



5th September 2025

Dear Parents/Carers,

Welcome back to a new school year at Rosherville. We hope you enjoyed the summer break and had time to rest and spend time together.

The start of a new school year is always exciting. Children move into new classes, meet new teachers and see their friends again. It is also a chance for a fresh start, with many new things to learn and enjoy.

This year we will continue to focus on helping every child to do their best, both in learning and in developing their confidence. We are proud of the progress our children make and we look forward to working with you to support them.

Seesaw

Thank you for being part of our school community. By working together, we can make this year a positive and successful one for every child.

Invitation from St Botolph's Church



Zones of Regulation

We are continuing to use the Zones of Regulation to help children understand and manage their feelings throughout the school day. The Zones use simple colours to show different emotions, making it easier for children to talk about how they feel. Please see the attached information sheet below that explains each zone.



Messages for teachers

A reminder that class teachers should be your first point of contact for school communication. If you want to ask a question, share some information about your child, ask about a particular event or incident or request a meeting, please contact the class teacher via Seesaw.

Seesaw



- Please make sure children bring a coat each day – the weather has been very unpredictable this week.
- Label all items of uniform so that lost property can be returned to the right owner.
- Park safely and considerably outside school to keep everyone safe

Study Bugs and Attendance

Thank you to all families for helping us achieve good attendance this week – it makes a real difference to children's learning. Please keep it up!


Every day in school helps children to learn new things, grow in confidence and enjoy time with their friends.

A reminder to use **Studybugs** to let us know if your child is unwell or unable to attend school. This helps us keep our records up to date and ensures we know your child is safe.



Download the Studybugs app
for reporting your child's absence.

A quick and secure way to report absence due to illness and send messages to school.



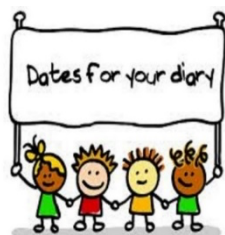
Studybugs +

Term 1 Activities

The timetable for PE and Swimming for Term 1 is shown below:

PE timetable Term 6	Class
Monday	Dahl and Morpurgo
Tuesday	Dahl
Wednesday	Donaldson
Thursday	Seuss, Donaldson and Zephaniah
Friday	Zephaniah and Rauf

Swimming Term 6	Class
Tuesday	Year 5 Rauf and Year 6 Morpurgo



Term 1	
Wednesday 3 rd September	Term 1 begins for pupils Yr 1 – Y6
Monday 8 th September – Thursday 11 th September	Reception pupils in school every morning + 1 afternoon session
Thursday 11 th September	Kent test 11+ for Y6 pupils registered.
Friday 12 th September	Reception pupils in school all day
Wednesday 17 th September	Flu vaccinations
Friday 19 th September	Rosh Hasanah/Rom Kippur - afternoon celebration
Wednesday 1 st October	Individual school photos
Tuesday 7 th October	Phonics Yr 1 parent meeting @2:40pm
Wednesday 8 th October	Open afternoon for prospective parents (Sept' 26 admission) @ 1:30pm
Wednesday 15 th October	Harvest Service @9:30am
Thursday 16 th October	Last day of Term 1. Finish at 3:15pm

Thank you for being part of our school community. By working together, we can make this year a positive and successful one for every child.

Have a great weekend,

Mrs Martin
Headteacher



Why Teach Self-Regulation?

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Sorting Our Emotions Into Four Zones

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.



The **BLUE ZONE** describes low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we often need to rest and recharge to meet our goals. We can regulate by seeking (or co-regulate by offering) comfort, energizing, or resting. If we are feeling sick in the Blue Zone, we may need to rest. If we are feeling tired, we may need to energize (depending on the context). If we are feeling sad, we may need comfort. In all these situations, the common theme is noticing our lower energy and/or down feelings and options for managing them.

The **GREEN ZONE** describes a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone. The nervous system feels safe, organized, and connected in the Green Zone, helping us be primed to learn. *However, we can learn in other Zones too.*

When in the Green Zone we regulate by using tools and supports that keep us moving forward comfortably, helping us feel ready to go! In the Green Zone, we might regulate by choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment. These restorative actions help us proactively care for ourselves so we can move forward with ease.

The **YELLOW ZONE** describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

The **RED ZONE** describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

(Zones of Regulation website 03.09.25) <https://zonesofregulation.com/how-it-works/>

In school

Whilst Green is the Zone we are aiming for most of the time in school, we recognise that all feelings are valid and we all experience a range of Zones throughout the day. Children are taught to recognise which colour zone they are in and learn personalised strategies to help manage their emotions.