that children wear tracksuits. Also a reminder that school uniform requires black shoes (not black trainers) on non-PE days. **On PE days, children should come to school in their PE kits which should be plain-black trainers, black joggers or shorts, a plain white t shirt and black hoodie or sweatshirt, hair needs to be tied back (if long enough to do so) and no jewellery is to be worn.** On no account should football team shirts, shorts or tracksuits be worn.

Curriculum letters

These have been e-mailed to everyone and are available on the school website. These provide helpful information about the topics and subjects being covered over the half term. We strive to ensure that our children receive a broad and balanced curriculum through careful mapping across the National Curriculum making creative links between areas. It is great to see the children enjoying the performing arts, music and PE.

Xmas Fayre

I would also like to say thank you to everyone who was able to attend our Xmas Fayre, once again it was a huge success with lots of fun activities and stalls for all. It wouldn't be possible without the PTFA organising the event or the staff who help to run it, but most of all our parents, children and families for your support and contributions. This year we have managed to raise £1112.41 which continues to help provide enrichment opportunities for all of our children.

Kind regards,

Mr Archer

Suggested School Uniform...

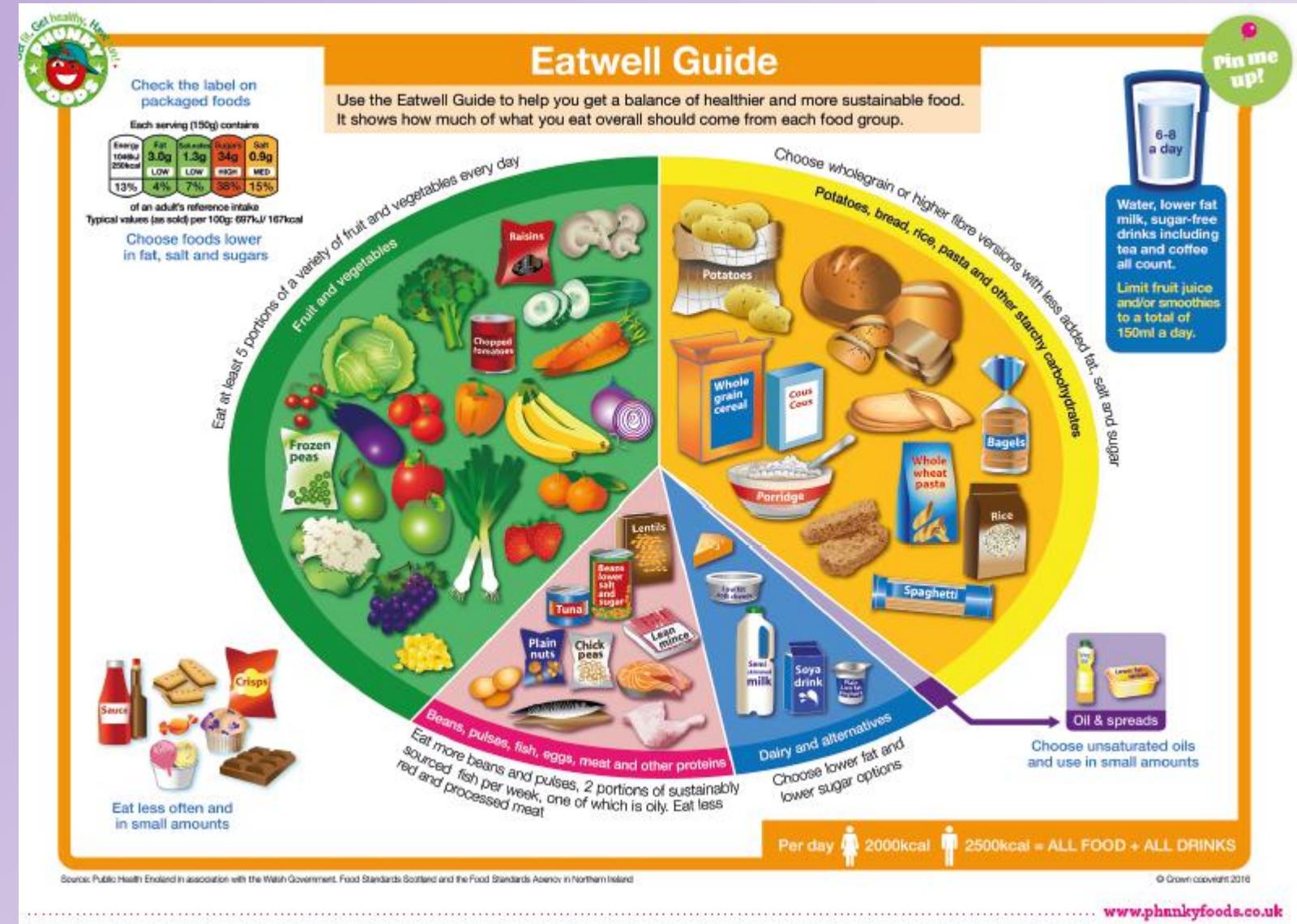


Suggested PE Uniform...



Healthy Choices

We have been working really hard with our children through PSHE lessons and lunchtimes to ensure they understand the importance of making healthy eating choices and how this can help to provide good nutrients for growth as well as help regulate their concentration and focus throughout the day. Please discuss this with your children, have a look at the information and help us to promote this further with healthy food and lunchbox choices.



Healthy Choices



Love your packed lunch!

Create a healthier packed lunch by choosing foods from the 5 main food groups below:

