



Eccleston St Mary's
C of E Primary School

Newsletter 32 | 23rd May 2025

SCHOOL NEWS

Our Motto:
Believe & Achieve

Our Mission Statement:
Through Jesus we love, learn and grow

Prayer

Dear Lord,

As we come to the end of our Arts Week, celebrating 'Nature in all its Fullness', we thank you for the wonderful world around us—the world that you created for us.

Help us to do all we can to treasure this planet and to preserve it in all its beauty for generations to come.

Amen

Please click to find out more about
our school

[Facebook](#)

'I came to give life - life in all
its fullness.'

John 10:10



ARTS WEEK Special Edition

Please see inside for all the fun we've been having this week!

Nature Walk

Every child in school, from Nursery to Y6, went out for a Nature Walk this week. Activities whilst out and about included looking for interesting leaves and twigs, creating pictures with natural objects and carrying out scavenger hunts.



Take One Picture—Melanie Hava

Each class created their own version of pictures by Melanie Hava, a visual artist whose work blends Austrian and Australian Aboriginal influences.

Nursery



Y1



Reception



Y2



Y3



Y4



Y5



Y6



Sound Bath

The children loved the experience of being immersed in a 'Sound Bath.' They found it so soothing and relaxing, some of them even fell asleep! They also loved having the chance to experiment with some of the instruments.



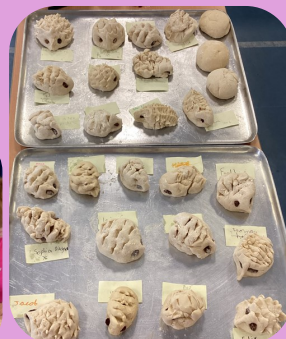
Artist—Ian Grime

Y5 and Y6 were thrilled to welcome local artist, Ian Grime, into school to lead them in an Art workshop. Judging by the artwork they've produced since his visit, he was certainly a huge inspiration.



Making Hedgehog Bread—with Mr & Mrs Latham

We were thrilled to welcome Mr and Mrs Latham back into school to teach the children how to make Hedgehog Bread. If the loaves tasted half as good as they smelled, everyone was in for a tasty teatime treat!



Tri-Golf

On Tuesday night, children from Year 3 and 4 took part in a golf competition with the Chorley Sports Partnership.

They competed in 8 tri-golf games and collected lots of points along the way. They demonstrated great golfing skills, excellent teamwork and they encouraged each other admirably!

Well done to Oliver, Zach, Florence, Thea, Lola, Daniel, Freddie, Poppy, Isla, Harrison and Myla.

Go Team St Mary's!



SODA Sessions

The remaining SODA sessions this year are as follows:

| | |
|---------------|---|
| Year 2 | 19th June—Please note the change from Friday to Thursday |
| Year 3 | 27th June |
| Year 4 | 4th July |
| Year 5 | 11th July |

Year 6 - Y6 will look forward to welcoming their family and friends into school for the End of Year Play and Leavers' Assembly during the last week of term (15th and 17th July, respectively.)

Upcoming Dates

School re-opens on Monday 2nd June at 8.45am.

| | | |
|---------------------|--------------|---|
| Wednesday 4th June | All Day | Y1 & Y2 Trip—Martin Mere |
| Thursday 5th June | 4.30-9.30pm | New Intake Meeting (Bishop Rawstone) |
| Friday 6th June | 9.45am | Junior Sports Day |
| Friday 6th June | 1.45pm | Infant Sports Day |
| Monday 9th June | 9.00-10.30am | Nursery visit to Library |
| Tuesday 10th June | 9.00am | YR Class Worship (Please join us) |
| Wednesday 11th June | 9.00am | Y6 Worship at Church |
| Thursday 12th June | 4.00-6.00pm | Cluster Netball (St Mary's playground) |
| Friday 13th June | All Day | Reserve Sports Day |
| Monday 16th June | All Day | Choir at Lancashire Sings |
| Tuesday 17th June | 1.15pm | Y6 Road Safety Talk |
| Wednesday 18th June | All Day | Y6 Robinwood Residential |
| Thursday 19th June | All Day | Y2 Titanic Day |
| Thursday 19th June | 9.00am | Y2 SODA |
| Thursday 19th June | All Day | Y6 Robinwood Residential |
| Friday 20th June | All Day | Y6 Robinwood Residential |
| Sunday 22nd June | 1.30-4.00pm | Walking Day |

Letters Home

Y6 Robinwood—Letter

Y5 & Y6 Rounders Club—Letter

Girls Football After School Club—Flyer

Choir—Lancashire Sings

Whole School Multi Sports After School Club—Flyer

Y4 Chester Museum Trip—Letter

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging