



**"United we, Empower, Nurture and Challenge."**

**"Wrth uno mae'n ein arfogi i feithrin a herio."**

**Health & Wellbeing @BPS 22/23**



# Blackwood Primary School Curriculum

## Our Mission Statement:

Empower



Making everyone stronger and more confident, to realise their dreams, taking ownership of their futures

Nurture



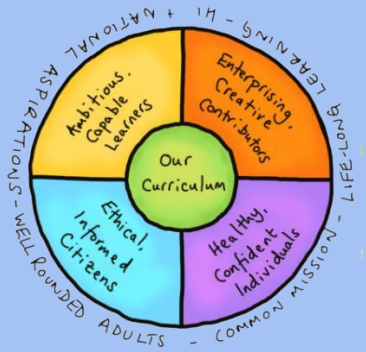
To care and protect each other while they are growing

Challenge



To maximise everyone's potential, across all capacities, to constantly improve

The 4 Purposes of Curriculum for Wales



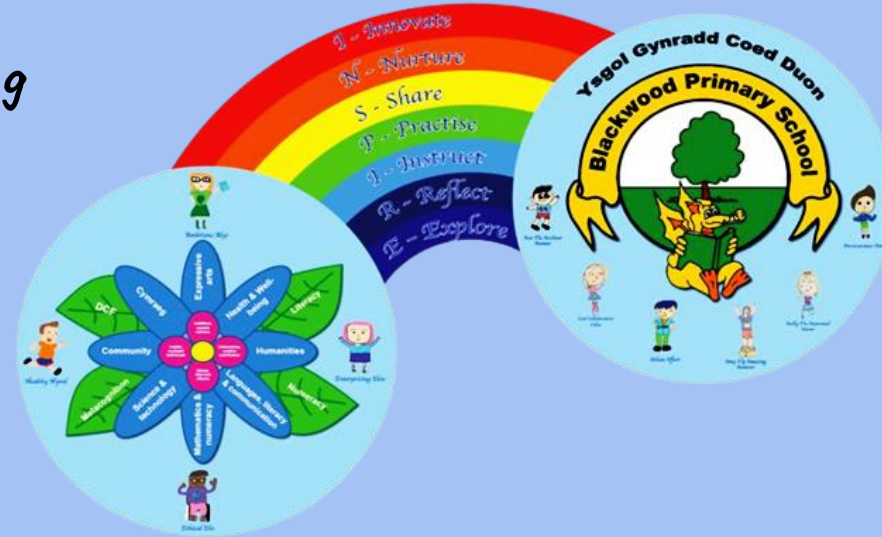
## Blackwood Primary School's Four Purpose Characters



**Ethical** Elis    **Ambitious** Alys    **Healthy** Hywel    **Enterprising** Elen

# INSPIRE Curriculum - Enabling learning

|          |                 |  |
|----------|-----------------|--|
| <i>I</i> | <i>Innovate</i> | <i>Creativity and innovation</i>                 |
| <i>N</i> | <i>Nurture</i>  | <i>Take care of one another and keeping safe</i> |
| <i>S</i> | <i>Share</i>    | <i>Collaborate with one another</i>              |
| <i>P</i> | <i>Practise</i> | <i>Critical thinking and problem solving</i>     |
| <i>I</i> | <i>Instruct</i> | <i>Instructional/ focused teaching</i>           |
| <i>R</i> | <i>Reflect</i>  | <i>Reflect on personal effectiveness</i>         |
| <i>E</i> | <i>Explore</i>  | <i>Independent and guided exploration</i>        |



*These seven words occurred most frequently through collaboration with our stakeholders resulting in our INSPIRE curriculum. This is the 'how' we deliver our curriculum!*

# Four Purposes at the Heart of the Curriculum

Learners were closely involved in the development of characters to reflect the four purposes at the core of the Curriculum for Wales, to ensure that they had ownership and that the four purposes meant something to them.

## Ethical Elis

(Elis Idris Collins- the Ethical, Informed Citizen)

Elis can make his own choices. He knows his rights and how to stay safe. He cares for our world. He recycles at home and in school- he is also a member of ECO club. He loves learning Welsh and is proud to live in Wales.



