



Mawnan CE VA School Newsletter

Using our God-given talents to let our light shine



Our core Christian Values: *Compassion, Hope, Peace, Perseverance, Respect, Trust*

Thursday 30th April 2026

Mr Barnes

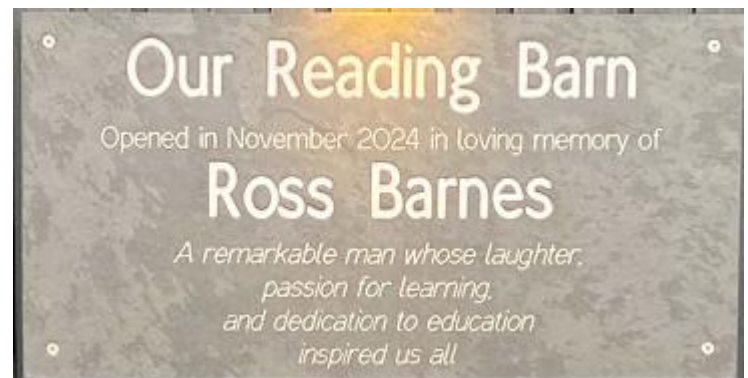
As we approach next weekend, we will pause to mark the second anniversary of Mr Barnes' passing. With our oldest children, who knew Mr Barnes, we will take a moment to reflect on his lasting impact on our school community.

Mr Barnes remains very much in our thoughts, and his influence continues to be felt in the life of the school. He was deeply committed to the children's learning, and we are certain he would be incredibly proud of all they have achieved. The progress they continue to make, both academically and personally, reflects the strong foundations he helped to build.

His vision played a significant role in shaping the rich and ambitious curriculum we are so proud of today. The exceptional experiences and breadth of opportunity reflect the high expectations he held for every pupil and his strong belief in what they could achieve.

It is also a time to recognise how our school continues to grow and shine. His legacy lives on in the enthusiasm of our children, who are motivated, curious and excited learners.

As a school community, we remember him with great respect and gratitude.



Year 6 Junior Life skills

On Wednesday morning, Year 6 visited Falmouth Fire Station, where they were welcomed by representatives from GWR, Cornwall Council, the RNLI, the Fire Service, and Healthy Cornwall.

Throughout the visit, the children took part in a series of engaging and practical workshops learning about safety when using public transport, electrical safety in the home, how to respond to choking incidents, basic CPR first response skills, and the effects of smoking on lung health.

The pupils showed excellent focus and maturity throughout the sessions and asked thoughtful questions to deepen their understanding.

If help is needed in an emergency, Dart Class are certainly well informed and ready to act responsibly!

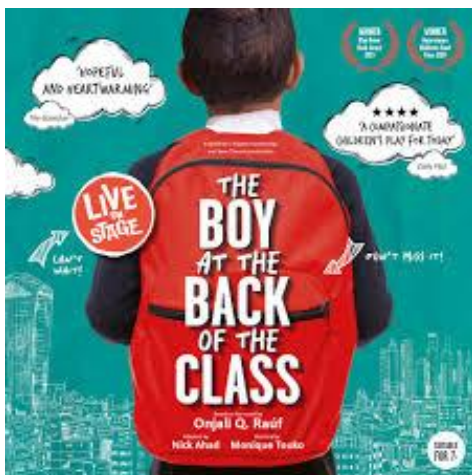


Ollie Adams: Olympic Surfer visit



We were excited to welcome professional surfer Oli Adams this week to our school for a special visit. Oli is one of the UK's most well-known surfers, recognised for tackling some of the biggest and most challenging waves around the British coastline. During his visit, Oli spoke to students about his journey into surfing, including how he started at a young age and developed his skills through dedication and perseverance. He also talked openly about the challenges he has faced, including living with Crohn's disease. Despite undergoing major surgery, he has continued to pursue his love of surfing at a high level. His message to students focused on overcoming obstacles, staying positive, and never giving up on your goals!

The Boy at the Back of the Class



We would like to say a BIG THANK YOU to our wonderful PTA for their generous support in funding Year 6's trip to the Hall for Cornwall on Thursday.

The children had a fantastic opportunity to watch the inspiring production of A Boy at the Back of the Class. The story follows a young refugee boy, Ahmet, who joins a new school after having to leave his home country. With the help of his classmates, it explores themes of friendship,

empathy, resilience and the importance of standing up for what is right. This links very closely to our Spring 1 curriculum expedition, where children explored the themes of migration, discrimination, courage and friendship.

