



# FRIDAY NEWS

The official newsletter of Bolton Parish CE Primary School

27TH MARCH 2026

*"Life in all it's Fullness" John 10:10*

## YEAR 4 EXPERIENCE EASTER



Year 4 had a fantastic morning at Bolton Parish Church on Tuesday taking part in an Experience Easter session. The children got to take part in a variety of activities that helped them to learn about different parts of the Easter story. They decorated pebbles, waved palm leaves, washed their shoes and of course there was some chocolate!

## STARS OF THE WEEK

- Nur - Arwa
- Rec - Carter
- Year 1 - Zeta
- Year 2 - Harri
- Year 3 - Athan
- Year 4 - Abdullah
- Year 5 - Ahmad
- Year 6 - Isla T

## VALUE STARS

- Rec - Musa
- Year 1 - Saifaldin
- Year 2 - AJ
- Year 3 - Emelia
- Year 4 - Haakim
- Year 5 - Hiqm
- Year 6 - Gus

## CHALLENGE CHAMPIONS

- Rec - Ismaeel
- Year 1 - Halima K
- Year 2 - Hania
- Year 3 - Fares
- Year 4 - Mustafa
- Year 5 - Tia
- Year 6 - Maame

# Attendance

## EASTER CHURCH SERVICE

Children in Reception to Year 6 will be walking to Bolton Parish Church on **Thursday 2<sup>nd</sup> April** for an Easter church service. We have parental permission for local walks, but if you have any questions about this please speak to your child's class teacher. We would welcome volunteers to help us walk the children to and from school - if you are able to help then please let your child's class teacher know or the school office. Parents are welcome to attend the church service. We will be leaving school just after 9:00am for a 9:30am service. The service will last approx. 1 hour and we should be back in school for 11:00am.



## EASTER HOLIDAYS

School **finishes on Thursday 2<sup>nd</sup> April at 1:00pm** for the Easter break. We return to school on Monday 20<sup>th</sup> April. We wish all of our families who are celebrating a wonderful Easter.



**"He has risen, just as he said."**  
Matthew 28:5-6

## THIS WEEK...

CLASS	ATTENDANCE %
REC	98.3%
YEAR 1	91.3%
YEAR 2	89.7%
YEAR 3	93.1%
YEAR 4	89.3%
YEAR 5	95.6%
YEAR 6	96.6%

**WELL DONE REC** 

## IXL

- Y1 - Fatima
- Y2 - Yuvansh ( **1<sup>st</sup> Place** )
- Y3 - Shaurya
- Y4 - Haakim
- Y5 - Domino
- Y6 - Gus



Bolton Parish Church CE Primary School

# Family Easter Bingo Event

WEDNESDAY 1ST APRIL

DOORS OPEN AT 3:20PM • 1<sup>ST</sup> GAME STARTS AT 3:45PM

**£2.00**  
PER PERSON  
**4 GAMES!**

**ALL PUPILS  
MUST BE  
ACCOMPANIED  
BY AN ADULT**



**TOMBOLA • REFRESHMENTS STALL • RAFFLE**

Raffle tickets on sale now Priced £1 per strip

Bolton Parish Church CE Primary School

☎ 01204 333 433

[pta@bolton-parish.bolton.sch.uk](mailto:pta@bolton-parish.bolton.sch.uk)

Thank you for supporting our school community!

# Spring Term 2 - Calendar of Events



Week	Week Commencing	Events
6	<b>30/03/26</b>	30 <sup>th</sup> - Final Year 4 swimming lesson 1 <sup>st</sup> - Year 3 Class Assembly - Parents welcome at 2:45pm 1 <sup>st</sup> - Easter Bingo at 3:30pm 2 <sup>nd</sup> - Easter Service at Bolton Parish Church (parents welcome) at 9:30am <b>2<sup>nd</sup> - SCHOOL CLOSSES FOR EASTER AT 1:00PM</b>

*All dates are subject to change.*



# Summer Term 1 - Calendar of Events

Week	Week Commencing	Events
1	20/04/26	
2	27/04/26	
3	04/05/26	4 <sup>th</sup> - Bank Holiday Monday - SCHOOL CLOSED 7 <sup>th</sup> - Family Worship at 3:15pm
4	11/05/26	Year 6 SATs Week
5	18/05/26	18 <sup>th</sup> - Year 6 Trip to Alton Towers 19 <sup>th</sup> - Year 1 & 2 Trip to Port Sunlight 20 <sup>th</sup> - Reception Class Assembly at 2:45pm - Parents welcome 21 <sup>st</sup> - Global Christianity Super Learning Day 22 <sup>nd</sup> - School closes for half term at 3:15pm

*All dates are subject to change.*

All new



# EASTER EGGSPLOURATION

A journey through the senses



APRIL 4 2026	Free Entry	Free Parking	Fun, Games, Crafts, Refreshments
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Bolton Parish Church  
Pop in anytime between 11am & 2pm

A FANTASTIC WAY FOR FAMILIES TO EXPLORE THE EASTER STORY TOGETHER!



# EASTER

A& The  
Bridge Church

**Easter**  
Family Special

**Wed 8th April**  
**10am - 12pm**

Breakfast & refreshments PLUS Easter games, crafts and activities for all ages  
We celebrate the Good News that Jesus is alive and his unending love for us all

**03  
RD**

**Good  
Friday**  
3rd April  
11am only

**05  
TH**

**Easter  
Sunday**  
5th April, 9:30am  
and 11:30am

**Family  
Service**

  BridgeKids

  BridgeBolton

The Bridge Church  
109 Bradford Street  
Bolton, BL2 1JX

[bridgebolton.com](http://bridgebolton.com)



SCAN TO BOOK IN

# 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