## Ambitious Alys

(Alys Catherine Lacey - The Ambitious, Capable Learner)

Alys is ambitious. She wants to be the best she can be! She loves a challenge. She asks lots of questions and loves learning at home and in school. Alys is eager to use her Maths, English and DCF skills to achieve her goals. She is always ready to learn new things and share her ideas.



Learners firstly designed and named the characters, then interpreted the descriptions of each purpose into child speak, writing stories for each character.



- I will always try my best and won't give up
- I will always be ready to learn, learning new things
- I can ask questions and solve problems
- I am good at talking and listening to others
- I can talk about my ideas and what I am learning about
- I can use numbers all around me
- I can show that I understand mathematical ideas
- I can use computers and ipads to find out information
- I can find out about things and say what I think



- I know the difference between right and wrong/ good and bad
- I am always polite and have good values
- I will try new things and won't give up
- I can identify my own and my friends feelings
- I know who to go to if I need help
- I will keep my body fit and healthy
- I will try to keep myself safe
- I will be a good friend to other children
- I will try hard to do things for myself
- I know about healthy and unhealthy food and the importance of exercise
- I will join in with singing, dancing and speaking with my friends



- I can share my thoughts and opinions
- I know my rights
- I can talk about things that I am interested in and that are important to me
- I will do my best to look after my planet
- I know that what I do can make someone happy or sad
- To understand my heritage and culture
- I can talk about the world that I live in and people that are special to me
- I will always try to listen and be kind to others



- I can use my ideas to make and do
- I can solve problems
- I will always try new things
- I can work in a team with my friends
- I can talk about my ideas and my feelings
- I will always help my friends



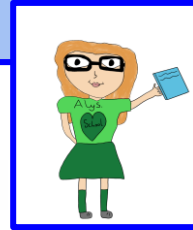




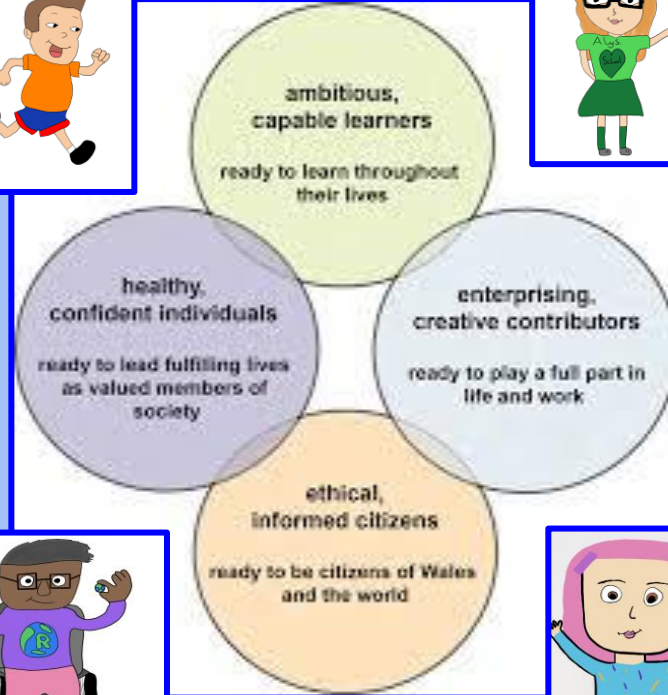
# Four purpose stories



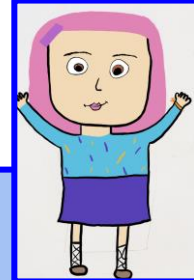
Healthy Hywel



Ambitious Alys



Ethical Elis



Enterprising Elen



### O.P.P

At BLK all of our pupils develop a One Page Profile. Parents and Teachers share top tips in supporting their child. The profiles are personal to each child and provides a useful insight into our pupils.

### Rights of the Child



Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These rights help them grow up to be happy, healthy and safe. In 2011 Wales became the first country in the UK to make this part of its law.

### Jigsaw



Our new Jigsaw scheme teaches children about values, children's rights and mindfulness. It includes opportunities for pupils to explore and share their ideas on keeping their minds and bodies healthy.



**Pupil Parliament:** To promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) learners form Pupil Parliament Groups to ensure leadership and decision making throughout all areas within the school, placing Pupil Voice at the heart of our school community.



