

PRIMARY WELLBEING WORKSHOP

Sunday 20th September



COVERAGE

1

Pastoral Team
& PSED
curriculum

2

Happy
Confident
Company &
Feel It Program

3

How you can
support as
parents

PASTORAL TEAM

Class Teacher/TAs- Emotional check ins - Know your child and the other children in the class best

Mrs Helen Duggan - Background - nurse, Playtime/canteen support, 1:1 pull out, Small group, parent support, classroom workshops

Mrs Amy Morris - Overseeing wellbeing coaching - Feel It Program and small group support

PSED CURRICULUM

Personal, Social and Emotional Development:

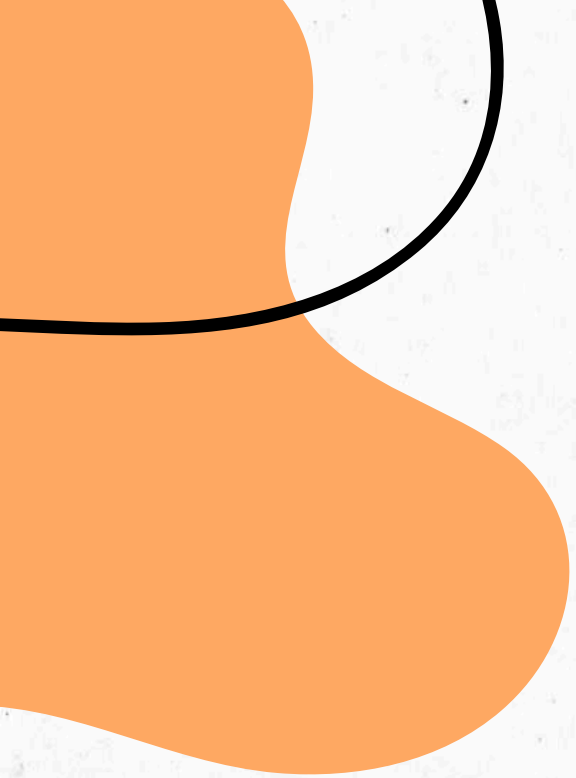
- Emotional regulation, confidence and self esteem
- Healthy habits and internet safety
- Friendships and relationships
- Respecting diversity and inclusion
- Understanding responsibilities
- Moral values and character development

One lesson per week

PSED floor book

All children in primary

Covered in Assembly time



PSED: FOCUS AREAS

Understanding
emotions

Managing
emotions

Confidence and
resilience
(disappointment)

Kindness and
Empathy

Healthy
friendships

Respectful
communication

Diversity and
inclusion

Healthy habits

Digital
wellbeing

Responsibility
and integrity

PSED CURRICULUM

Theme days:

Mental Health Day
Wellbeing Week
Anti-bullying Week
Safer Internet Week
Black History Month
World Environment Day

Child workshops in school
Dress up days
Off time table days

HAPPY CONFIDENT COMPANY

What?

Research backed company created by Nadim Saad - Parent of a child who was emotional avoidant

Why?

Focuses on empowering families and schools globally with resources that develop children's self-awareness, confidence and emotional intelligence.

We want children to be able to:

- Express how they're feeling (notice signs)
- Let our children feel these feelings so they know how to overcome them - best interest of the child
- Bank of strategies to help regulate their feelings



FEEL IT PROGRAM

PSED Starter & Assemblies:

