

Headteacher's Headlines

A fantastic week has been had by all at the end of a very busy half term. This week, we saw some amazing artwork by the Acorn unit, inspired by Clarice Cliff, a pottery artist. They had a go at making their own version of her tree plate design from the 1930s. I think you will agree they did a great job! We are so proud of our pupils who WON the CET year 6 Maths Competition- well done 'Equation Crushers' – Your perseverance and resilience paid dividends during this fiercely fought competition. I hope you all have a restful half term holiday and I look forward to seeing you back at school on Monday 24th February.

Warmest wishes,
Sarah



Baking club

Children are having fun in baking club – this week they made peppermint creams. Please find the recipe below.

Peppermint Creams



Ingredients

- 425g icing sugar
- 50ml lemon juice
- 1 teaspoon peppermint extract
- Edible Glitter/ other decorations

Method

1. Sieve the icing sugar into a bowl
2. Add the lemon juice a little at a time, stirring until you have a crumbly but not sticky mixture.
3. Add peppermint extract
4. Knead with your hands until your mixture is smooth and forms a ball – add more lemon juice/ icing sugar if needed
5. Lightly dust your work surface with icing sugar and roll out your dough until it's about 5mm (half a CM)
6. Cut it into shapes using cookie cutters
7. Decorate with different edible decorators (glitter, pens etc)
8. Place on baking paper and leave to set for half an hour



School Field

Weekend use –You are all still more than welcome to use our school grounds to play in- however the school field at the moment is extremely wet and muddy so we would appreciate, if possible, to avoid playing football on there out of hours to help preserve the field.

Extra Curricular clubs

Clubs finish next week. Next term they will start w/c 3 March for 4 weeks, information to follow after Half Term.

World Thinking Day / Founder's Day is celebrated by Scouts and Guides

We welcome any children who are part of the Scouts or Guides to wear their uniforms to School on Monday 24th February as a late celebration for World Thinking Day on 22nd February.

Red Nose Day

Red noses will be available to buy in school priced at £2 each from Monday 24th February. All proceeds go to Comic Relief. More information to follow.



World Book Day Thursday 6th March

This year to celebrate World Book Day, we are asking our pupils to dress up as any character from a Fairy Tale. We will have a fun day planned by our new school councillors exploring Fairy tales in more detail as well as other fun filled activities. More details to follow.

World book vouchers will be handed out to pupils on the day to allow them to purchase books from supermarkets such as Tesco or independent bookstores such as Bookends on Castle Street.



Parents Safeguarding Information

When it feels like the whole world's on your shoulders, sometimes all you need is a helping hand. This Week we're looking at the impacts of worry and anxiety on children – and how best to help them manage these.

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 characterized by feelings of being overwhelmed or afraid. 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 regardless of the situation. It is essential to recognize 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

Unchecked 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, unchecked 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 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.

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.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impact 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 concerns 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.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a critical role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help reduce 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.

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.

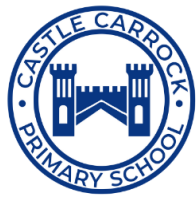
SEEK PROFESSIONAL HELP

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 professional. 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 Penrith Grammar School and works on Wednesday one day a week for Minds Ahead, which collaborates with schools on improving their mental health provision.

#WakeUpWednesday
The National College

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Website: www.castlecarrock.cumbria.sch.uk



NEWSLETTER



Friday 14 th February 25	Last Day of <u>Spring</u> term 1
Monday 24 th February 25	Return to school
Monday 24 th February 25	Founders Day/World Thinking Day celebrated by Scouts and Guides (actual day is 22 nd February)
Wednesday 26 th Feb 25	Wheelchair Rugby with Nat Pattinson
Wednesday 5 th March 25	Year 3 & 4 Football Competition at Harraby 3G
Wednesday 5 th March 25	Year 5 & 6 Eden Rock Climbing Competition
Thursday 6 th March 25	World Book Day (character from a fairy tale book)
Tuesday 11 th March 25	KS1 Farm Trip
Wednesday 12 th March 25	Inclusion Sports Festival at William Howard School
Wednesday 12 th March 25	Parents Evening – More details to follow
Friday 14 th March 25	Talkin Tarn Archery in school with KS2
Monday 17 th March 25	Irish Dance demonstration/whole school assembly
Tuesday 18 th March 25	NISCU Easter session in school
Wednesday 19 th March 25	CET Year 2 Sports Festival at Workington
Friday 21 st March 25	Red Nose Day (more information to follow)
Friday 28 th March 25	Parents Monthly Assembly
Tuesday 1 st April 25	KS1 & Year 3 Learning Forest Trip
Thursday 3 rd April 25	Easter Service 2.45pm - 3.15pm
Friday 4 th April 25	Last Day of term
Monday 28 th April 25	Cumbria Deaf – whole school assembly
Saturday 17 th May 25	Lanercost X Country Race (more information to follow)