

Matthew's C.E (Aided) Primary School and Nursery Centre



'I can do all things because Christ gives me strength' Philippians 4:13

Friday Feature: 30th January 2026



This half-term we are focusing on the Christian Value of **Courage**

Be strong and courageous. Do not be frightened, and do not be dismayed, for the LORD your God is with you wherever you go. Joshua 1:9



Dodgeball Tournament

On Tuesday, two teams travelled with Mr Doughty to Telford Tennis Centre to participate in a dodgeball competition with other schools in the area. They were the first teams to wear our new sports kit sponsored by Amigo's dog grooming.

Our Year 5/6 mixed team completed in a mini tournament, playing 4 games. Although we came up against tough



opposition, each player demonstrated superb resilience and determination

throughout, managing to score several points and winning our final game.

Meanwhile, our KS2 sportsability team participated in 5 games against other schools. Again, it was fantastic to see each player encouraging and motivating one another to succeed. This was a fantastic opportunity to participate in competitive games, and our

sportsability team narrowly missed out on a bronze medal by 1 point!

Well done to everyone who was involved!



Tennis

On Friday next week, 5th February, a tennis coach from Telford Tennis Centre will be joining us for a tennis taster day working with all the children across school.

Please can we ask that all children wear their PE kits on Friday for this event.



Uniform

Next week we will be focussing on uniform. Please can you ensure your children are wearing the correct uniform as letters will be coming home for those not wearing the correct clothing.

Please label everything.

School Uniform

School Jumpers can be purchased from Baker and Sons - Wellington
<https://www.bakerandsonschoolwear.co.uk/>

BAKER & SON SCHOOLWEAR

ST MATTHEW'S CE (JUNIOR) PRIMARY SCHOOL

Please label everything.

PE Kit

Your child will participate in 2 Physical Development/PE session per week. One indoor and one outdoor. You will be informed of when these are within the first week of your child starting in September.

Please no logos or leggings
 Children come to school wearing their PE kit on days they have PE

ST MATTHEW'S CE (JUNIOR) PRIMARY SCHOOL

Future Dates

4th February	Cake Sale 3.30pm
16th to 20th February	Half Term
Friday 6th March	World Book Day
30th March to 10th April	Easter Break
4th May	Bank Holiday
25th to 29th May	Half Term
1st June	PD Day
17th July	Break up for Summer

Weekly Prayer



Dear God

Thank you for our wonderful world, our school and tasty food.

Help me to be kind, caring and respectful.

Help me to look after all the animals, the water and plants in our beautiful world.

Amen



Pupils of the Week

Nursery	Lilly
R St Francis	Ardon
1: St Teresa	Amelia
1/2: St Nicholas	Angel
2: St Joseph	Karter
3: St Cecilia	Andrei
3/4: St Sophia	Arthur
4: St Kateri	Piotr
5: St Thomas	Ben
6: St Padre	Milosz

Attendance Award

This week the attendance award has gone to — 3 St Cecilia



What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.



THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.



THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.



ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.



Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.



TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.



CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.



SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.



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 collaborates with schools on improving their mental health provisions.

