

Curzon Wellbeing News

March 2025

Facts & Stats

- * 13 Parent Wellbeing drop in meetings held in March
- * 2nd Wave of ELSA sessions underway
- * Ofsted report mentioned 'Parents and carers value the high-quality pastoral support that the school provides for their children's well-being'

ELSA



Welcome

Another half term has passed, and what a half term it was. Not only the usual busy Christmas season of plays and concerts but also an inspection from Ofsted. I would like to personally thank all the lovely feedback given by parents and carers about our provision which we are very proud of. It was special to see the inspector's acknowledgement in their opening statement. Further in the newsletter we have a guest spot with Mrs Lenton for RSE information.



Mrs Stevens



'The Cosy Den'

The room has proved to be a huge success, many children are enjoying the space for nurture and ELSA sessions, as well as a space to have interventions and 1-2-1 support. We look forward to developing the space over time but feel so fortunate to have this facility for our children.

The theme for this newsletter is 'sleep', this is one of the things I am asked most about. Let's see if we can share some useful tips around the subject.

Children's sleep

Children aged 3-6 are recommended to get 10-12 hours sleep a night, and for children aged 7-12 it is 10-11 hours sleep a night. Adequate sleep is essential for cognitive development, learning, attention and mood. (www.thesleepcharity.org.uk)

Lots of young children find it difficult to settle down to sleep and will wake up during the night. For some people, this might not be a problem. But if you or your child are suffering from a lack of sleep, there are some simple things you can try.

- Start a "winding down" bedtime routine around 30 minutes before the time that your child usually falls asleep. Bring this forward by 5 to 10 minutes each week – or 15

minutes if your child is in the habit of going to bed very late – until you get to the bedtime you want.

- Set a limit on how much time you spend with your child when you put them to bed. For example, read only 1 story, then tuck your child in and say goodnight.
- Give your child their favourite toy, or comforter before settling into bed.
- Leave a dim light on if necessary.
- If your child gets up, keep taking them back to bed again with as little fuss as possible.
- Try to be consistent.
- You may have to repeat this routine for several nights.

This information sheet from Great Ormond Street Hospital (GOSH) explains about sleep hygiene. The lead-up to and routine around your child's bedtime is referred to as 'sleep hygiene'. Having good sleep hygiene can help your child to settle to sleep and to stay asleep. There are several things that parent/carers can do to help, and we have listed some of these below.

Things to think about:

Caffeine

Good sleep hygiene begins in the day, with consideration of your child's food and drink intake. Caffeine is a stimulant that prevents sleep and can cause your child to stay awake for longer and find it more difficult to settle to sleep. Caffeine is present in drinks such as tea, coffee, cola, energy drinks and fizzy pop. If your child drinks these, try to limit their intake and avoid them altogether after lunchtime.

Food and Mealtimes

Eating a large meal before bedtime can prevent sleep. Consider the best time to eat your main evening meal; if your child has an early bedtime, ensure that a large meal is not being eaten directly beforehand. On school nights, it might be preferable for your child to eat earlier, saving family meals for weekends or holiday periods. Some foods can be helpful in promoting sleep – for example, a drink of warm milk.

Exercise

Children may have difficulty in falling asleep if they have been inactive throughout the day. Encouraging your child, where possible, to undertake sports and to play outside can help to burn off energy and promote tiredness at the end of the day. Even going for a walk in the fresh air can be helpful. However, avoid exercise too near to bedtime.

Environment

Your child's sleeping environment should be a place where they feel safe and secure but also be a place to sleep and not play. There are ways in which the sleeping environment can be adjusted, which will depend on the needs of your child (and other children sharing the room).

For instance, some children may find a nightlight can make them feel safe, others may sleep better in total darkness. If possible, adjust room temperature and noise to levels at which your child feels comfortable to fall asleep.

Your child's bedroom should not contain items that distract from sleeping. For example, would it be possible to remove toys from the bedroom before bedtime, or move toys to a different area of the house?

Set a Routine

Having a bedtime routine and a set bedtime can help your child to understand what to expect and how they should behave. A routine can begin 30 minutes to two hours before bedtime and can include activities to help wind down, such as a warm bath/shower or reading a story.

Sticking to a set pattern each night will help your child to settle before bed and give them the time to calm down before sleeping. Going to the toilet as the last task before getting into bed can also help prevent your child from needing to get up in the nighttime.

Technology

The use of electronic devices (such as televisions, mobile phones and tablet computers) close to bedtime can prevent your child from settling to sleep. This is because they produce light that is good at suppressing natural hormones in the brain that cause sleepiness.

Ideally, these devices should not be used in the hours before bed and removed from your child's bedroom to create an environment that your child associates with sleep.

If your child uses these devices to help them fall asleep, consider replacing this routine with a bedtime story or playing soothing music.

