



Hand in Hand



Learning together for a better future

Friday 24th April 2026

We have had a wonderful start to the summer term. I have had lots of amazing writing brought to me this week, which has really blown me away! The children's use of adjectives and conjunctions in Year 1 is particularly impressive and the pride the children have taken with their learning is truly heartwarming.

Now that we are in the summer term, and hopefully due to have some drier days, we will be reopening some of our outdoor spaces, including the meadow and the nature garden. The nature garden (formally the wild garden) will be a quiet, calm space to use with benches and small world play.

Finally, I would like to say a huge thank you and well done to all those pupils and staff involved in the preparation for Trevithick Day tomorrow. This includes the Year 5 & 6 dancers and those who attended Mrs Hammill's and Mr Forder's art clubs, working incredibly hard to get our Cornish Pirates display ready. I look forward to seeing many of you there tomorrow. The children's dance begins at 10.15am.

Have a lovely weekend in the sunshine. Mrs Johnson

Team EYES

Last term, our reception classrooms were full of excitement as we welcomed some very special visitors—tiny caterpillars! The children carefully observed them each day, noticing how they ate, grew, and changed. It sparked lots of curiosity and thoughtful questions about how living things develop.

Before the holiday break, we were fascinated to watch as each caterpillar carefully formed its cocoon, marking the start of an incredible transformation. Over the holidays, this process continued, and when we returned, we were thrilled to discover that they had emerged as beautiful butterflies! This week, we had the wonderful experience of releasing them, watching as they took their first flights into the world.

This experience has been a fantastic way to explore science in action. The children have learned about life cycles and the concept of change, seeing first hand how a living thing can transform completely over time. Observing this process has encouraged patience, curiosity, and a deeper appreciation for the natural world.



G★R★E★A★T★

CALENDAR *(additions in red)*

Inset Days for academic year 2025/2026: 22/07/2026, 23/07/2026

Yr 6 residential to London: 18th - 20th May 2026

Yr 5 residential to Isles of Scilly: 8th - 12th June 2026

Yr 4 residential to Porthpean Outdoors Centre: 6th—8th July 2026

Yr 3 residential to Carnyorth: 30th April-1st May 2026

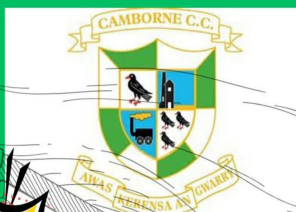
Team 1 & 2

In Jigsaw this week, Year 2 have started their 'relationships' unit. This week, they were thinking about families and how all family are unique and different. They spent some time creating a happy family home recipe.



CAMBORNE CC ALLSTARS & DYNAMOS 8TH MAY 2026 6PM

WHOLE SUMMER OF FUN



Come and give cricket a go



ALLSTARS 5 - 8 YEARS
DYNAMOS 8 - 11 YEARS
BOYS & GIRLS WELCOME

Dear Parents of children with SEND

Thursday 7th May 2pm

Please come to our tea/coffee and flapjack afternoon discussion with Acting Headteacher, Mrs Johnson, the school Special Educational Needs Coordinator, Mrs Head and school Governor, Mrs May. We want to hear about how we can make school provision even better.



Please let the school office know if you can come!
We look forward to seeing you.
Best wishes, Mrs May

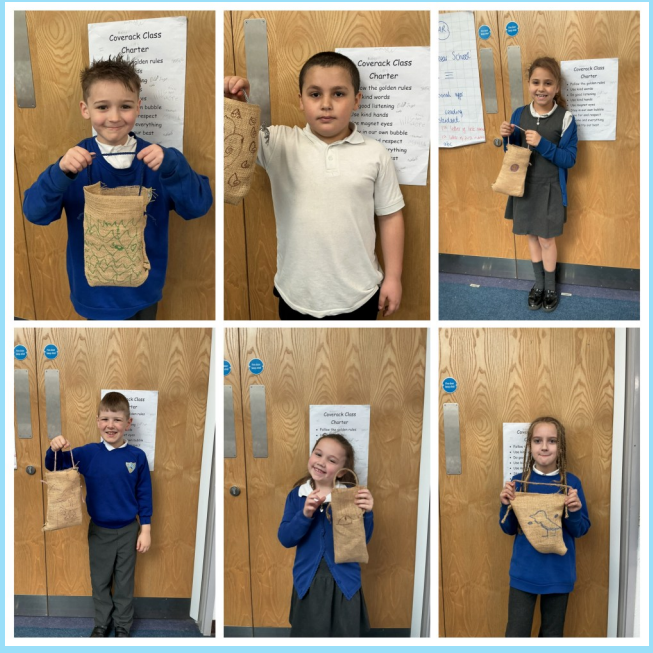
Team 3 & 4

At the end of last term, Coverack spent the day making bags to replicate those made during the Stone Age times, as part of their DT project.

The children folded their hessian in half and sewed up two edges using a running stitch. They then drew symbols on their bags, which were based on cave drawings, and added a rope handle.

