

# Woodside Matters

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24.4.2026

[www.woodside.gloucs.sch.uk](http://www.woodside.gloucs.sch.uk)

[ourschoolsapp](#)

*This term's school value is friendship*

### Congratulations to our certificate winners this week:

Dojos: Winnie, Josh, Zach, Dylan, Frankie, Nyla, Olivia, Bartie & Callie

Reading: Noah, Oliver, Fearn, Bertie, Freddie, Alyssa & Layla

Achievement: Josh, Sierra, Hattie, Bodhi, Ellis, Milo, Niamh, Jayden & Chase

Pro-star: Oliver, Nolah, Niamh & Gregory

Rights respecting award: Reuben, Dylan, Ella, Lily, Olivia & Joe

It is so lovely to see the wide range of activities that the children are involved in, thank you for sending in certificates and trophies to share with everyone. Huge well done to Bertie for his continued success at darts, well done to Clay, Vinnie, Reuben and Frankie for winning the league, well done to Toby and Josh for their rugby success, congratulations to Demaris for her level 7 gymnastics certificate, well done to Angus for being star of the week for kick boxing, well done to Nyla who was complimented on her dance routine at the weekend, well done to Lucy who scored the only goal for her football team at the weekend, congratulations to Freddie, Charlie and Louie for their rugby medals and finally well done to Olivia who is working above her level in gymnastics. Fabulous all you!

### Welcome to Mrs Mason

Children and staff enjoyed meeting Mrs Mason this week and Mrs Davis was proud of everyone when showing her around. We will see more of Mrs Mason as she works with Mrs Davis before taking over as Head in the autumn.

### SATS Week 2026

Children will be completing these during the school day.

Year 6 children are welcome to come into school from 8.15am to share a breakfast before their exams.

Date	Activity
Monday 11 May 2026	English grammar, punctuation and spelling Papers 1 and 2
Tuesday 12 May 2026	English reading
Wednesday 13 May 2026	Mathematics Papers 1 and 2
Thursday 14 May 2026	Mathematics Paper 3

### Term Dates 2025-26

Summer Term 2026

13th April—20th July

Half Term: May 25th—29th

INSET days: May 22nd, July 20th

### 100 Club

Congratulations to

# Bodhi

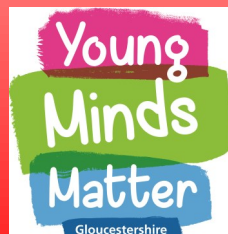
who is our winner this week



### Class contact

If you have a class-based query, please contact your child's teacher in the first instance via the school office. Please be assured that teachers will respond, but not necessarily on the same day. Teachers are not expected to respond whilst they are teaching or beyond 5pm; your patience is appreciated.

We are a UNICEF UK Silver Rights Respecting School. We promote British Values and uphold our own school values of **friendship, determination, respect, tolerance, courage** and **self-belief**. As a reminder our Safeguarding, Behaviour, Complaints and other policies are on the website should you wish to view them.



West Gloucestershire Schools Partnership

### Upcoming dates

27th April—Young Minds Matter session for Y5/6.

1st May—Angling Taster sessions

Monday 11 May to Thursday 14 May 2026: Statutory key stage 2 tests. (SATS) Year 6 children

20th May—Spanish session for Year 5/6

1st June—multiplication check Year 4 children (two week window)

3rd June—Year 5 and 6 trip to Cheltenham Science Festival

10th June—Sports Day (17th June—Reserve Sports Day)

18th June—Federation sports sessions Year 3/4 Year 5/6

22nd June—Dene Magna induction week for Year 6

8/9th July—Year 5 Taster session at Five Acres High

10th July—Leavers Assembly for Year 5/6 parents 9.30am

### Relationships and Health Education (RHE)

Please be aware that teachers will be delivering the Relationships and Health Education sessions from this term. Information about the scheme of work and policy can be found on the school website. Please do not hesitate to ask your child's teacher if you have any questions or wish to withdraw your child from the lessons.

### Rights Respecting

This week our assemblies have focused on:

**Earth Day- WWF/ Greta Thunberg/ Wangari Maathai- planted trees in Kenya/ Jane Godall**

**Article 12 and 13- The right to speak out and the right to be heard.**

**Individual liberty**

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**I have the right to be listened to, and taken seriously**



When adults are making decisions that affect children they should ask them what they think.



Adults should take account of children's views when making the decision.



Children should be supported to give their views in a way that is best for them.

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**I have the right to get information and share my views**



Governments should help children get the information they need, and make sure that information they access via the internet or other media is accurate.



Governments should let children access and share information, unless it is damaging to them or someone else.



Governments shouldn't stop children from saying what they think.

### Free School Meals

Hundreds of millions of pounds in Pupil Premium funding go unclaimed every year because eligible families don't register. One simple application feeds your child, unlocks up to £1,515 in extra school funding, and opens the door to exam fee waivers, holiday clubs, bursaries, and more — at zero cost to you. Now is an ideal time to check your eligibility.

Your child may be able to get free school meals if you get any of the following:

- income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Please go to Gloucestershire County Council webpage and look for Free School Meals for further information.

