



RIVERLEY NEWS

PROUD TRADITIONS

WIDE HORIZONS

HIGH ACHIEVEMENT

PSHE NEWSLETTER

JANUARY 2023

NEWS & FEATURES

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Dear Riverley Families,

Welcome to this terms PSHE newsletter. Last term, we had a wonderful start to the year with children's personal, social and emotional development and it was lovely to see how all of our pupils across the school came back fresh from the summer holidays, making the most of developing their social, emotional and communication skills with their new class teachers and trusted adults.

This term, we arrive back from the winter break in a great position for PSHE. As the children are fully settled into classrooms, we can build on their prior learning to deepen their understanding of PSHE skills.

The term ahead looks rife with both in school and home learning opportunities. As a school, we always appreciate how closely our families work with us and so I would like to take this opportunity to remind all of our families that we are here to offer support and guidance when needed.

As a demonstration of this, I am dedicating this newsletter to signposting organisations and advice to support you with aiding the children's development and navigating difficult situations at home.

I wholeheartedly hope that there is something in this newsletter that is helpful to you and your family.

Kind regards,
Hannah Thornton
PSHE Lead



Zones of Regulation

Often, you will hear the school talking about Zones of Regulation. This approach was mentioned in our previous newsletter.

If you wish to implement the Zones of Regulation at home, it is a great way to support children with developing emotional literacy, empathy and self regulation skills.

Below, you will see an example of a Zones of Regulation display, this is a great resource to use when discussing emotions with your children. You will also see some pictures of our Nursery children showing emotions of “angry” “excited” and “sad”.



The loss of a loved one is extremely difficult for all involved. It is a common misconception that children may feel loss differently from adults. In fact, children handle grief much in the same way that adults do, they can understand that someone they love is no longer around and feel every emotion that may come alongside it.


It is important that when talking to children about loss, that we do not underestimate them and that we answer their questions. This can be a very difficult thing to do if you yourself have lost someone so please do know that the teachers across the school are trained to ask and answer questions about bereavement with children sensitively and are happy to check in with children if you need.

There are a few charities that we recommend that can support with loss and some simple but effective activities to complete at home that can be healing for both children and wider members of the family.

If you or your child are struggling with the loss of a loved one, and you feel comfortable to inform the school, please do. This way, your child's class teacher and the leadership team can offer support or guidance.


This newsletter is also available on our school website at www.riverley-gst.org where all helpful links are hyperlinked and accessible.

Helpful Links



Grief and loss

Grief can be overwhelming after experiencing trauma, but with the right support children can start to recover. Explore our practitioner resources.

 Barnardo's



Grief & Loss | Parents Guide To Support

A guide to supporting a child or young person with grief, bereavement or loss, including information about finding grief counselling and other help.

 Young Minds



What is self-soothing?
It's when we use things to activate our 5 senses - this helps us feel calmer & soothed.

Create your own Self Care Kit
You can use any container, a box, bag, tub - anything you want - it can be personal to you!

Here are some ideas of things you could put in your kit

to help improve your mood when you are feeling sad, or thinking about your loved one

My Grief Care Kit

- SOMETHING TO HEAR**: NATURE SOUNDS, MUSIC, POSITIVE MANTRA/ AFFIRMATION, RAP OR JUNGLE STORY, GUIDED VISUALISATION/ MEDITATION
- SOMETHING TO TOUCH**: BOUNCY BALL, BUBBLE WRAP, LEAD OR STICKLE BRICKS, STRESS BALL, PLAYDOUGH OR THINKING PUTTY
- SOMETHING TO SMELL**: LAVENDER, VANILLA, ROSEMARY, AROMATHERAPY OILS, BODY LOTION/ SPRAYS, COMFORTING/ FAMILIAR SHELL OR TOY OR FABRIC
- SOMETHING TO TASTE**: BALLOONS FILLED WITH RICE, PINKIE OR LURID, BEAN BAG, SOFT TOY, SAND POT, FINGER TOYS, MINTS, DRINKS, SWEETS, A CUP OF STRAW, HOT CHOCOLATE SACHETS
- SOMETHING TO SEE**: SMALL PICTURE, HAPPY PHOTO OR PICTURE, SNOW GLOBE, MIRROR
- OTHER IDEAS**: EYE MASK, CALM-DOWN JAR, NOTE BOOK & PENS, ACTIVITY BOOKS



Child Bereavement UK

We help children, young people, parents, and families to rebuild their lives when a child grieves or when a child dies.