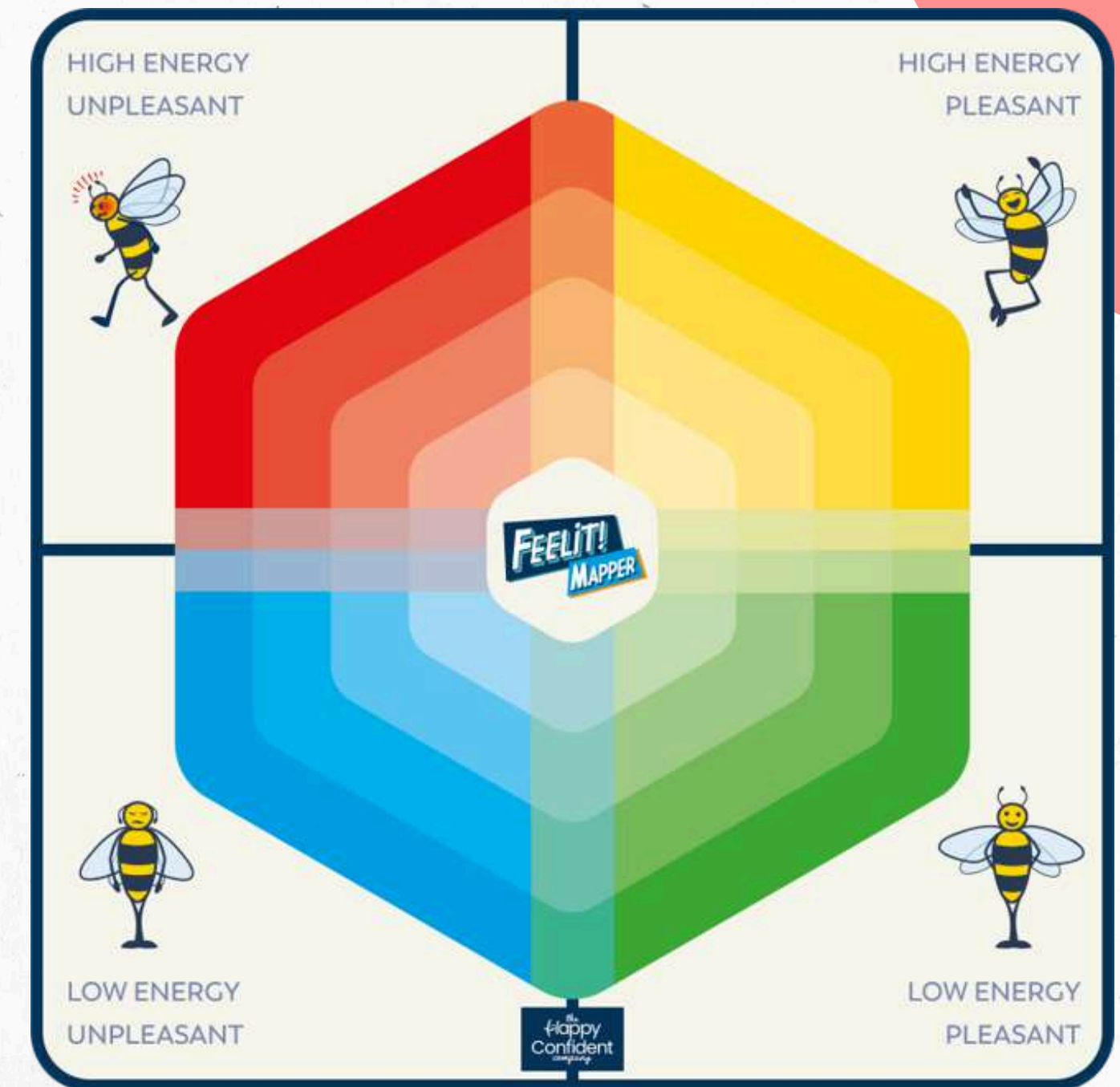
WK	Age 3-4	Age 4-5	Age 5-6	Age 6-7
1	Happy	Happy	Brave	Ecstatic
2	Sad	Sad	Shy	Disappointed
3	Calm	Calm	Relaxed	Content
4	Angry	Angry	Annoyed	Frustrated
5	Excited	Excited	Confident	Proud
6	Tired	Tired	Down	Guilty
7	Kind	Kind	Loved	Grateful
8	Scared	Scared	Embarrassed	Confused
9	Pleased	Pleased	Keen/Eager	Amazed
10	Lonely	Lonely	Bored	Miserable
11	Safe	Safe	Included	Accepted
12	Worried	Worried	Nervous	Impatient

Each year group = 12 emotions

Comfortable & Uncomfortable

How does that emotion feel in your body?

