



Trull C of E VA Primary School

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Beech Class news

In Beech Class this half term we have really enjoyed our visits to Forest School. We particularly loved exploring our outdoor environment and we found lots of signs of animals when we went on our walk around the village.

*I have come that they may have life,
and have it to the full.
John 10:10*

Last week it was our Class Assembly, so we were able to show our mums and dads everything we have been learning. We were able to share with them what we have learnt about animals and we even performed part of *The Wind in the Willows*! We were very nervous about performing in front of the whole school but it was great fun!



Dear parents and carers,

I would like to start by thanking you all for your support, encouragement and kind words over the last term. I feel so proud to be a part of this community and to witness first-hand the difference we are able to make to the lives of the wonderful children within Trull Primary School.

We have had such a busy spring term – a fantastic visit from Bishop Michael, school trips, fundraising, sporting success and wonderful performances last night from our orchestra and choir at the Castle Community Concert to name but a few highlights. It was a real privilege to sit and watch our children performing last night – they all showed such joy and a love of music; it was impossible not to smile along with them. I could feel the shared pride at the end of each performance – both theirs and yours!

We also had a busy day in school yesterday as Deputy Headteacher interviews were taking place, with incredibly strong candidates involved. We are thrilled to announce that Michael Davis has accepted the position of Deputy Headteacher to commence in September and I know you will make him feel very welcome when he begins. He has a lot of experience and attributes which will make him a real asset to our school and I look forward to working with him.

Whatever you have planned for your Easter break, I wish you all a peaceful time. Whatever individual challenges we are facing, I hope we are able to receive support, love and care from those around us. Trull Primary School really is a true community and I know what a source of strength it can be at difficult times.

Thank you for all you do with your children and the wider family of Trull Primary School. I will look forward to welcoming you all back in the summer term!

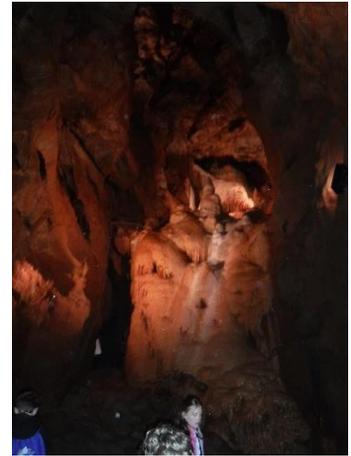
Best wishes,
Luke Bottomley





Wishing you all a very
happy Easter!
From everyone at Trull School
(including Bramble and Bluebell).





Hello! It's time to talk about Oak class's trip to Cheddar Gorge and Caves. All aboard the coach! We were all very excited and noisy and some of us sang songs.

Next stop – The Stone Age! Do you know the three ages of the Stone Age? They are Palaeolithic, Mesolithic and Neolithic. The Stone Age lady was very impressed that we knew them all. She showed us the six things we need to survive in the Stone Age. They are: fire, water, food, shelter, weapons and clothing. She showed us what they all would have been like back then.

Next stop – The Museum! In the museum there were skeletons of Cheddar Man and of a cave bear. Some people even screamed when they saw them! There was also clothing and tools, a shelter and cave paintings.

Next stop – Gough's Cave! Next we went into the deep, dark caves. The first part of the cave was called the Daylight Zone. In a hole here we saw where Cheddar Man was found. At the end of the caves we saw a skull and cross bones shaped rock. We saw a cat, a frog, a tiger and a crocodile, but they were only rocks so don't worry!

Next stop – Cheddar Man. When a team of archaeologists dug up Cheddar Man, they couldn't find his feet. People think that he had blue eyes and brown skin with black curly hair. Scientists did research on the bones and think that he was around age 24 when he died. He had a hole in his head which was healing and they think he died with a cold.

After we had lunch, we finally had to go home. Some of us were sad to say goodbye to Cheddar, but we had fun. Then it was back on the coach and home again.

Seth and Alfie



At 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.

