



# Kingham Primary School

Always learning to be our best

## Bulletin

27 February 2026

### Kingham Book Week – NEXT WEEK!

We are looking forward to celebrating Book Week next week at Kingham Primary. Here are the key things to remember:

#### Monday 2 March

**Pick 'n' Mix Book Swap:** Please send your child in with one (or more) age-appropriate book(s) they no longer read.

**Big Read Assembly:** Children should also bring a favourite book from home to share.

#### Thursday 5 March

**Dress Up Day:** Children are invited to dress as a favourite book character. Costumes can be simple and homemade — there is no need to buy anything.

#### Competitions (Deadline Monday 9 March)

**Book Review Competition:** Create a review in any imaginative format and bring it into school.

**Extreme Reading Challenge:** Email a photo of your child reading in a creative (but safe!) place to

[events@kingham.oxon.sch.uk](mailto:events@kingham.oxon.sch.uk).

We have had some amazing entries already including reading on horseback, reading while kick-boxing, reading a Roald Dahl book in Roald Dahl's actual chair, and reading to armed police officers!

We're looking forward to a wonderful week of reading and creativity!



### Building Children's Resilience Workshop

Thank you to all those who were able to make the Building Children's Resilience workshop earlier this week. Although the slides are not available, there was a useful accompanying handbook that we are happy to share with any parents who couldn't attend. There are hard copies at the office, or email and we can send you a digital copy.

If any parents would like us to hold the workshop again, please email the office or let Mr Prockter know. If there is enough interest we can repeat it later in the year.

### Top Ten Times Tables Rockstars (TTRS)

Congratulations to the following students for their hard work on TTRS over the last 7 days – 50 house points each.

|       |        |        |        |
|-------|--------|--------|--------|
| Felix | STAGS  | Evie   | OWLS   |
| Grace | STAGS  | Toby   | OTTERS |
| Alina | OTTERS | Sadie  | OWLS   |
| Amos  | OWLS   | August | ROBINS |
| Bella | ROBINS | Fran   | STAGS  |

### Value of the Month: Curiosity

#### Curiosity:

is asking questions about what I see, hear and read  
is being keen to learn and find out about the world  
is listening to all points of view and developing my own views and solutions

### Village Walk

On Tuesday morning, Year 5 students were out and about conducting fieldwork to answer the question 'How has Kingham village changed over time?' Along the walk, students analysed photos from over 100 years ago to compare the differences with now. We concluded that, whilst there have been significant changes to Kingham, a lot has actually remained the same! Big thanks to our tour guide, Linda Care, who shared her knowledge and experience of living in the village with our children



### Comic Relief Red Nose Day

We will be supporting Comic Relief's Red Nose Day on Friday 20 March, and this year's campaign theme is "Take Yourself Funny for Money", a reminder that a bit of silliness can help raise funds for serious change.

We encourage all our students to bring in £1 (or more) of pocket money to help Comic Relief support people facing tough times. In return, children can wear red to school on the day (as much or as little as you like!) and, if you have one, wear your Red Nose.

Student Council members will be selling Red Noses before school from Monday 13 March until Red Nose Day (while stocks last). The 2026 Red Nose is the first-ever "Design-Yer Nose", a customisable, blank-canvas, plastic-free nose you can decorate.

Grab your markers, stickers and crayons, or go all out with sparkles, bling, pom-poms and bows. Anything goes, with a Design-Yer Nose.

A donation to Comic Relief this Red Nose Day will support projects that help children be happier, families stronger, women safer, communities prouder and millions of lives fairer.



### Year 5 and 6 visit to Mosque and Cathedral



At Kingham Primary, we think it is important for our students to develop an understanding of the main religions worshipped in the UK. Over the course of their time at school, pupils usually visit a place of worship for each of the major faiths they study. Just before half term, Year 5 and

6 travelled to Gloucester to visit the Mosque and Cathedral.

At the mosque, children were warmly welcomed by members of the local Muslim community, they visited the prayer hall and found out how Muslims prepare for prayer. They asked thoughtful questions and showed great respect throughout.