## Health & Wellbeing at Blackwood Primary School



### Extra-curricular activities

Learners have access to a range of extra-curricular activities to broaden their experiences and enable each learner to further develop in the ways described in the four purposes.

Forest School  
Commando Joe's  
Outdoor School Gym



Universal Provision  
Year Group Kitchens  
Year Group Woodwork Stations

ELSA  
Worry Monsters/Jars  
Calming Stations  
ELKLAN  
Drawing and Talking  
Emotional Literacy - Jenny Mosley



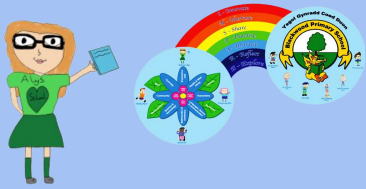
Family Liaison Office - FLO  
Attendance



### Roots of Empathy

Mission – To build caring, peaceful and civil societies through the development of empathy in children and adults.

Values School -



# Wellbeing Provision

- Universal Provision forms the foundation for all other provision or support made available to children Blackwood Primary School.
- Provision includes strategies, resources and the environment that supports teaching and learning.
- Learners will be supported through their emotional and wellbeing through a range of strategies and resources listed below.
- Our new Jigsaw scheme teaches children about values, children's rights and mindfulness. It includes opportunities for pupils to explore and share their ideas on keeping their minds and bodies healthy.
- At BLK all of our pupils develop a One Page Profile. Parents and Teachers share top tips in supporting their child. The profiles are personal to each child and provides a useful insight into our pupils.
- At BLK our fun learning environment provides opportunities for pupils to access cooking stations and outdoor learning experiences daily.



Being Myself

Changing Me

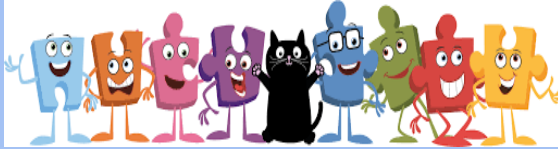
Celebrating Our Differences

Health and Wellbeing Jigsaw

Relationships

Dreams and Goals

Healthy Body, Healthy Mind







## Rights of the Child



### Rights of the Month

| Month      | Articles (Rights)  |
|------------|--|
| September  | 28. Your right to learn and to go to school. <i>New school year</i><br>15. Your right to meet with friends and join groups and clubs. <i>After school clubs</i><br>30. Your right to use your own language. <i>European Day of Languages 26.9.22</i>   |
| October    | 7. & 8. Your right to a name and a nationality. <i>Black History Month</i><br>12. Your right to say what you think should happen and be listened to. <i>Black History Month</i>  |
| 31.10.2022 | Half term break  |
| November   | 36. You should be protected from doing things that could harm you. <i>Bonfire Night 5.11.2022</i><br>38. Children should be protected during a war and not allowed to fight in the army if they are under 15. <i>Armistice Day 11.11.22</i><br>19. You should not be harmed and should be looked after and kept safe. <i>Anti-bullying week 14.11-18.11.2022</i><br>26. The right to extra money if your family hasn't got enough to live on. <i>Children in Need 18.11.22</i> |
| December   | 14. Your right to follow your own religion. <i>Christmas Elf Day / Religions</i><br>31. Your right to relax and play. <i>Christmas holidays</i>  |
| 26.12.2022 | Christmas break  |



Henri Harris



Jacob Bryant



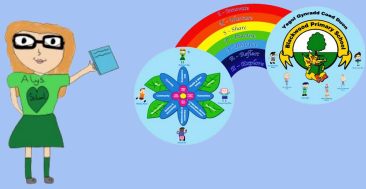
Amelia Purcell



Aleeza Lippiett

These are our Rights of the Child Ambassadors.





## Timetables & Family Groups

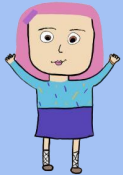
- Timetables and family groups provide rules and routines to organise the school day. For example, Group 1 are in English, Group 2 are in Maths, and Group 3 are in the independent learning areas. The timetable is made so that each group will have time for each activity.



## Visual Timetables

What is a visual timetable?

A visual timetable **shows what is happening over a certain period of time in a visual way**. It might use real photographs, cartoon pictures or symbols. Some children find it easier to learn when you show them a visual example of things.