10 Top Tips for Parents and Educators

ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE

Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Important dates

April

Tuesday 16th Rowan Class trip to Wessex Water
Monday 22nd TSF Meeting at 7pm
Friday 26th Bag2School Collection (more details to follow)

May

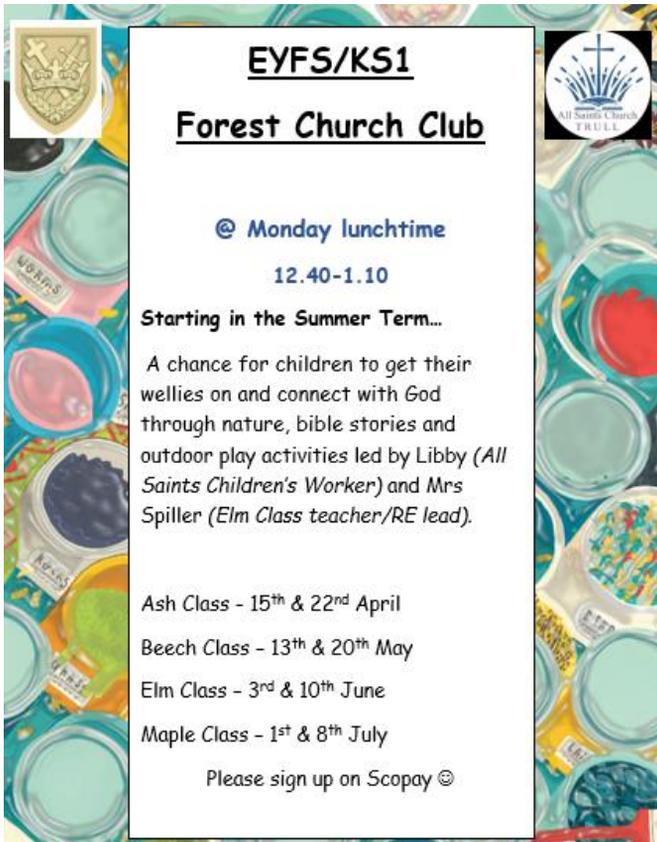
Friday 3rd Ash/Reception Class Assembly
Thursday 9th – Friday 10th Willow Class Residential
Friday 17th Willow Class Assembly



ATTENDANCE

The class with the best attendance this week is:

Oak Class!

A poster for the Forest Church Club. It features a central white box with text, flanked by two circular logos. The background is a collage of colorful, abstract shapes. The top left logo is a gold shield with a cross and the word 'SCHOOL'. The top right logo is a blue circle with a cross and the text 'All Saints Church P.U.L.L.'. The text in the white box reads: 'EYFS/KS1 Forest Church Club @ Monday lunchtime 12.40-1.10 Starting in the Summer Term... A chance for children to get their wellies on and connect with God through nature, bible stories and outdoor play activities led by Libby (All Saints Children's Worker) and Mrs Spiller (Elm Class teacher/RE lead). Ash Class - 15th & 22nd April Beech Class - 13th & 20th May Elm Class - 3rd & 10th June Maple Class - 1st & 8th July Please sign up on Scopay ©'.

EYFS/KS1
Forest Church Club

@ Monday lunchtime
12.40-1.10

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Beech Class - 13th & 20th May
Elm Class - 3rd & 10th June
Maple Class - 1st & 8th July

Please sign up on Scopay ©

Zen Den appeal

The Zen Den is in need of quiet board games or mindfulness colouring/'how to draw' books that are unused, for the children to do, e.g. Dominoes, Connect 4, Chess/Draughts, Snakes and Ladders...suitable for all ages.

The Zen Den is a calm, quiet environment many children enjoy away from the busy playground, where they can recharge their batteries. Any extra resources for it would be very much appreciated!

Please take any donations to the office.

Lord Jesus,
Help us to know in Holy Week and all weeks,
that your love for us is stronger than any problems
or struggles we may face in our lives.
Amen
From 'Dust and Glory, A Lent Journey for Children'. The Church of England.