Pin me up!

1 Starchy Carbohydrates

to re-fuel your body

Base your lunchbox on starchy carbohydrates.

Choose ONE
EVERY DAY from:

- ✓ Bread, rolls, bagels, wraps, pitta or baguettes
- ✓ Pasta
- ✓ Couscous
- ✓ Noodles
- ✓ Potatoes



Use a thermos flask to keep pasta warm

Get kids involved in the
choosing/supervising



2 Fruit and Vegetables

to keep you healthy

Pack one portion of fruit and one portion of veg every day

Choose TWO
EVERY DAY from:

- ✓ Apple, banana, pear, orange, plums
- ✓ Small pot of mixed berries or grapes
- ✓ Prepared melon or mango
- ✓ Chopped vegetable sticks: carrots, cucumber, pepper, celery, mange tout, mini corn
- ✓ Salad vegetables
- ✓ Vegetable Soup

Choose low sugar dairy products



Add salad to your sandwiches



Use a thermos flask for delicious salads



Use a thermos flask to keep salads



Use a thermos flask to keep salads



Use a thermos flask to keep salads



Use a thermos flask to keep salads



3 Dairy and Alternatives

for healthy teeth and bones

Don't forget the dairy!

Choose ONE
EVERY DAY from:

- ✓ Milk
- ✓ Cheese – hard cheese, soft cheese, cheese spread
- ✓ Yoghurt or Fromage Frais
- ✓ Custard



Choose low sugar dairy products



Choose low sugar dairy products



Choose low sugar dairy products



Choose low sugar dairy products



Choose low sugar dairy products



Choose low sugar dairy products



4 Protein Foods

for growth and repair

Pack a protein punch!

Choose ONE
EVERY DAY from:

- ✓ Meat
- ✓ Fish
- ✓ Eggs
- ✓ Non-dairy protein e.g. lentils, chick peas, beans

Keep processed meat to a minimum



Keep processed meat to a minimum



Keep processed meat to a minimum



Keep processed meat to a minimum



Keep processed meat to a minimum



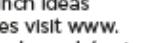
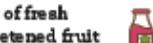
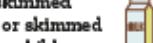
Keep processed meat to a minimum



5 Drinks

to rehydrate your body

- ✓ A large glass of water
- ✓ Semi skimmed milk – or skimmed milk for children over 5 years.
- ✓ 150ml of fresh unsweetened fruit juice/smoothie



Occasionally!