 Child Bereavement UK

Wellbeing

Mental Health and Wellbeing can be a difficult topic to discuss or raise. However we are luckily living in a world in which it is much more common to discuss mental health openly. Within school, we address wellbeing concerns through multiple strategies. Some examples include; small group sessions, targeted teaching, safe adults and assemblies.

If you are struggling with your wellbeing, as a first port of call we recommend seeking guidance from your GP. Waltham Forest also runs an NHS service called Talking Therapies. You can refer yourself to this service online as a self referral and fill out a short questionnaire. Someone will then contact you to talk and to help you access support in the borough.

If you are continuing to find accessing services difficult, please contact the school office and ask to speak to a member of the safeguarding team. They will be able to support you with guidance on next steps for either yourself or your child. This newsletter is also available on our school website at www.riverley-gst.org where all helpful links are hyperlinked and accessible.



Waltham Forest

We provide treatments and services that help those feeling distressed by difficult events in their lives as well as people concerned about their mental health...

• Talking Therapies Team / Jan 12



How to find therapy or counselling

We can point you in the right direction to find free or low-cost therapy.

 MindCharity



Counselling

Read about counselling, a talking therapy that can help with a range of mental and emotional problems, including stress, anxiety and depression.

 nhs.uk



Parents Mental Health Support | Advice for Your Child

Practical tips, advice and where you can get help if your child or teenager is struggling with their mood, feelings, or their behaviour seems different.

 YoungMinds

Neuro Divergence

As a school, we are proud to champion a neuro diverse friendly environment. We are working on ensuring that all of our children with neuro diversity are proud of who they are and that they understand that being neuro-diverse may present some challenges in a neuro typical society and support them with any questions they may have.

There is a lot of online information regarding neuro-diverse variations such as ADHD and Autism. We would encourage our families not to tell their children that they have these conditions if they are not diagnosed. Self-diagnosing a child can cause them a great deal of distress. These conditions can only be diagnosed by specifically trained medical professionals working at CAMHS. ADHD and Autism can also present similarly to many other diagnoses and so if you believe that your child may be neuro diverse, please contact your GP first and then the school SENDCo.

Neurodiversity

"Neurodiversity is the idea that neurological differences like autism and ADHD are the result of normal, natural variation in the human genome" ~ John Elder Robison

What is Neurodiversity?

The infographic is divided into several sections. At the top left, a stick figure labeled 'Pat' is shown next to a yellow brain, with the text 'This is Pat' and 'This is Pat's brain'. To the right, six stick figures labeled Alex, Drew, Pat, Lee, Jess, and Sal are shown, each with a different colored brain (blue, green, yellow, orange, red, and purple respectively). Below them is the text: 'These are Pat's friends. They all have brains too. No two brains are exactly alike. This is Neurodiversity.' To the right of this, there are five more brains of different colors (blue, purple, red, green, orange) with definitions: 'neuro- relating to nerves or the nervous system', 'diversity the state of being diverse', and 'diverse showing a great deal of variety; very different'. Below this is a banner that reads 'Neurodiversity'. In the bottom left, there are several groups of brains of different colors, with text explaining that some people's brains are similar enough to be categorized and labeled, and that all labels except 'typical' indicate neurodivergence. It also states that not all neurodivergence is diagnosed or even diagnosable, and that neurodivergence is neither 'good' nor 'bad'. In the bottom right, the six stick figures from the top are shown again, with text stating that Pat and friends are comfortable with their individual divergences and support each other's rights to self-determination.

This is Pat
This is Pat's brain

Alex Drew Pat Lee Jess Sal

These are Pat's friends.
They all have brains too.
No two brains are exactly alike.
This is **Neurodiversity**.

neuro- relating to nerves or the nervous system
diversity the state of being diverse
diverse showing a great deal of variety; very different

Some people's brains are similar enough that they behave in ways that are categorised and labelled. Some of these labels are typical, schizophrenic, bipolar, autistic, and epileptic.

All of these labels (except "typical") indicate neurodivergence, that is, a deviation of a brain from society's expectation of normality

Not all neurodivergence is diagnosed, or even diagnosable.
This means that not all people who are perceived as neurotypical are in fact so.

Neurodivergence is neither "good" nor "bad." A person can be born with it, or it can be acquired. It is up to each neurodivergent individual to decide what help they desire.

Alex Drew Pat Lee Jess Sal

Pat and friends are comfortable with their individual divergences and their diversity as a group. They support each other's rights to self-determination, and they value the strengths they each bring to their group of friends.