Can you use strategies to regulate before you become overwhelmed



FEEL IT PROGRAM

Small group sessions:

Teaching videos

Discussions

Songs

Story time

Adult feelings and experiences

Coping strategies taught

Family discussion at home opportunities

▶ WATCH: The Professor Explains the Feeling Brave

⬇ TEACHING SLIDES: Brave

▶ SING: The Brave Song

⬇ TALK: Let's talk about feeling Brave

⬇ DRAW: How does Brave feel in our body?

⬇ WRITE: When do you feel Brave?

⬇ RECAP: What does Brave feel like?

⬇ STORY TIME: Brave Booklist

⬇ DISPLAY: Happy Bee feels Brave

⬇ FAMILY ACTIVITY: Brave

HAPPY CONFIDENT CLUB

Hundreds of resources

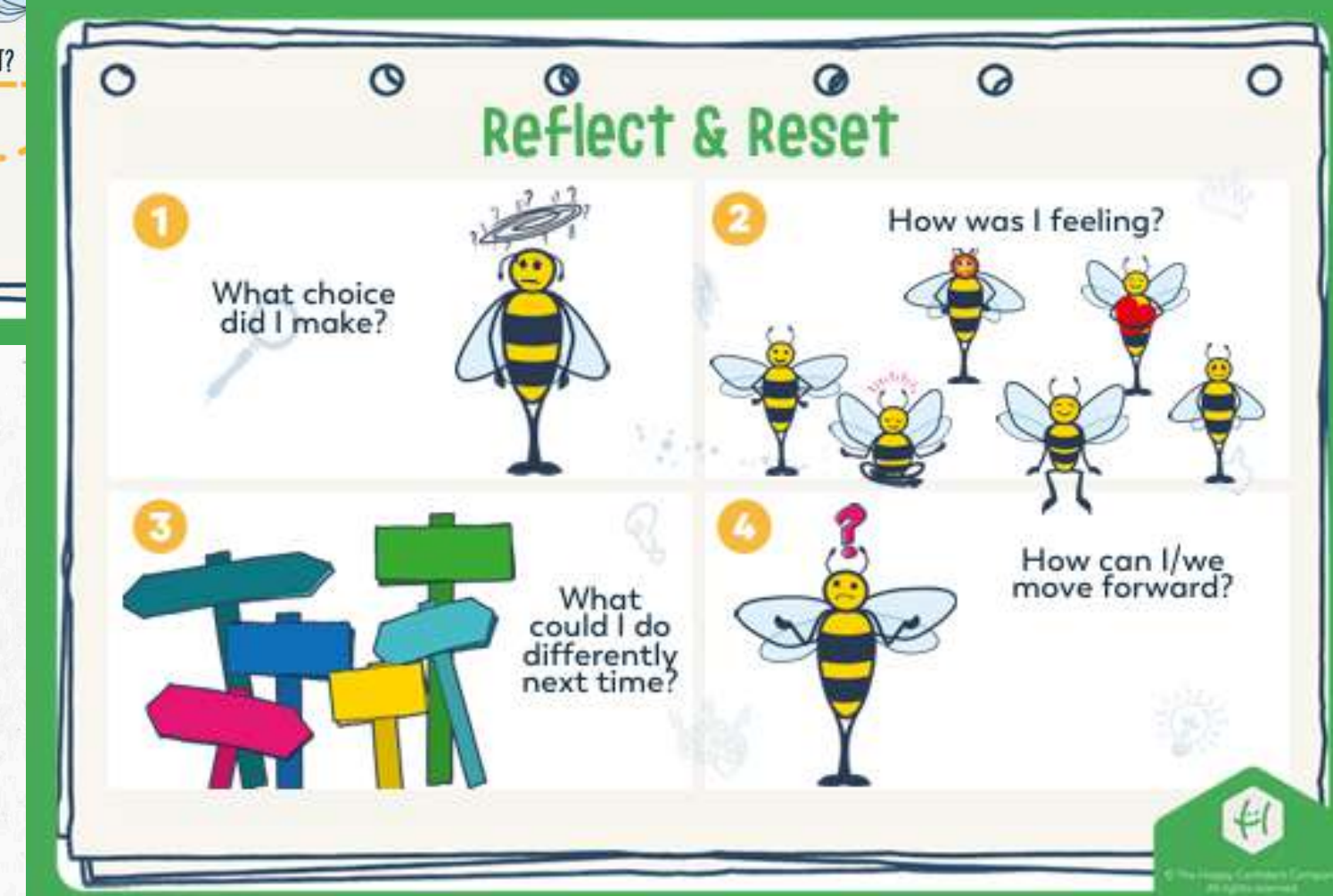
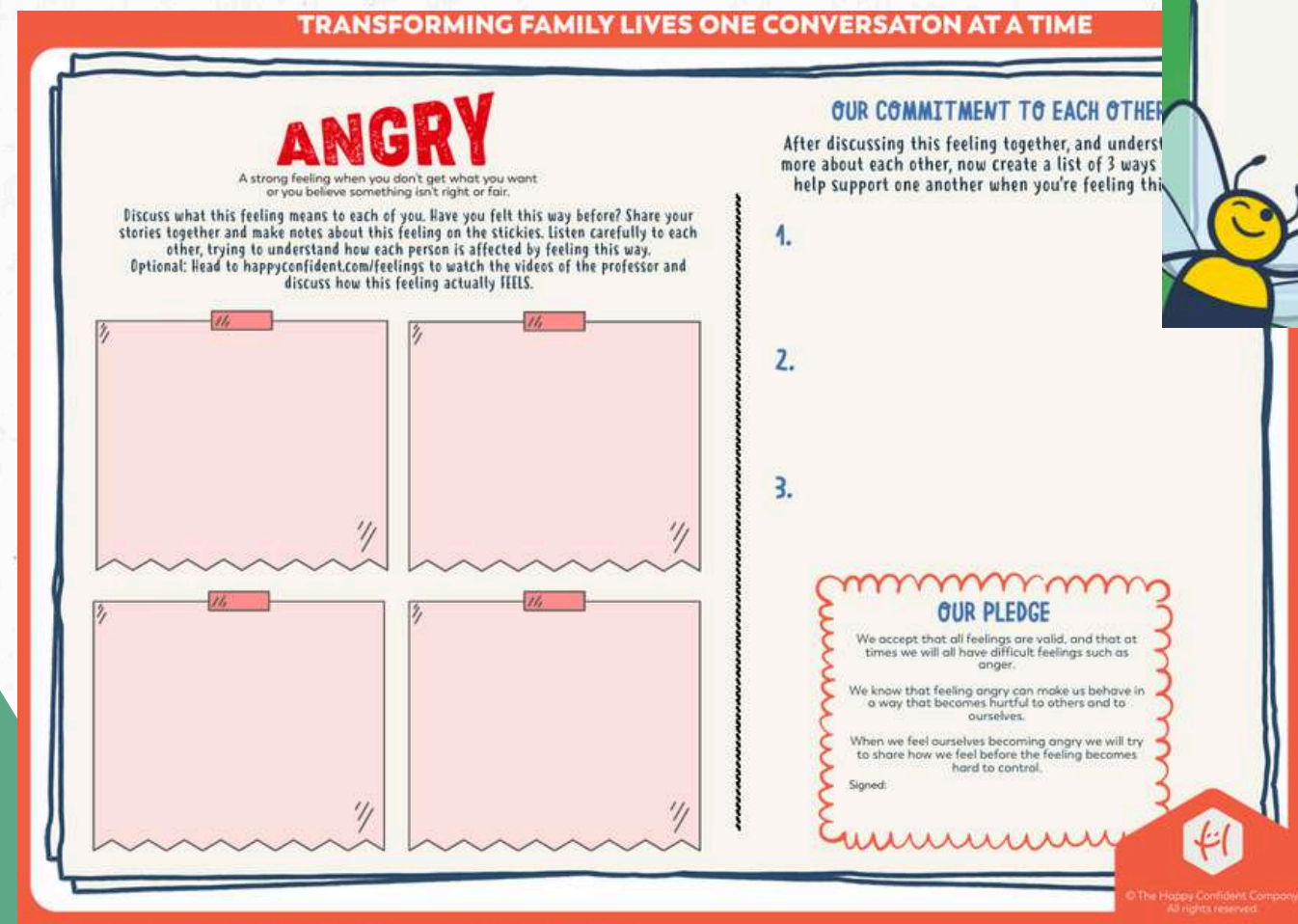
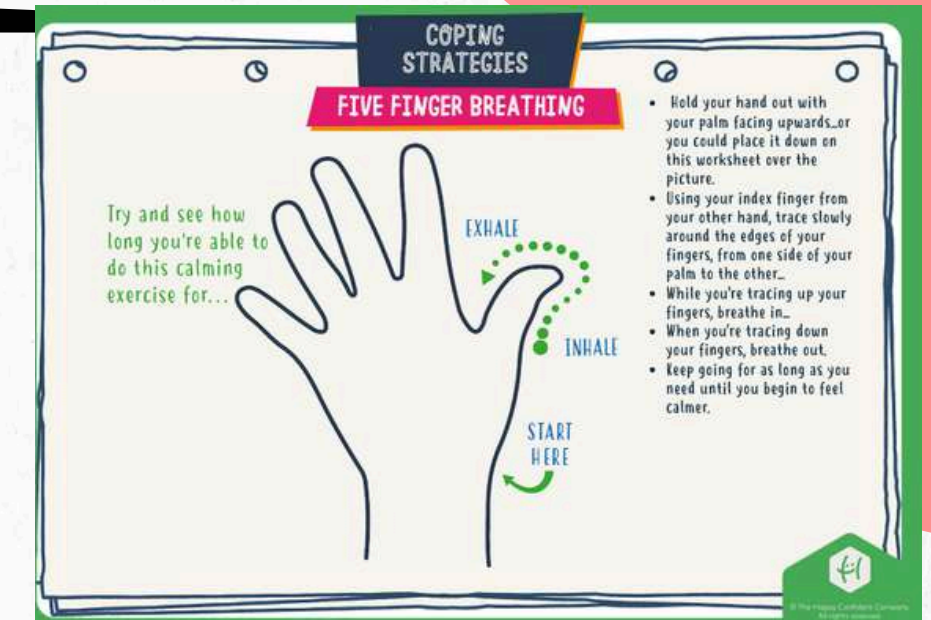
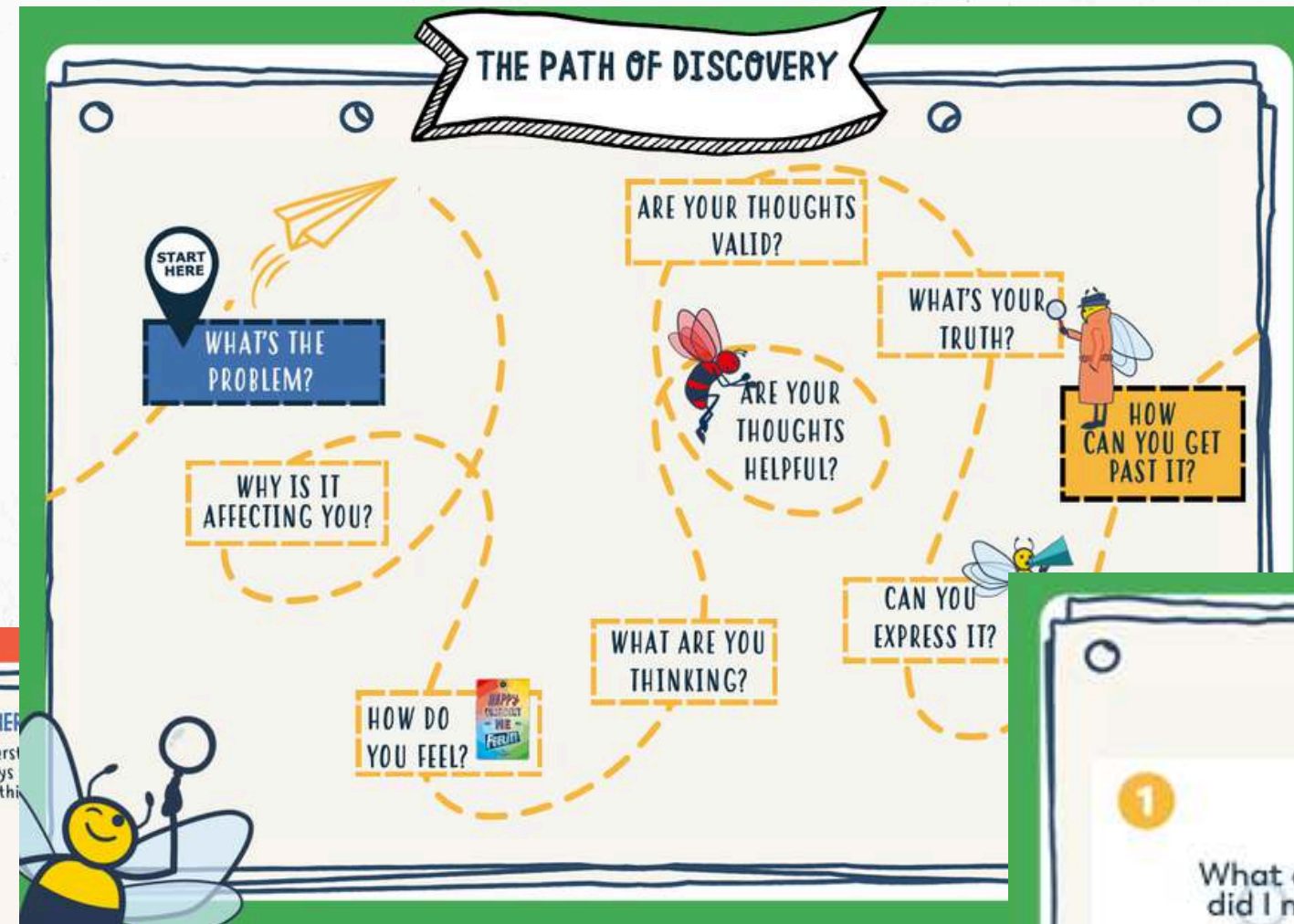
Videos