## Emotional Regulation



- 5 Mindful Calm down breathing techniques

- 1-Rainbow Breathing
- 2 - Elevator Breathing
- 3 - Take Five Breathing
- 4 - Snake Breathing
- 5 - Square Breathing

- 5-4-3-2-1 Grounding Exercise

- Calming Strategies

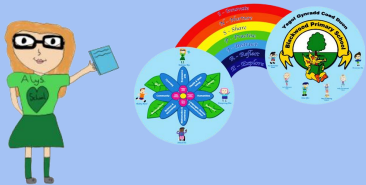
- Emotional Charts

- Self Regulation Basket/Box



These strategies and resources can be used at home before and during their time in class whenever they need to relax. **If a child is having a meltdown, use a calm and quiet voice. Try not to ask them too many questions.**





## 5 Mindful Calm down breathing techniques

### Mindful Calm down breathing techniques:

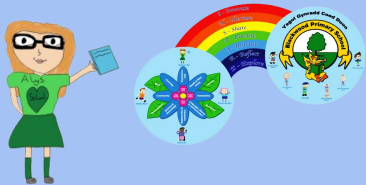


It's easy to remind a child to take some deep breaths while a meltdown is present, but most children find it hard to calm down. They do quick, shallow breaths. Unfortunately, shallow breaths don't do much to regulate our bodies.

Instead, we need to take long, deep breaths from the bottom of our bellies to really calm ourselves down.

Long, mindful breaths.





## 5 Mindful Calm down breathing techniques

### 1 - Rainbow Breathing:

This breathing technique is all about stretching up and out as you paint the colours of the rainbow across the sky.

Here's how to do rainbow breathing:

1. Breathe in as you slowly raise both arms straight up above your shoulders.
2. Hold your breath and arms up for 3-5 seconds.
3. Breathe out as you slowly lower your arms until they are level with your shoulders.

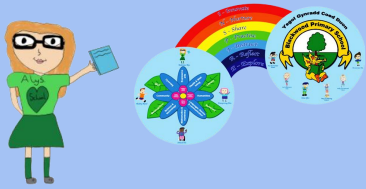
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## 5 Mindful Calm down breathing techniques

### 2 - Elevator Breathing



Imagine you are in the lobby of a building and you spot an elevator. You're going to get into the elevator and ride it all the way up to the top floor and then ride it all the way back down. Here's how to do elevator breathing:

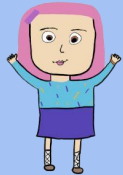


#### 2 - Elevator Breathing

Imagine you are in the lobby of a building and you spot an elevator. You're going to get into the elevator and ride it all the way up to the top floor and then ride it all the way back down.

1. Sit tall in a chair or sit cross-legged on the floor and place one hand, with palm facing down, on your lap.
2. Stack your other hand, with palm facing down, on top of your other hand.
3. While breathing in slowly, raise your top hand up to your chin as if it is an elevator.
4. Hold your breath and your hand, imagining people exiting the elevator, for 3-5 seconds.
5. Breathe out as you slowly lower your hand back to its original starting position.

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## 5 Mindful Calm down breathing techniques

### 3 - Take Five Breathing

#### 3 - Take Five Breathing



1. Make a fist.
2. Breathe in and out.
3. Stick out your thumb.
4. Breathe in and out.
5. Stick out your index finger.
6. Breathe in and out.
7. Stick out your middle finger.
8. Breathe in and out.
9. Stick out your ring finger.
10. Breathe in and out.
11. Stick out your pinky/little finger.

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## 4 - Snake Breathing



Get ready to hiss like a snake:

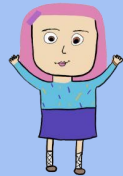
1. Breathe in.
2. Hold for 3-5 seconds.
3. Make a hissing sound as you breathe out.

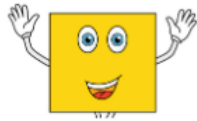
## 5 Mindful Calm down breathing techniques

### 4 - Snake Breathing

Get ready to hiss like a snake:

1. Breathe in.
2. Hold for 3-5 seconds.
3. Make a hissing sound as you breathe out.





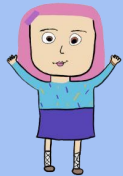
## 5 - Square Breathing

1. Use your index finger to quickly draw a square in the air while breathing in slowly.
2. Draw the same square again while breathing out slowly.