At the cathedral, students explored the stunning cloisters and crypt and learned more about Christian worship and traditions. Our pupils gained valuable first-hand experience to support their understanding.

## Head's Blog: Building Children's Resilience

It was great to see so many of you at this week's parent session on building children's resilience. In this blog I have tried to summarise the ideas Jo and I presented into what is hopefully a useful guide whether you were able to attend or not.

As parents, we all want the very best for our children and, if we fast-forward fifteen or twenty years, we want to imagine our children being happy and capable of handling life when we are not there to hold their hand. Many of us have noticed that childhood feels different today; significantly different from when we were youngsters. National data shows rising levels of anxiety among children and for us as parents. This can feel deeply worrying.

Our primary instinct as parents is to protect, to soothe, and perhaps even to remove whatever is causing distress in our children. But Jonathan Haidt (*The Anxious Generation*) asks a powerful question: are we preparing the road for the child, or preparing the child for the road? Resilience is not simply old-fashioned toughness, and it is not something some children are born with and others are not. Resilience is more like a neurological muscle that strengthens through manageable challenge. When children face difficulty, experience small frustrations, solve problems and recover from setbacks, their capacity to cope grows. If we remove every obstacle, that muscle never fully develops.

Modern parenting is, in many ways, wonderfully attentive. We spend more time with our children than generations before us. We are emotionally aware and deeply invested in their wellbeing. However, sometimes this can slip into dependency on us to clear all obstacles and challenges from our child's path. Homework confusion is fixed immediately; a forgotten PE kit is driven rapidly to school; a friendship wobble is solved via WhatsApp before the next morning. When children rarely encounter manageable struggle, they may not develop independent problem-solving skills, confidence in the face of failure, or the ability to regulate their emotions. Some psychologists recommend a 'lighthouse' approach, where parents understand that we cannot control the wind or the waves, but we can be a consistent light. We guide and we support, but we do not remove every storm.

Jonathan Haidt suggests that resilience works like our immune system. An immune system strengthens through exposure to small germs. In the same way, children need small doses of stress, disappointment and risk in order to grow stronger. If we eliminate every uncomfortable experience, minor setbacks can start to feel like major threats.

As we know, children learn more from what we as adults *do* than what we say. If we look panicked when things go wrong, they learn that problems are emergencies. If we remain calm and thoughtful, children learn that problems are manageable. One simple but powerful strategy can be to narrate our own setbacks (rather than show our anger/emotions/panic). "That didn't go as planned, so I'm going to take a deep breath and think about what to do next." Another helpful practice is the 'sixty-second pause'. When our children are struggling with a puzzle, a sibling disagreement or another tricky situation... wait. Before stepping in, ask yourself: is my child in actual danger? Am I removing a learning opportunity? What is the smallest amount of help I can offer?

One of the many things that we try to protect our children from is anxiety. While dealing with a child's anxiety can be upsetting, it is useful to understand that anxiety is a natural emotion designed to keep humans (and other mammals) safe. The amygdala within our brain's limbic system is our internal danger detector, designed to react quickly to perceived threats. But in anxious children, that alarm can be triggered by things that are not truly dangerous: a maths test, a social event, the school day ahead. If we immediately remove the feared situation, the brain perceives that there really was actual danger and rings the alarm even louder next time. Therefore, avoiding or being protected from what makes a child anxious can bring short-term relief but long-term anxiety. Unfortunately, this simple neuroscience is quickly forgotten when we see our children distressed, as our own amygdala starts ringing.

Psychologists have found that parental reassurance can unintentionally feed the anxiety cycle. When a child repeatedly asks, "What if you're late?" or "What if I feel sick?" and we

repeatedly offer certainty, their anxiety may drop briefly, only to return with a new "what if." Our goal as parents is not to eliminate anxiety, but to teach children that they can feel anxious and still function. The most helpful approach in doing this combines validation with confidence. Validation of the emotion - "I can see you're feeling nervous" - combined with building their confidence and belief - "and I know you will be able to handle that feeling and do this." We are not dismissing or arguing with the emotion or reinforcing avoidance. Instead, we are communicating belief in their capacity.