Monthly webinars

Conversation starters

Coping strategies

Parent advice



HCC - PARENT SUPPORT

Trusted by over 400,000 families

Courses &
Toolkits

All
Resources

Family
Activities

Webinars &
Events

Expert
Advice

Explore by **theme**



Anger



Anxiety &
Worries



Confidence



Family
Harmony



Focus &
Motivation



Friendships



Gratitude



Growth
Mindset



Health &
Wellbeing



Kindness



Big
Feelings



Negative
Self-Talk



Neurodiversity



Parenting



Responsibility



School

Webinars - live & recorded
Hints and tips videos



Navigating Friendship: Finding & Building Healthy Relationships

Join Louise Treherne, Head of Families at The Happy Confident Company and a...

📅 Thu 24 Sept ⌚ 15:00

Register



Biting - when children use their teeth instead of words

2min Read

Biting can feel shocking, but it's common among toddlers. With guidance, they learn safer ways t...

Explore



Boundaries, Expectations & Rules

Running Time: 2mins

Parenting Coach, Caroline Rowett talks us through how to respond to your child when they...

Explore



Accepting feedback

Running Time: <5mins

Louise shares a simple, practical strategy for helping your child accept feedback.

Explore



Advice for Parents Going Through Separation or Divorce

Running Time: 1min

Marcie Shaoul, Co-Parenting Expert from The Co-Parent Way, shares her top advice for parents...

Explore

KS1

General Tips for Families:

- Prioritise sleep, healthy routines, movement and downtime.
- Make time each day to talk, listen and connect without distractions and encourage children to name and talk about their feelings and worries.
- Support friendships by helping children understand kindness, empathy and resolving disagreements.
- Remember that small problems can feel very big to young children.

How Parents Can Support:

- Listen first rather than immediately trying to solve the problem.
- Stay calm and help your child understand what happened before deciding how to respond. Remember to encourage your child to consider different perspectives.
- Help them think about what they could do differently next time.
- Praise effort, resilience, honesty and problem-solving, not just outcomes/grades.