## 5 Mindful Calm down breathing techniques

### 5 - Square Breathing

1. Use your index finger to quickly draw a square in the air while breathing in slowly.
2. Draw the same square again while breathing out slowly..





## 5-4-3-2-1 Grounding Exercise

This is a very simple and extremely effective grounding exercise. It will distract a child from the anxiety trigger, help focus on the present moment and calm down

Ask the child:

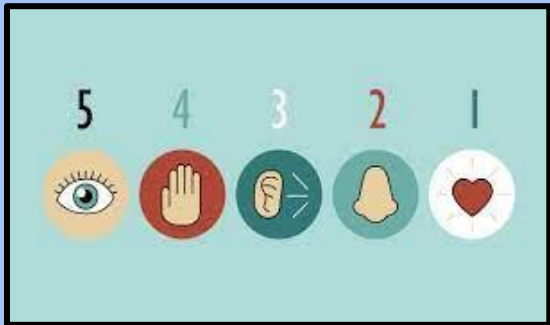
Name 5 things you can SEE in the room

Name 4 things you can FEEL

Name 3 things you can HEAR

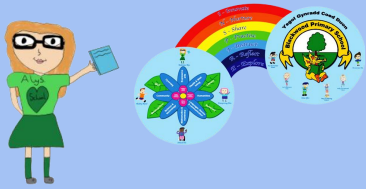
Name 2 things you can SMELL right now

Name 1 thing you can TASTE.





## Calming Strategies



- Divert attention: change the subject, sing a song, pay attention to something else
- 'Change to scene' - take outside
- Listen to soothing music/sounds (whales, calming music, etc)
- Show calming images/videos
- Talk to someone - teacher/TA or a friend
- Use one of the 5 mindful breathing techniques - see cards
- Use the 'Grounding' exercise - see sheet
- Use items in the 'self regulation' basket - one in every class
- Express emotion using an emotion chart - see charts or use universal charts. Use to open discussion about feelings.











## Emotional Charts

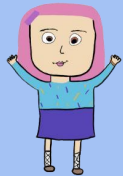


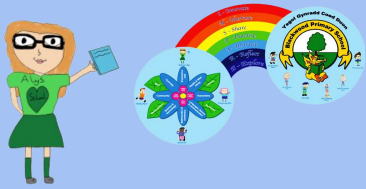
Emotion Charts are widely used because they provide a simple way to assist children in:

- Identifying emotions
- Labeling emotions
- Expressing feelings
- Grading the intensity of those feelings

| How do you feel? |   |   |
|------------------|---|---|
| 6                | <b>Angry!</b><br>My hands are clenched. My body is tense. My heart is beating fast!                   |  |
| 5                | <b>Frustrated</b><br>My body is tight. My face makes a frown. I don't want to be around others.       |  |
| 4                | <b>Anxious/Scared</b><br>My shoulders are tense. My stomach feels nervous. I can't turn off my brain. |  |
| 3                | <b>Disappointed/Sad</b><br>My shoulders are hunched. My heart aches. Tears fill my eyes.              |  |
| 2                | <b>Calm</b><br>My body is relaxed and quiet. My brain is focused. I feel good.                        |  |
| 1                | <b>Happy!</b><br>My body is straight, a smile is on my face, I'm talking and laughing.                |  |

Lots of children have varied emotional thinking. They see things as black and white. For example, they are either happy or sad, energetic or tired. Some children can struggle to voice when they are in the middle 'grey' areas' of feelings and emotions. In offering an open dialogue with a child where they are able to report their thoughts and emotions on a scale can be a good opportunity to develop their deeper thinking. You can modify scales to compliment a child's understanding, they may prefer pictorial scales or numerical scales.



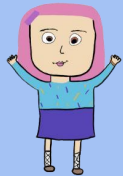


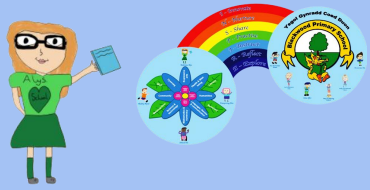
## Calm Area and Self Regulation Basket

A calm area is available for children to access, this will provide a quiet and calm area to read wellbeing books and have access to the self regulation basket.