### Uniform

As the weather continues to vary so much please make sure the children come to school prepared. They need a **drink and a warm, waterproof coat**. All clothing should be named please, we do try to return abandoned jumpers or cardigans to their owners but it helps us enormously if they are named.



FOREST FLOURISH

# Calm and Create

A mindful workshop for parents  
and children (6+)



Creative crafts  
for children




'Time for you'  
space for parents




Activities to enjoy  
together as a family

**SATURDAY 2ND MAY**

**10:30am - 12:30pm**

 Bishopswood Village Hall • HR9 5QT

**£10 per person** ♦ Refreshments included 

Do big emotions sometimes take over in your home? (tears, shouting, overwhelm... for kids and parents) You're not alone — and there are gentle ways to help everyone feel calmer.

Join us for Calm and Create, a relaxed and friendly workshop where parents and children learn simple ways to understand and manage big emotions together.

\*Children enjoy creative crafts

\*Parents get a little "time for you" space

\*You'll learn practical tools to bring more calm into family life

\*And there are moments to connect and create together

No pressure. No judgement. Just a warm space to learn and breathe.

To book, please use this link:

<https://www.chatterminds.com/bookcourses/calmandcreate>

Places are limited so the space stays calm and supportive

## Top tips for parents and carers

**Try to stay calm** when your child is upset. Take a deep breath before responding.

**Listen carefully** to what your child is saying or what their behaviour might be indicating. Try to understand their point of view.

**Show you understand** their feelings before giving advice or correcting them.

**Be a role model.** Manage your own emotions in a healthy way.

**Keep going** and be patient. Emotion coaching takes time and practice.



You could also use tools that mean your child does not need to talk, like drawing.



## Example scripts

The following scripts demonstrate how to label emotions and situations, validate feelings and set limits. They also suggest ways to problem-solve.

*"You're quiet today and didn't want a snack. I wonder if you're feeling sad about something. Can we have a chat about it?"*

*"These times tables are one of the trickiest. I know it must feel really frustrating but we mustn't throw our book because it will break. What can we do next time to manage when work feels so hard?"*

*"I understand you really wanted the new episode and your sister chose something else. It's upsetting when something we expect doesn't happen. I need you to tell me when you are upset so that I can help."*

## For more information

[www.emotioncoachinguk.com](http://www.emotioncoachinguk.com)

[www.gloucestershire.gov.uk/education-and-learning/educational-psychology-service-eps](http://www.gloucestershire.gov.uk/education-and-learning/educational-psychology-service-eps)

## Emotion Coaching An introduction for parents and carers



*How parents can support their child's understanding of emotions.*



Parent Guide

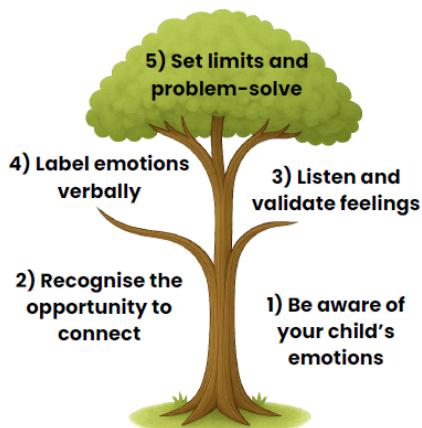
## What is Emotion Coaching?

Emotion Coaching is a parenting technique that helps children understand and regulate their own emotions.

It involves recognising emotional moments as opportunities for teaching and connection, which can support children's confidence and promote better relationships with adults.

A child's behaviour can give us clues about how they may be feeling.

## The stages of Emotion Coaching



Based on image by The Gottmann Institute (2013)

## How parents can do Emotion Coaching

### Listen and understand

*Pay attention to what your child may be feeling and show you understand them.*

### Name the emotions

*Help your child use words to express what they're feeling.*

### Guide calmly

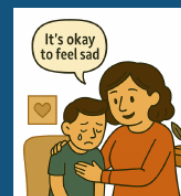
*After validating their feelings, support your child to feel calmer and find solutions together.*

### Steps 3 & 4: Listening, labelling & validating their emotions

Sometimes children cannot communicate the feeling they are experiencing. They may be unaware of what they are feeling or find it hard to share.

Putting your child's emotions into words helps to model the language to explain how they feel and helps them understand different emotions.

Children feel calmer and more connected when we listen and show empathy for how they feel.



### Steps 1 & 2: Being aware of emotions & connecting

Look for signs that your child might be feeling a certain way through their behaviour and body language. Be curious about why they might feel this way.

Be aware of how you are feeling before connecting with your child to ensure you are ready to support them.



*Try to recall a time when you felt the same emotion so you can genuinely empathise with them.*

### Step 5: Problem-solving & limit-setting

When your child is feeling calmer and more connected, help them to reflect on their own and other's feelings and consider alternatives ways to manage challenging emotions.

Validating an emotion does not mean accepting the behaviour. Help to set expectations with your child, e.g. *"I understand that you feel disappointed. But we agreed you would have the tablet for 5 minutes".*

*But we agreed you would have the tablet for 5 minutes".*