Helpful Open Questions

If your child has been involved in an incident in school, instead of "Who started it?" try:

- What happened?
- What happened before the incident?
- Could it have been an accident?
- How were you feeling?
- How do you think the other person felt?
- What could you do next time?
- What could you do to help make things better?

This is in line with our restorative practice approach to behaviour management.

Working Together with USI

- Please encourage children to speak to an adult at school when they need help.
- Allow school staff to gather the full picture before reaching conclusions.
- Please share significant concerns with us so that home and school can work together.

Our shared goal is to help children become independent, kind and resilient problem-solvers.

KS2

General Tips for Families:

- Prioritise sleep, healthy routines, movement and downtime.
- Make time each day to talk, listen and connect without distractions.
- Encourage children to talk about their feelings, worries and experiences.
- Support healthy friendships by discussing kindness, empathy and resolving disagreements.
- Encourage independence and positive choices when managing everyday challenges.
- Set clear boundaries around screen time and encourage healthy habits when using devices.

How Parents Can Support:

- Listen first rather than immediately trying to solve the problem.
- Stay calm and help your child understand what happened and consider different perspectives.
- Ask, "What could you do differently next time?"
- Praise effort, resilience, honesty and problem-solving, not just grades or outcomes.
- Talk openly about their online experiences and encourage them to tell you if something makes them uncomfortable or worried.

Ms Helen - Wellbeing Coach

A SHORT GUIDE TO WELLBEING

Children learn best when they feel safe, happy, connected and supported.

SCHOOL + HOME = STRONGER TOGETHER



TALK ABOUT SCHOOL

Ask open questions and give your child time to talk.



SUPPORT BIG FEELINGS

Name feelings, talk them through and think about what to do next.



BUILD CONFIDENCE

Praise effort, resilience, kindness and progress — not just results.



KEEP ROUTINES

Sleep • breakfast • attendance • punctuality • exercise • downtime



SUPPORT FRIENDSHIPS

Kindness • respect • listening • sharing • including others



KEEP ONLINE LIFE HEALTHY

Set age-appropriate boundaries and talk about online safety and kindness.



NOTICE CHANGES

Notice ongoing withdrawal, worry, anger, tearfulness or reluctance to attend.

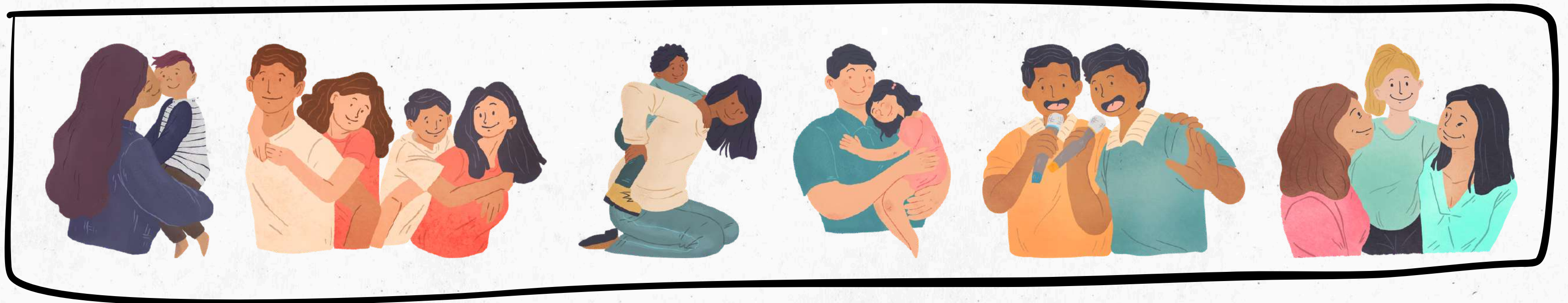


TALK TO US EARLY

Your child's class teacher is a great first point of contact.

Q&A

Please help yourself to coffee, tea and biscuits and the team will be here to answer any questions you may have.



Thank you for listening