Self-Settling

If your child is routinely waking in the night, it is important that they learn to self-settle rather than seeking a parent or joining a parent's bed. This can be difficult to enforce, and may be emotionally challenging, for both child and parent, but parents should remain firm and assertive.

If your child leaves their bed and seeks you out at night-time, try not to engage them in conversation, but lead them quietly and immediately back to bed. This may need to be repeated several times each night, but it is important that your child learns that they will receive the same response from you each time.

If your child is anxious, the use of a night light, cuddly toy or baby monitor may help them to feel safe and learn how to self-settle.

Praising your child in the morning for staying in bed at night can help reinforce good behaviour; this can be aided using a reward chart or stickers, with a small token prize when a certain number of stickers/rewards have been won.

Getting Help

If you would like to know more about sleep hygiene please contact Mrs Stevens for further information. If your child's sleep is still disturbed a sleep diary is recommended to track days, times and duration, this can then be reviewed by your GP. [Sleep Diary For Kids - The Sleep Charity](#). The Sleep Charity has lots of online support you can access as well as a helpline [Home - The Sleep Charity](#)

RSE – Mrs Lenton

Next half term, Relationships and Sex Education (RSE) will be taught as part of our PSHE lessons. A letter will be sent out detailing what the children will be taught. I wanted to signpost you to a range of activities that can be used at home to support your child's RSE learning. These activities are based on emotions, relationships and changes. Examples of these can be found using the link below:

We are wellbeing champions of the future (PHSE and RSE) - The Curzon CE Primary School

Key Stage 1 Relationships	Lower Key Stage 2 Relationships	Upper Key Stage 2 Relationships
<p>Task 1: ROOM ON THE BROOM</p> <p>Read 'Room on the Broom' by Julia Donaldson or watch the animation www.youtube.com/watch?v=3C9W8pp7W2c</p> <p>Think about the special people in your life. Who would you make room for on your broom?</p> 	<p>Task 1: BILLIONAIRE BOY</p> <p>In the book 'Billionaire Boy' by David Williams, father and son - Len and Joe Sowl, have very little money until one day they become billionaires overnight. Imagine having two crocodiles as pets and £1,000 pocket money per week. Together discuss the advantages and disadvantages of being a billionaire.</p> 	<p>Task 1: THE BRIDGE</p> <p>Watch the short animation called 'The Bridge' www.litacached.com/the-thinking-abled.html</p> <p>What is happening in the story? Who were the best problem-solvers?</p> 
<p>Task 2: ADVENTURE</p> <p>Think of five special people who you would take with you on your adventure. Draw a picture of each of them on the broom below. Explain why you have chosen them.</p> 	<p>Task 2: GRAFFITI WALL</p> <p>Look at the words below on the graffiti wall and talk about what they mean to you. If you were a billionaire how would you know if someone was your real friend? Circle all the words that demonstrate true friendship.</p> <p>loyalty jealousy control trust kindness insulting uses you protective respectful makes you laugh listens honest lies fake same interests accepts you aggressive share puts you down always equal</p> <p>Discuss: Why is it always important to be yourself?</p>	<p>Task 2: WORKING TOGETHER</p> <p>Look carefully at the words below. Circle the top ten words that you think are the most important skills and qualities needed in order to be a good team mate.</p> <p>Honest Supportive Unkind Hardworking Caring Confident Aggressive Kind Selfish Listens Communicates Has fun Serious Accepts differences Trustworthy Helps others Refuses to share Judgemental Argumentative Jealous Makes mistakes</p>

Local and Community Support

The Derbyshire Mental Health Helpline and Support Service - Is a freephone service available to everyone living in Derbyshire - young people and adults. It is open 24 hours a day, seven days a week. In addition, if the helpline team feel you would benefit from some face-to-face support, you may be invited to our 'safe haven'. Here you can continue to discuss your problems in a calm, welcoming environment with people who understand what you're going through.

The helpline number is 0800 028 0077.

Compass - Changing Lives provides prevention and early intervention emotional wellbeing and mental health support to Children, Young People and Families (CYPFs) across Derby & Derbyshire.

Tel: 01332 315569 Email: changinglives@compass-uk.org

Autism Support Derby - The National Autistic Society's Derby and District Branch is a local support group for parents/carers of autistic children and adults. The group usually holds two monthly meetings (morning and evening) which are an opportunity to meet and share information with other parents and professionals. Contacts:

Suzy Levesley - Branch Chair derbydistrict.branch@nas.org.uk

Neuro Diversity Hub Support - Neurodevelopmental Support - Derbyshire Local Offer With no formal referral needed, the hubs will offer children, young people up to the age of 25, their families and carers drop-ins for advice and information, one to one sessions or groups via appointments, a space to work out how to manage their situation, support with the assessment process, before and after a diagnosis, training for parents and individuals, Contact details:

Telephone: 01332 604080

Email: neurohub@stjamescentre.org