As always, the Mawnan children shone and their excellent behaviour and manners were noticed and commented on by others.

We are extremely grateful for the PTA's continued commitment to enhancing opportunities for all our children.

Year 2 Mini Olympics

Today, our Year 2 children will take part in the KS1 Mini Olympics at Penryn College. The children took part in the following events:

- Sprint (30 metres)
- Hurdles (50 metres)
- Long Distance (200 metres)
- Mini Vortex Howler Throw
- Standing Long Jump

Everyone had a go at each activity, enjoyed it and overcame some fears. They were led by two ex Mawnan pupils Isla and Isla which was lovely. Well done Year 2!



MAWNAN SUMMER BASH

CARWINION HOUSE

SATURDAY 18TH JULY

FROM 4PM

GAMES & PRIZES

CHILDRENS DISCO

BANDS

AFTER PARTY DJ

FOOD & DRINKS

COCKTAIL BAR

RAISING FUNDS FOR MAWNAN SCHOOL

ADULTS £8 KIDS GO FREE

EVERYONE WELCOME!

Statutory Primary Assessment Dates

As we are rapidly progressing through the year, we wanted to share key statutory assessment dates, so families are aware and can help support good attendance on these important days. We kindly ask that, wherever possible, holidays and other absences are not arranged during this time. These assessments are an important part of your child's education, helping us understand their progress and ensure they receive the support they need moving forward.

Key Stage 2 Tests (Year 6) will take place during the week beginning **Monday 11 May 2026**. The timetable is as follows:

- Monday 11 May – English Grammar, Punctuation and Spelling (Papers 1 and 2)
- Tuesday 12 May – English Reading
- Wednesday 13 May – Mathematics (Papers 1 and 2)
- Thursday 14 May – Mathematics (Paper 3)

Multiplication Tables Check (Year 4) will take place between **Monday 1 June and Friday 12 June 2026**.

Phonics Screening Check (Year 1) will take place during the week beginning **Monday 8 June 2026**.

Key Dates to remember 2025/2026

Date	Event
11 th – 14 th May	Year 6 Key Stage 2 Tests
1 st and 12 th June	Year 4 Multiplication Tables Check
8 th June	Year 1 Phonics Screening
12 th June	Year 3 Elemental Beach Trip
17 th – 19 th June	Year 4 & 5 Camp to BF Adventure
24 th -26 th June	Year 6 Camp to Porthpean
3 rd July	Sports Day
10 th July	Sports Day (reserve day)

Term Dates 2025/2026

Date	Event
4 th May	Bank Holiday Monday
25 th – 29 th May	May Half Term
1 st June	Inset Day 3
2 nd June	Return to School
21 st July	Last Day of School
22 nd July	Inset Day 4
23 rd July	Inset Day 5

Term Dates 2026/2027

Cornwall Council
2026/27 School Term Dates for Community and Voluntary-Controlled Schools



September 2026							October 2026							November 2026						
Mon	7	14	21	28			Mon	5	12	19	26			Mon	2	9	16	23	30	
Tue	1	8	15	22	29		Tue	6	13	20	27			Tue	3	10	17	24		
Wed	2	9	16	23	30		Wed	7	14	21	28			Wed	4	11	18	25		
Thurs	3	10	17	24			Thurs	1	8	15	22	29		Thurs	5	12	19	26		
Fri	4	11	18	25			Fri	2	9	16	23	30		Fri	6	13	20	27		
Sat	5	12	19	26			Sat	3	10	17	24	31		Sat	7	14	21	28		
Sun	6	13	20	27			Sun	4	11	18	25			Sun	1	8	15	22	29	

December 2026							January 2027							February 2027						
Mon	7	14	21	28			Mon	4	11	18	25			Mon	1	8	15	22		
Tue	1	8	15	22	29		Tue	5	12	19	26			Tue	2	9	16	23		
Wed	2	9	16	23	30		Wed	6	13	20	27			Wed	3	10	17	24		
Thurs	3	10	17	24	31		Thurs	7	14	21	28			Thurs	4	11	18	25		
Fri	4	11	18	25			Fri	1	8	15	22	29		Fri	5	12	19	26		
Sat	5	12	19	26			Sat	2	9	16	23	30		Sat	6	13	20	27		
Sun	6	13	20	27			Sun	3	10	17	24	31		Sun	7	14	21	28		