Meat products such as sausage rolls, pies, sausages

Plain cakes/ sponges

and biscuits of appropriate portion sizes

For more healthy packed lunch ideas and recipes visit www.phunkymfoods.co.uk/recipes

www.phunkymfoods.co.uk

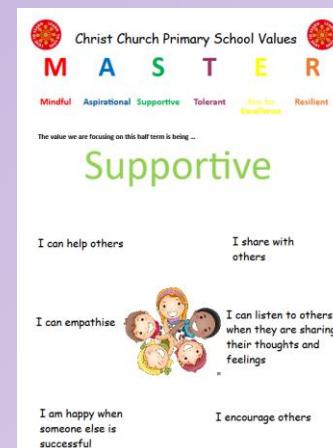
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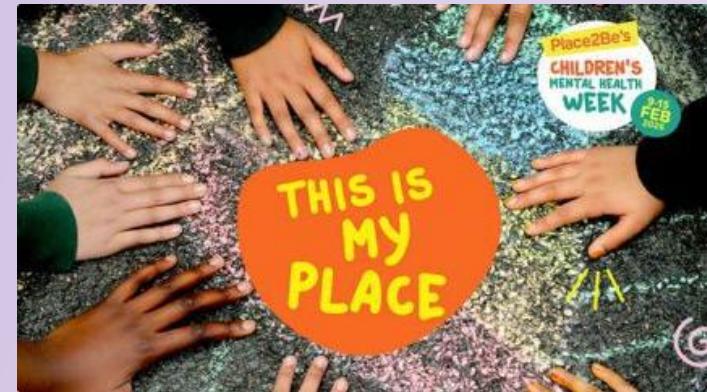
School values

This half term we are focusing on the value of being Supportive. Children being seen to be supportive could receive a values leaf in our values assembly every Monday.

Christ Church Primary School Values					
M	A	S	T	E	R
Mindful	Aspirational	Supportive	Tolerant	Aim for Excellence	Resilient
I am kind to others I am considerate of other people's feelings I take good care of everyone's belongings I help to keep my environment clean and tidy I take pride in my appearance	I have high expectations of what I can achieve I am ambitious I believe in myself I am proud of myself when I achieve my goals I learn new skills	I can help others I can listen to others when they are sharing their thoughts and feelings I am able to respect and learn from others I value people's differences I accept people for who they are. I understand that people have differences of opinion I stand up for others if they are being treated unfairly	I am able to respect and learn from others I value people's differences I accept people for who they are. I understand that people have differences of opinion I stand up for others if they are being treated unfairly	I will always try my best I take pride in my work I work hard and take ownership of my learning I accept challenges to help push myself further	I will keep trying when I don't achieve something the first time. I find ways to help me solve a problem I believe that I can get better/improve I learn from my mistakes I try to look at things positively. I have a can do attitude



Children's Mental Health Week



[Take part in Children's Mental Health Week at home or with your community group!](#)

Children's Mental Health Week is taking place from 9 - 15 February 2026. Our official free resources are now available to download for anyone wanting to take part as a family or a community group!

This year's theme is **This is My Place** and we're encouraging families and community groups to support their children and young people to feel a sense of belonging.

[See how you can take part](#)

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CHRIST CHURCH



PRIMARY SCHOOL

Moving for mental health



Regular movement like The Daily Mile, can boost your self-esteem, improve the quality of your sleep and help reduce feelings of anxiety. Even just 10-15 minutes of being active can contribute to mental alertness, increased energy and positive mood.

As adults, there's lots we can do to support the children and young people in our lives. Place2Be and The Daily Mile have shared some tips on how to get children moving for their mental health.



Everyday movement counts

Engage children and young people in physical activities that are accessible in daily life.

Top tips

- Think about how children can incorporate movement into regular daily routines.
- Encourage children to walk, bike or scooter to school instead of taking the car or bus.
- What about turning the music up and dancing during study breaks or a sequence of yoga stretches before bed?

Tips for Daily Mile schools

Consider tracking the number of Daily Mile's each day to contribute to a journey across the globe. (Provided by Cardonald Primary School, Scotland)



Make it fun

Children and young people are going to be more eager to take part in physical activity if they are doing something they enjoy.

