

# HEALTH AND WELLBEING

## EMOTIONAL SUPPORT 'Me in Mind' Programme

Me in Mind is a NEW programme created to support Emotional Literacy for vulnerable primary aged school children. 'Emotional literacy refers to a person's ability to recognise, name and express feelings.'

With the constant evolution in schools, this programme aims to put the children at the heart of what we are delivering. Me In Mind aims to provide specific resources to support staff in developing the emotional literacy of their pupils.

### TARGETED CHILDREN.

Children should meet at least 3/5 of the specification below:

- Pupil premium students.
- Children who show a lack of empathy or emotional resilience.
- Children who have little self-awareness or self-worth.
- Children who struggle to form relationships.
- Children who struggle with emotional outbursts or regular mood changes.

### MAIN AIMS

- Work with every school in the area who have over 25% Pupil premium students and reduce the demand on schools.
- Work with schools in the most disadvantaged areas.
- Give schools opportunity to deliver/receive specific emotional literacy intervention for pupil premium students.
- Help schools to tackle some of the common difficulties faced by vulnerable children.

### MAIN OBJECTIVES

- Children we work with will have a greater understanding of emotions by the end of the programme.
- Teachers will see a difference in emotional response both inside and outside the classroom with the children we work with.
- Children will have long lasting techniques to help manage their emotions once the intervention has finished.
- Schools will have framework and training to carry on working with the targeted children once coach led sessions are over.



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During summer 2023 half-term 2 we worked on a pilot with Stokes Wood Primary school where the teachers provided invaluable advice and feedback.

Sessions have included discussions around feelings and empathy. Hands-on activities have included the feelings monster, putting yourself in someone else's shoes, emotional roller-coasters and play-dough faces.

Statistics on the page below show the impact it had on the pupils who were involved in the programme.



# PILOT OUTCOMES



**100%**  
of children feel  
happier  
and/or more  
confident.

**57%**  
of children feel  
stronger.

**71%**  
of children feel they  
have improved their  
teamwork skills.

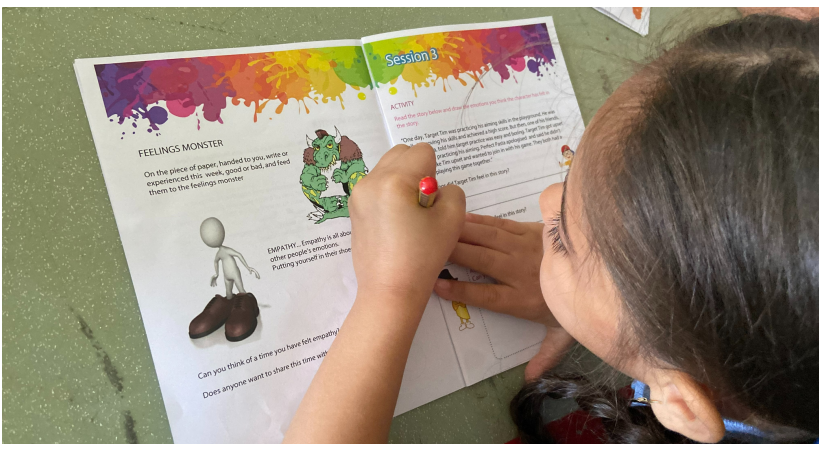
**86%**  
of children feel  
more relaxed.

**86%**  
of children feel  
happier.

**100%**  
of children either agreed or  
strongly agrees the  
programme has helped them  
develop coping strategies to  
manage emotions and  
feelings.

**85%**  
of children rated the  
programme as good  
or excellent.

**86%**  
of children either agreed  
or strongly agreed the  
programme has helped  
them empathise with  
others.



# FEEDBACK FROM PUPILS AND TEACHERS...

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“A key part in supporting children’s development is encouraging them to recognise, understand and express their feelings and emotions. Me In Mind sessions have provided the targeted children at Stokes Wood Primary School with the tools to do this. It will be beneficial to all schools because it helps children of all ages to develop an awareness of their emotions. The sessions are engaging and fun for the children and age appropriate so that they can access the information. During these sessions, children are taught how to recognise and respond to how they are feeling within their body. They also looked at how to respond to when other people may feel these emotions and how to empathise with them.

The passports which children use during the session are vibrant and easy for the children to follow. The teacher guide sets out the programme in a way that makes it easy to deliver. The impact has been very positive, and we will be using the programme again next year.”

Mrs Gadsby Headteacher

“Children became more confident during sessions. Children could really describe what empathy meant”

Mrs Smith, Nurture Group Teacher

“The sessions taught the children how to describe feelings and also how to use strategies to help them regulate”

Mrs Hardyman, Health and Wellbeing lead

“Children became more confident during sessions. Children could really describe what empathy meant”

Mrs Smith, Nurture Group Teacher

“My favourite part of me in mind was filling in the passports which we were given”

Pupil

“i liked feeding my feelings to the feelings monster”

Pupil