Self regulation baskets will have a range of multi sensory resources that children can access throughout the day. This box can help pupils relax. It is also helpful for pupils that need a lot of sensory input. Resources are cleaned and sanitised accordingly.

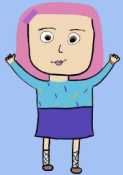




# Worry Monsters/Jars



Worry Monsters/ Eaters/Jars are an innovative solution to help learners deal with fears, troubles and woes. How it works is that a worried pupil will write their worry down on a piece of paper and put it into the Worry Monster/Eater/Jar. Teachers check it often and try their best to help the child with their worry.



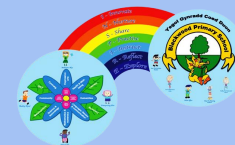
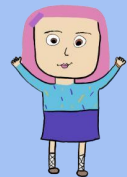
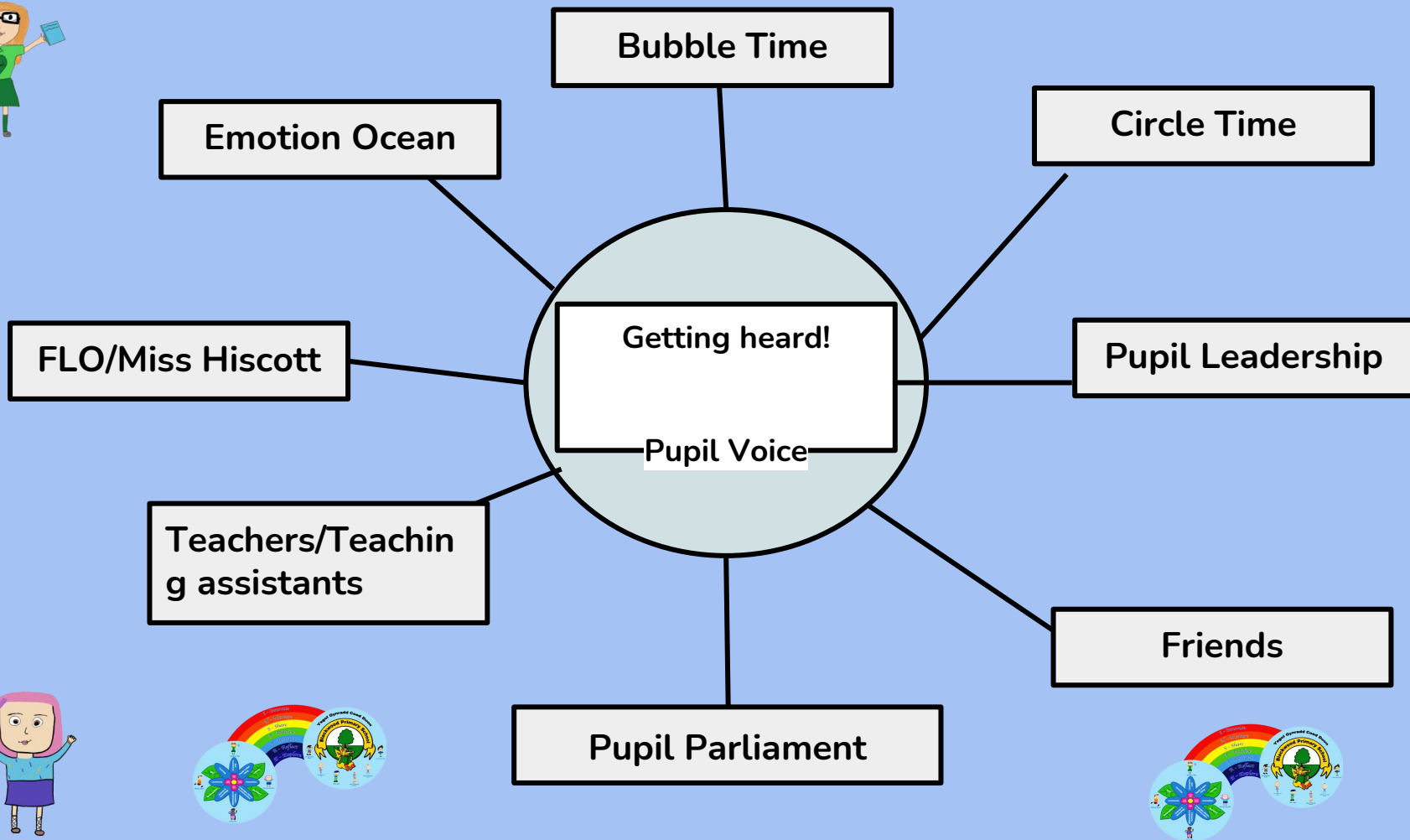