March 2027							April 2027							May 2027						
Mon	1	8	15	22	29		Mon	5	12	19	26			Mon	1	8	15	22	29	
Tue	2	9	16	23	30		Tue	6	13	20	27			Tue	4	11	18	25		
Wed	3	10	17	24	31		Wed	7	14	21	28			Wed	5	12	19	26		
Thurs	4	11	18	25			Thurs	1	8	15	22	29		Thurs	6	13	20	27		
Fri	5	12	19	26			Fri	2	9	16	23	30		Fri	7	14	21	28		
Sat	6	13	20	27			Sat	3	10	17	24	31		Sat	1	8	15	22	29	
Sun	7	14	21	28			Sun	4	11	18	25			Sun	2	9	16	23	30	

June 2027							July 2027							August 2027						
Mon	7	14	21	28			Mon	5	12	19	26			Mon	2	9	16	23	30	
Tue	1	8	15	22	29		Tue	6	13	20	27			Tue	3	10	17	24	31	
Wed	2	9	16	23	30		Wed	7	14	21	28			Wed	4	11	18	25		
Thurs	3	10	17	24			Thurs	1	8	15	22	29		Thurs	5	12	19	26		
Fri	4	11	18	25			Fri	2	9	16	23	30		Fri	6	13	20	27		
Sat	5	12	19	26			Sat	3	10	17	24	31		Sat	7	14	21	28		
Sun	6	13	20	27			Sun	4	11	18	25			Sun	1	8	15	22	29	

School holidays

Bank holidays
 Christmas Day 25 December 2026
 Boxing Day 28 December 2026
 New Years Day 01 January 2027
 Good Friday 26 March 2027
 Easter Monday 29 March 2027
 May Bank Holiday 03 May 2027
 Spring Bank Holiday 31 May 2027
 Summer Bank Holiday 30 August 2027

AUTUMN TERM (72 days)
 3 September - 18 December 2026
 (HALF TERM 26 - 30 October 2026)

SPRING TERM (54 days)
 4 January - 25 March 2027
 (HALF TERM 15 - 19 February 2027)

SUMMER TERM (69 days)
 12 April - 23 July 2027
 (HALF TERM 31 May - 4 June 2027)

195 days are included on the school calendar. Schools will be open to pupils for 190 days. The five additional days are allotted for In-Service Training (INSET). Schools allocate their own INSET days.

Academy, trust and voluntary-aided schools set their own term dates and INSET days.

INSET Days – Academic Year 2026–2027

Staff training (INSET) days will take place on:

- Thurs 3rd September
- Friday 4th September
- Monday 7th June
- Tuesday 8th June
- Wednesday 9th June

Top Tips on Supporting Children with Self-Regulation

As infants, we all rely completely on adults to help us resolve situations that are causing us to become upset or stressed. This is known as co-regulation. The next phase, once autonomy has begun to develop, is called self-regulation: this is when children start to become capable of exercising more control over their impulses and behaviour, and managing their own emotions.

This vital developmental milestone, however, isn't reached spontaneously. Learning to self-regulate requires sensitive guidance from trusted adults – simply talking with children about their thoughts and feelings, for instance, can ease the route to self-regulation. This #WakeUpWednesday guide has some expert tips for supporting children to reach this goal.

At The National College, our #WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.
- 2. MEET CHILDREN HALFWAY**

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.
- 3. FACTOR IN THEIR BASIC NEEDS**

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.
- 4. REMAIN PATIENT**

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.
- 5. BE A DYSREGULATION DETECTIVE**

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.
- 7. TRY SENSORY RESOURCES**

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.
- 8. NURTURE INDEPENDENCE**

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.
- 10. FORMULATE A PLAN**

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert
Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.

#WakeUpWednesday
The National College

@natonlinesafety /NationalOnlineSafety @nationalonlinesafety @national_online_safety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024

Mawnan Bowling Club Open Day

Mawnan PTA have a stall at the Mawnan Bowling Club event next weekend. Please do come along to support the bowling club and our pTA (who will be doing face painting). There are also is a veggie options for food!

Mawnan Bowling Club
Carwinion Road TR11 5JD

OPEN DAY
SATURDAY 9TH MAY
10am - 4pm

no experience necessary

bacon/sausage baps

licenced bar cash only

Delicious home made cakes, cream teas, tea and coffee

PTA STALL

Age no barrier - from 4 to 94 (and beyond!)

PLEASE WEAR FLAT SHOES

childrens games

adults give bowls a go