We then had a fashion show to showcase the bags and they were all spectacular!

Well done Coverack!



MHST Managing Worries
TIPS AND SUPPORT WITH MANAGING YOUR CHILD'S WORRIES

- Take Deep Breaths
- Write it Down
- Talk to Someone
- Do Something You Enjoy

Tuesday 12 May 2026
9.30am or 1.30pm

To request a place, fill out the online form or scan the QR code: To request a place, fill out the online form or scan the QR code:
<https://forms.office.com/e/SiqzWJJAdP>

NHS
Cornwall Partnership
NHS Foundation Trust

ROSKEAR PRIMARY AND NURSERY SCHOOL

SPORTS STAR OF THE WEEK

A weekly award to celebrate our endeavours in Real PE lessons

Kenzi Vinnicombe & Harry Anderson

Notice: Roskear School distributes fliers and magazines offering family services or posts details of local activities on the newsletter. Whilst we think that parents might like the information and find it useful, the school does not necessarily endorse these services.

10 Top Tips for Parents and Educators DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



#WakeUpWednesday

The National College

Congratulations to the following
pupils who achieved

G **R** **E** **A** **T**

Golden Responsible Empathetic Aspirational Tenacious

Class	Name	Reason for Certificate
Chapel Porth	Adomah	For being TENACIOUS within all his learning and for always being GOLDEN in the classroom!
Porthcurno	Lily-Mae	For being TENACIOUS with her RWIc and writing this week. Well done Lily-Mae!
Poldhu	Lilly G	For being GREAT this week and settling in well to your new class.
Gwithian	Sara	For being TENACIOUS when using adjectives to describe characters in English.
Marazion	Sophia H	For being RESPONSIBLE for her own learning and trying her best! Keep it up!
Portreath	Matas	For being a GREAT addition to our class. Welcome to the Roskear family.
Coverack	Logan	For being TENACIOUS with his word choices when showing how a character is feeling. Well done!
Truro	Taia	For always being GOLDEN . Taia makes an extra effort to use interesting vocabulary in all areas of learning.
Newlyn	Sofia J	For always showing GOLDEN manners in class and being a positive role model.
Falmouth	Noah	For being GOLDEN - always having a positive attitude towards his learning and amazing manners.
St. Blazey	TJ	For his GOLDEN green week! Well done!
St Piran	Roman	For an ASPIRATIONAL approach to school this week, especially with your TENACIOUS focus and determination!
Helston	Lilley C	For being TENACIOUS across her learning this week!
St Petroc	Alayah	For showing a TENACIOUS approach to our maths revision this week!

Menu for week commencing Monday 27th April 2026

WEEK 3

W/C: 27/04/2026, 18/05/2026, 08/06/2026, 29/06/2026, 20/07/2026, 31/08/2026, 21/09/2026, 12/10/2026

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOT DISHES	OPTION 1	Cheese and Tomato Pizza with BBQ Potato Wedges 🍷	Beef Meatballs in Tomato Sauce with Wholewheat Pasta 🍷	Roast Chicken with Roast Potatoes and Gravy 🍷	All Day Breakfast with Potato Wedges	Southern Fried Chicken with Chips
		OR	OR	OR	OR	OR
	OPTION 2	Veggie Meat Feast Pizza with BBQ Potato Wedges 🍷	Cheesy Bean Burrito with Wholegrain Rice 🍷 🍷 🍷	Cheese and Tomato Quiche with Potato Wedges 🍷	Vegetable Lasagne with Garlic Bread 🍷 🍷 🍷	Veggie Fingers with Chips 🌱
	OR	OR	OR	OR	OR	
	OPTION 3	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta 🍷	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta 🍷	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta 🍷	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta 🍷	Tomato Pasta Fresh, homemade Tomato Sauce with Penne Pasta 🍷

HOT DISHES ARE SERVED WITH TWO VEGETABLES AND FRESHLY BAKED BREAD

DELI DISHES	OPTION 4	Ham Wrap	Tuna Wrap	Ham Wrap	Tuna Wrap	Ham Wrap
		OR	OR	OR	OR	OR
	OPTION 5	Cheese Sandwich 🍷	Ham Sandwich	Cheese Sandwich 🍷	Cheese Sandwich 🍷	Cheese Sandwich 🍷

DELI DISHES ARE SERVED WITH MIXED SALAD

DESSERT	Custard Shortbread with Melon Wedges 🍷	Chocolate Fudge Cake	Strawberry Jelly - with Fruit Slices 🍷 🍷	Lemon Drizzle Cake	Vanilla Ice Cream
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BAKED POTATOES SERVED DAILY

With a choice of toppings 🍷 🍷



AVAILABLE DAILY

Fresh fruit, salad, yoghurt and water

🍷 Vegetarian 🌱 Vegan 🐟 Oily Fish 🍷 Wholegrain 🍷 Fruity! 🍷 Nutritionist's Choice

Our menu is subject to change. Please be assured that all notified medical diets and allergy requirements will be safely catered for.