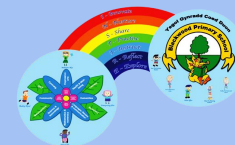
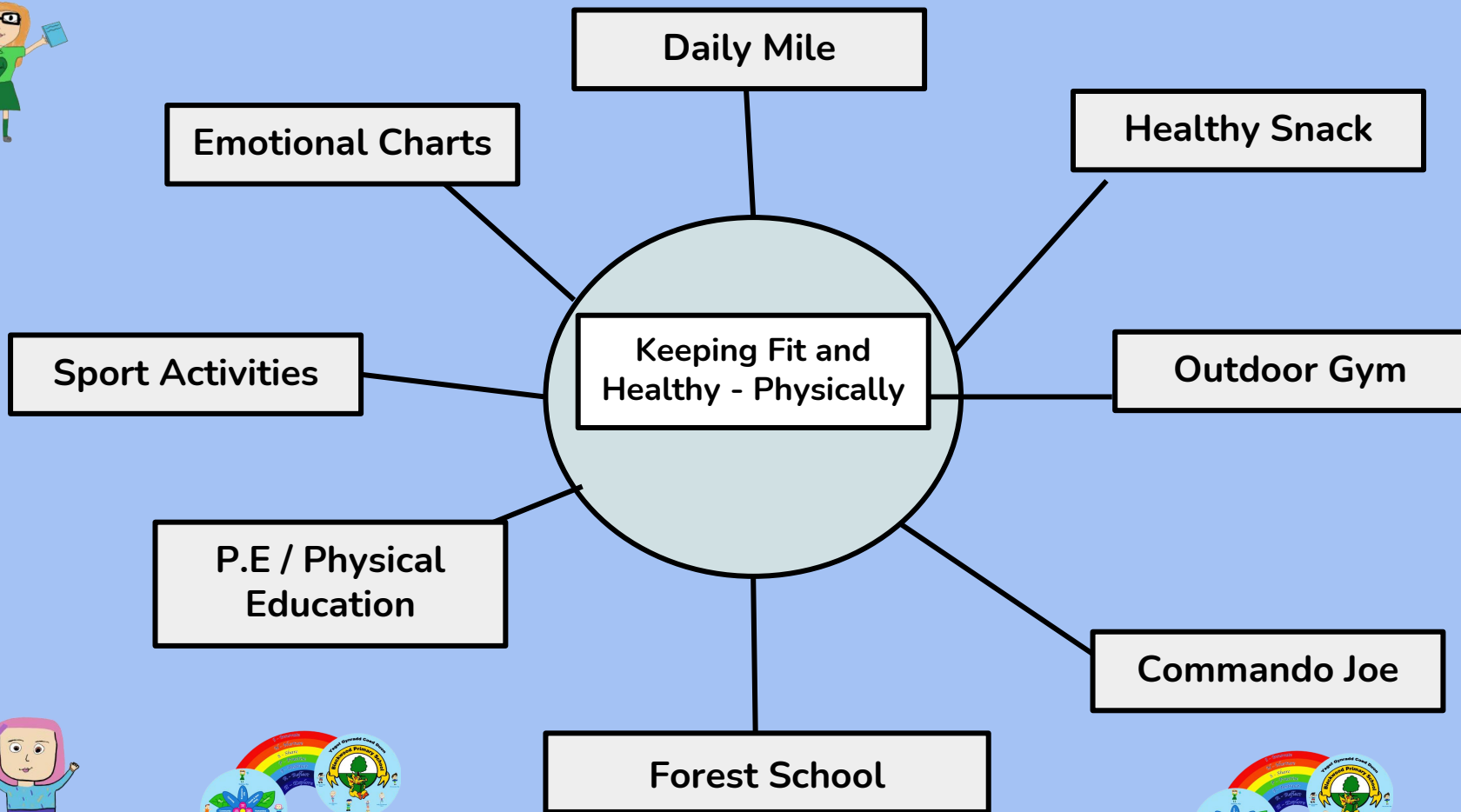
## Help? I can't do this yet...