Top tips

- Reflect on their interests and strengths, ask them how movement could be woven into what they love doing.
- Put emphasis on enjoyment and skill development rather than focusing on competition to help them have a positive experience of physical activity.

Tips for Daily Mile schools

Introduce a 'Music Mile' from time to time, using a mobile speaker to enable the children to do their Daily Mile to some of their favourite songs. (Provided by Our Lady of Lourdes Primary School, Scotland)

More resources you may find useful

- Learn more about The Daily Mile
- Read more of Place2Be's tips for parents and carers
- Download more mental health resources for schools
- Your Stories | The Daily Mile UK

Moving for mental health (continued)



Be the role model

While it's not always easy, young people are more likely to take up physical activity if they see adults around them involved in and enjoying exercise.

Top tips

- Do your best to join in and be active together with the children and young people in your care.
- Discuss the benefits of being active and the impact it can have on physical and mental health.

Tips for Daily Mile schools

Encourage all teachers and support staff to actively join in The Daily Mile (whether walking or running) to enhance the relationship between children and teachers. (Provided by Wells Hall Primary School, England)

Get into nature (cont)

- Follow the child's lead in how they want to play outside – encourage creativity and join in with activities if possible.

Tips for Daily Mile schools

Ask children to reflect on the sights and sounds that they experience as they complete their Daily Mile outside. (Provided by Clifton Primary School, England)



Moving together

Encouraging children and young people to get involved in physical activity that is social will not only help boost their self-esteem, it's also a great way to create a sense of community which can foster good mental wellbeing.

Top tips

- Encourage children and young people to be active together.
- Encourage them to try different sports both at school and through clubs with their friends, until they find one that they really love.

Tips for Daily Mile schools

Buddy-up children from different year groups to encourage side by side conversations as they move; forming new friendships and supporting each other. (Provided by Dalneigh Primary School, Scotland)



Get into nature

Heading outdoors to exercise is a great way for children and young people to take a break from technology and connect with their environment.

Top tips

- Encourage a walk or play outside to explore in the green spaces nearby – whether that be an inner-city park, a forest or along your local river or canal.

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February 9th – 15th is Children's Mental Health Week.
The theme is 'This Is My Place'

The theme for this year's Children's Mental Health Week is
THIS IS MY PLACE.

That means feeling like you're part of something, such as your family, your school, your group of friends or a team. These happy moments help us feel connected, valued, and accepted. When we feel like we belong, we feel happy, safe, and ready to learn and play. It helps us grow strong in our minds and bodies, and it makes it easier to make friends, do well in school, and feel good about ourselves.

During Children's Mental Health Week, we'll be talking about how we can help everyone feel like they belong. We will share **THIS IS MY PLACE** so we can learn from each other what makes us feel happy. We'll learn how to be kind, include others, and make sure no one feels left out.

Because everyone deserves to feel like they have a place where they are accepted, cared for, and loved.



Chloe from the MHST will be in school on Tuesday 10th to deliver an assembly to the Key Stage 2 children. The children across school will also be carrying out activities during their PHSE lessons.

Get creative and complete the 'This Is My Place' art activity. Bring it into school to share with your teachers and friends.

[This is My Place: Art Activity](#)





Safeguarding

[Click here](#)

All 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.

What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

WHAT ARE THE RISKS?

QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing advice and strategies and can be a useful extension to the in-person services available. However, they aren't a substitute for professional advice on the quality of mental health apps is scarce. They can look cute and child-friendly, but have they been designed by a mental health professional? Furthermore, do they have research to back up their content?

PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title, which can lead parents to believe they're more suitable for young people. When signing up for some of these apps, some will speak to the parent directly, saying something along the lines of "your child is good to go. Let them take it from here". It's important to remain involved in the child's mental health journey, so regular check-ins are recommended.

DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. While this is a good strategy initially, it's not addressing the root of the problem. A child could simply try managing these symptoms themselves (e.g. by avoiding triggers or using relaxation apps), which could potentially worsen their anxiety in the long run.

LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, because they offer several helpful habits to manage their condition – such as keeping an illness diary, improving nutrition and practising mindfulness exercises. As every person is unique – and children especially will grow and change in different ways – these apps struggle to tailor their advice to their individual needs. For example, many apps don't distinguish between the ages of users and can offer extremely generic advice.

DATA SECURITY

As with any other app – not just those for mental health and wellbeing – it's wise to check the privacy policy and terms of service. Some of these applications may share data with third parties for numerous reasons (such as targeted advertising), and if a user is sharing personal and sensitive information within the app, they probably don't want it ending up elsewhere without their consent.

IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other aspects – such as a more tailored experience or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether the app is really worth the cost for the child, or could they receive the same support from a medical professional?

Advice for Parents & Educators

CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developers. Have they consulted with qualified mental health professionals to create their resource? Also check whether the app is affiliated with any government or mental health organisation. These are solid indicators of legitimacy. Reviews can also be a useful signpost to the app's quality. There are many good apps out there, but there are just as many that miss the mark.

SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the personalised advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other tailored medical help. If you are concerned about a child's mental health, speak to a qualified mental health professional from a suitable source, such as their GP – or Children, who can be contacted by calling 6890 0111.

READ THE PRIVACY POLICY

Look into the app's terms of service – especially its privacy policy. Do so by yourself first, then go over it with the child who is considering using the app, to ensure they know what data will be collected and how exactly it will be used. All of this information is important to make a decision on whether or not to download that particular app.

ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for writing down feelings, tracking your own health and other such activities. These can help if the problem is short-term and temporary – such as a child getting stressed about approaching exams. If you are currently facing a problem with your child, however, it's important that children don't feel isolated on the app and have a safe space to talk about their feelings and experiences in the real world.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has delivered presentations on anti-bullying and cyber safety policy for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.

#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/mental-health-apps>

January

Reception Hoglets visit



He looks
so cute!
Ali

I can't believe
we saw an
owl!
Iyah

The fox
comes out at
night time
Mila

Look at our
amazing
pictures!

The children in reception enjoyed a nocturnal animal workshop by 'Hoglets'. Andy introduced us to Harry the hedgehog and Spud the owl. We couldn't believe that we got to meet a real hedgehog and owl! Next we hunted around the hall for moths, worms and mice to feed to the different woodland animals. After this, we had the opportunity to make our own nocturnal animal art. We had to sort the animals into the correct place and stick them down. Thank you so much to Hoglets for providing the session for our children! It was extremely valuable to their learning journey.



Y3/4 Museum visit

All the children in Y3/4 visited Derby Museum in the w/b January 12th. The children enjoyed a Roman workshop in the morning which included looking at Roman artefacts, making a Roman clay tile, dressing up and acting out a Roman funeral. In the afternoon, the children looked at the other areas of the museum.

"It was a great trip - I loved looking at the Roman artefacts and trying to guess what they were." Tayyab J3

"I enjoyed dressing up for the Roman funeral and playing the instruments." Fatima EH34

"I really liked making the clay tile using the stylus to add Roman writing on the back." Hadiyah R4.



Briar-Rose R4- We visited Derby Museum and learnt all about the Romans and how they got to Britain. I learnt that Roman armour is very heavy. My favourite part of the day was sketching Roman artefacts.

Affan R4- We looked at different artefacts from the Romans and took part in a Roman funeral procession. I liked making the clay tiles and signing my name like the Romans did.

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Dates for the Diary

Spring Term 2026

Half Term holidays: Monday 16 February – Friday 20 February

Term Ends: Friday 27 March

Holiday: Monday 30 March – Friday 10 April

Easter Sunday: Sunday 5 April

Summer Term 2026

Term Starts: Monday 13 April

May Day: Monday 4 May

Holiday: Monday 25 May – Friday 29 May

Last day of school for children: Friday 17 July

INSET Day (School closed to children): Monday 20 July

Holiday: Tuesday 21 July – Monday 31 August