School anxiety (sometimes disguised as tummy aches or headaches) can quickly become a cycle of school avoidance if reinforced, a cycle that can become challenging to reverse as the brain begins to label school as danger and home as safety. The longer a child avoids school, the larger the fear can grow until it becomes outright refusal. As parents, we have to ensure that attendance remains the expectation. At the drop-offs, goodbyes need to be kind, calm and brief. Waiting for a child to feel completely calm before going in often means the anxiety grows bigger. The message we want to give our children is that you can feel anxious and still go in.

One of the most important things that I have learned as a parent is that we cannot control our children's feelings, but we are in full control of *our* responses. When we model calm confidence, we create a sense of security. However, when we show our emotions, we unintentionally tell the child that there is something to be anxious about. And when we resist the urge to rescue every time, we allow resilience to develop.

If we think again about that twenty-five-year-old version of our child, the strengths we hope to see won't be built in moments when we protected them. The strengths of character will grow from the challenges, wobbles and setbacks encountered with a calm adult quietly supporting them. Our job isn't to clear every hurdle. Our role is to guide (when needed) and to show our children we believe they can cope. When we show that confidence, they begin to absorb it and, over time, it becomes their own.

Read more Headteacher Blogs here: [school-matters.org link](https://school-matters.org/link)

## Diary Dates

|              |                                             |
|--------------|---------------------------------------------|
| Mon 2 Mar    | Kingham Book Week                           |
| Wed 4 Mar    | CNPS Year 1 Dance Festival                  |
| Thurs 5 Mar  | Book Day (dress up as book character)       |
| Tues 10 Mar  | Year 4 Viking Workshop                      |
| Tues 10 Mar  | Oxford Opera working in Nursery Class       |
| Tues 10 Mar  | KPSA Movie Night                            |
| Thurs 12 Mar | Reception trip to Science Oxford            |
| Thurs 12 Mar | Nursery Mother's Day Stay and Play 10:15am  |
| Mon 16 Mar   | Year 5 Bikeability Training all week        |
| Mon 16 Mar   | Science Week                                |
| Tues 17 Mar  | Year 6 Sports Tournament at Kingham Hill pm |
| Tues 17 Mar  | Oxford Opera working in Nursery Class       |
| Weds 18 Mar  | Parents' Evening 3:30pm – 7pm               |
| Thurs 19 Mar | Parents' Evening 3:30pm – 6pm               |
| Fri 20 Mar   | Red Nose Day                                |
| Fri 20 Mar   | Reception Class Assembly 2:45pm             |
| Mon 23 Mar   | Rock Bands Concert 9:30am                   |
| Tues 24 Mar  | Chance to Shine Cricket Day (Rec,Y1,2,3)    |
| Weds 25 Mar  | Year 2/3 CNPS Multi-Skills Festival         |
| Weds 25 Mar  | Kingham's Got Talent Finals: 9:15am         |
| Fri 27 Mar   | Easter Egg Hunt                             |
| Fri 27 Mar   | Last Day of Term - School closes at 2pm     |
| Mon 13 Apr   | First day back                              |
| Weds 22 Apr  | CNPS Year 3 Tennis Festival 2:30pm          |
| Thurs 23 Apr | World Cricket Day / Interhouse Cricket      |
| Weds 29 Apr  | CNPS Year 4 MFL Festival 3pm                |
| Mon 4 May    | Bank Holiday – School Closed                |
| Tues 5 May   | Year 3 at Cadbury World                     |
| Fri 8 May    | Year 1 Class Assembly 2:45pm                |
| Mon 11 May   | Year 6 SATs Week                            |
| Weds 13 May  | CNPS U10s Tag Rugby Tournament at 2pm       |
| Fri 15 May   | Year 2 Class Assembly 2:45pm                |
| Mon 18 May   | Year 6 Rock Climbing 1pm                    |
| Weds 20 May  | CNPS U11s Athletics championships 2:30pm    |
| Thurs 21 May | Last Day of Term                            |
| Fri 22 May   | INSET Day                                   |
| Mon 1 Jun    | First Day Back                              |
| Mon 1 Jun    | Year 6 at Kilvrough Residential             |