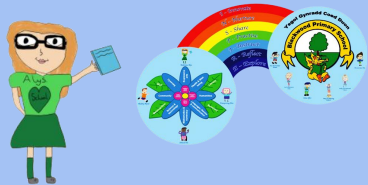
In BLK we use a system called S.N.O.T. This stands for Self, Neighbour, Other, Teacher. When a pupil is stuck on a task, we try to encourage them to not go straight to the teacher. So according to the S.N.O.T system, first they would ask themselves. If they can't find out the answer, then next they will ask 3 peers/'Neighbours' near them. If they don't know the answer either, then the child will ask a few people that are on another table. Whereas 'Neighbour' was people next to them, 'Other' is people that are on different tables. However if they still don't know the answer, then the last option is to go to a teacher. We believe that this system helps children be less dependent on teachers and allows them to interact more with their peers.











# FLO - Family Liaison Officer

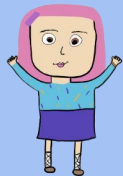


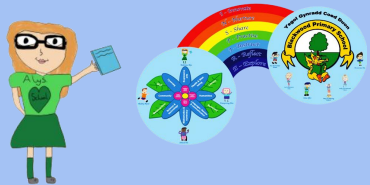
This is Miss Hiscott, our Family Liaison Officer. She offers help to pupils when they are feeling stressed or worried. She has a postbox outside of her office so that if she wasn't there when you went there, you can fill out a form saying your name and what happened.

We have interviewed Miss Hiscott, this is what she says!

Q: What would you like children to know about you?

A: I am here to help you all. I am also ELSA trained. ELSA is a program that can help children with their emotional literacy so that if they're feeling down and don't know why then we can work through it. I'm also THRIVE trained, it is all to do with emotional development. I can use a mixture of play-based activities





## Other adults I can talk to



*Mrs Davies,  
Headteacher*



*Mrs Davies,  
Deputy Headteacher*

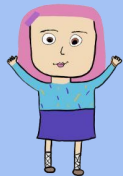


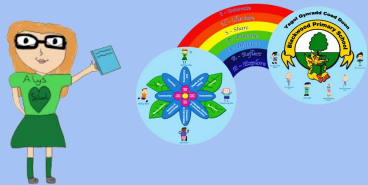
*Mrs Phillips,  
Head of KS2*



*Mrs Jones  
Assistant  
Deputy Head*

Also, BPS staff members such as  
teaching assistants, your teachers, etc





# Head's & deputy's you can talk to



***Henri Harris,  
Head Boy***



***Jacob Bryant,  
Deputy Head Boy***



***Alicia Williams,  
Head Girl***



***Gracie Minns,  
Deputy Head Girl***





# Pupils I can talk to...



**Henri Harris,  
Head Boy**



**Alicia Williams,  
Head Girl**



**Jacob Bryant,  
Deputy Head Boy**



**Gracie Minns,  
Deputy Head Girl**



**Imogen Probert,  
Leadership Team**



**Millie Watkins,  
Leadership Team**



**Mason Pope,  
Leadership Team**



**Ruby Shand,  
Leadership Team**



**Chloe Caple,  
Leadership Team**



**Krystal Ryder,  
Leadership Team**





# Buddy Bench



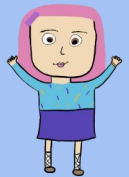
We have a new challenge for you to complete over the three weeks - it is to draw and design a Buddy Bench!

A Buddy Bench is a bench that you can sit on if you're feeling upset and need a friend to talk to. The Pupil Leadership team will be handing out templates and you can design what you would want the Buddy Bench to look like

We will judge the contest to see who's design we like the most, you can earn house points for coming top 5 and higher.

The higher you are, the more you can earn. Whoever comes 1st place, we will make their design come true.

We are looking forward to seeing all of your designs. make sure to label everything you add!



What a buddy bench looks like!





# Buddy Bench



## Buddy bench template

Full name: \_\_\_\_\_ Year group: \_\_\_\_\_ Class: \_\_\_\_\_

