



# BPS NEWSLETTER



Parents and Carers,

We are more than half way through Autumn Term 2 and I can't believe that next week is December. Rehearsals for Christmas shows are well underway and I'm sure the children are singing the songs at home for you to enjoy. Please remember to come and get your tickets from the main office.

Mr Blankley-Woods has started his paternity leave and at my time of writing this, there is still no sign of the baby. Fingers crossed he makes an appearance soon. The children have come up with some names 'Baby B' and 'Jesus' were the most popular.

As always, if you have any questions or queries, you can find me on the gate each day or send an email to [enquires@bingham-cit.co.uk](mailto:enquires@bingham-cit.co.uk). Miss Hart and I will also be available should you have any questions. I hope that you have a lovely weekend.

Mrs Pask- 28.11.25

# 1.

## CHILDREN IN NEED



Thank you so much for all your support to raise money for Children in Need. You helped us to raise £1,525.35. That is a huge amount!



## MUSIC FOR SCHOOLS

# 2.

Music for schools came in and led an assembly for Year 2-Year 6. They listened to a variety of instruments to inspire them to want to play in the future.



# 3.

## PE KITS

Please can you make sure that your child has their PE kit in school on their PE day. We will do our best to call you if your child has forgotten.

# 4.

## GREAT ATHLETES ASSEMBLY



Our original athlete was poorly so we had two athletes as a result. Jade Windley and Joe Roebuck did an amazing job. The total yesterday was £1000 raised. We will let you know how much we have to buy equipment when it closes next week. Thanks for your support!

Follow us on social media:  
@BinghamPrimary



[enquiries@bingham-cit.co.uk](mailto:enquiries@bingham-cit.co.uk)

01949 714 014

[www.bingham-cit.co.uk](http://www.bingham-cit.co.uk)

# 5

## ROBIN CLASS (EYFS)



The Police came to visit the children as part of the 'People who help us' topic. They loved it!

# 6

## SWAN CLASS(YEAR 1)



Year 1 have explored 3D shapes this week and made them too. You can look at home and see what 3D shapes you can see together.

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## BARN OWL CLASS (YEAR 2)



Year 2 have had the Bingham Belief when sewing this week and in their Maths lessons.

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## BOOK FAIR



We enjoyed the book fair this term. Sadly they came a day early to collect it but they are back in the Spring term.

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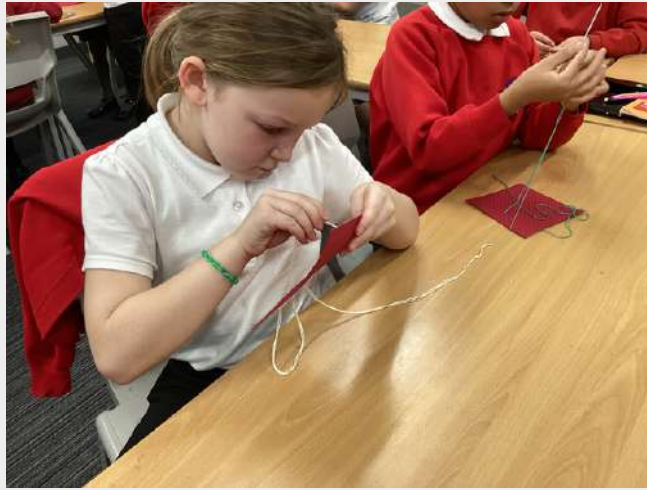
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## KINGFISHER CLASS (YEAR 3&4)

Year 3 and 4 have been learning how to use different stitches when sewing.



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## STARLING CLASS (YEAR 5&6)

In Computing, the children have been planning and recording video animation.



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# DIARY DATES

## **Christmas Disco- Thursday 4<sup>th</sup> December**

Tickets will be available on your child's MCAS after half term. EYFS- Year 2 4pm-5pm and Y3-Y6- 5.30-6.30pm. Tickets are £2.50, and this includes a DJ, drink and a packet of crisps

## **Christmas Fayre- Thursday 11<sup>th</sup> December- School Hall from 3.30pm**

Please come and support us at our Christmas Fayre. Santa will be making an appearance.

## **KS1 Christmas Performance- Tuesday 16<sup>th</sup> December**

There will be two performances on this day for you to see. 9.30am and 2pm  
Tickets are available from the main office.

## **EYFS Christmas Performance- Wednesday 17<sup>th</sup> December**

There will be two performances on this day for you to see. 9.30am and 1.30pm  
Tickets are available from the main office.

## **KS2 Christmas Performance- Thursday 18<sup>th</sup> December**

There will be two performances on this day for you to see. 9.30am and 5pm  
Tickets are available from the main office.

## **End of term**

The last day of term is Friday 19<sup>th</sup> December 2025. Pupils return on Monday 5<sup>th</sup> January 2026.

Here are the remaining diary dates for Autumn 2.



# 10 Top Tips for Parents and Educators

## SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

### 1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

### 2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

### 3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

### 4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

### 5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

### 6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modelling and practicing calm communication.

### 7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

### 8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

### 9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

### 10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

## Meet Our Expert

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



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