

Section 2

Practitioner Guide

Teacher/Practitioner Resources



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Teacher/ Practitioner Introduction

‘Good staff wellbeing will have a positive impact on children, including stronger relationships with children.’ Anna Freud

As professionals you are each on a unique journey in understanding how to support the wellbeing of the children in your care as well as your own.) It is hoped the guide to 5 Ways to Wellbeing can assist in supporting wellbeing for all through offering achievable activities and further suggestions.

Section 1 →

The suggested activities can be easily carried out within care giving environments, Early Years and key Stage 1 classes.. It refers to theory in child development to support good practice and professional development in the Early Years workforce. It is hoped that by engaging harder to reach parents in creating an activity plan the guide can support with parent engagement and practitioner confidence.

The 5 Ways to Wellbeing and the wellbeing tree template can also be used to support staff in their own wellbeing.

Section 2 →

In response to feedback from professionals across Croydon the practitioner section includes a range of resources are designed to be used flexibly. Each of the 5 Ways has been linked with relevant EYFS Early Learning Goals and Relationships and Health Education Intentions and Outcomes. The storybook 5 A Day on Wellbeing Way can be used to alongside the focus week activities, more broad wellbeing activities are also suggested. The ideas have been drawn from schools in Croydon who already have a strong awareness of the ‘5 Ways to Wellbeing’. The activities have been selected from a range of sources and brought together in one accessible document.



How/when to use the resources with children

Whole school

The resources can be used as part of a mental health awareness programme or to support a school development plan objective.

PSED/PSHE/RHE

The resources can be used as a series to support work in PSED/ PSHE/RHE.

Transition

The resources can be used to support children/ families and settings to have strategies to manage transition such moving class, holiday periods, leaving school.

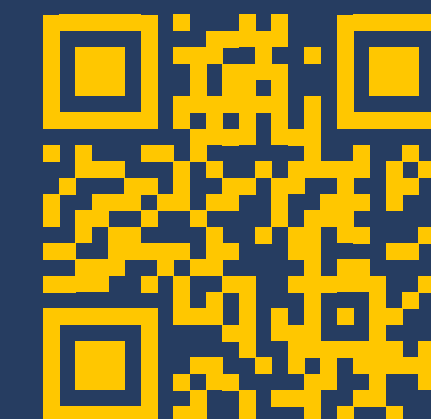
Responsive

The resources can be used in response to an individual, class or wider need to tackle issues such as loneliness, bullying, anxiety.

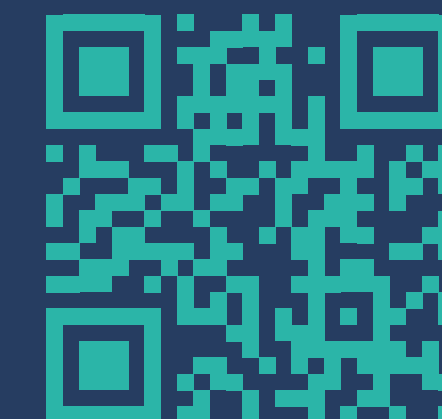
Assembly

Enjoy 5 Ways Assembly as a whole school, Key Stage or just watch in in your class/room. [Click here](#)

Scan or click the QR code for the Five Ways song



Scan or click the QR code for the 5 a Day on Wellbeing Way story read aloud



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How/when to use resources with parents and carers

The posters within the first section of the guide can be printed and displayed within settings or shared on newsletters.

The guide is designed to be used within a parent engagement programme such as within a children centre, PVI setting or school.

The guide is available online to allow for accessibility. It can be printed as a whole or sections such as suggested activity pages or tree template for parents or carers to make use at home.

Parent Engagement-One off session

You might decide to introduce the Wellbeing Tree and activity guide at a coffee morning or stay and play session or regular parent/carers session.

Parent engagement programme

You might spread the work of a series of 3/4 sessions.

Session 1 → Introduction.

Begin by exploring connection. Introduce Wellbeing Tree template and select an activity from broad and deep connection activities to focus on doing with child. Parents/carers work with a practitioner and alongside each other to choose an activity to focus on with their child.

Session 2 → Recap - how did it go?

Explore Be Active, Take Notice. Select an activity from each to add to tree template and focus on in until next session.

Session 3 → Recap - how did it go?

Explore Keep Learning, Give. Select an activity from each to add to tree template and focus on in until next session.

Session 4 → Revisit 5 ways to wellbeing.

Evaluate how parents have found doing the activities with their children.

Add a new selection of activities of a new tree template. . Emphasize this is a lifelong continual process for children and families to develop resilience and sustain wellbeing.

By end of programme they will have built up an idea of ways to engage in all 5 Ways that suit them. It is hoped that the group activity itself will have allowed for development of connections to support wellbeing for families.



5 Ways to Wellbeing Focus Week

Suggested Parent involvement activities and other ideas

CONNECT



Parents come in to share stories.

BE ACTIVE



Scoot/walk/ride to and from school – share pictures!

TAKE NOTICE



Parents come in to join class yoga/ breathing/meditation activities

KEEP LEARNING



Parents come in to play board games and do puzzles

GIVE



Swap shop - bring in 3 things to swap - coffee morning provided

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5 Ways to Wellbeing Week Focus Activity Plan - Early Years and Key Stage 1

Use the activity grid below to introduce activities from the guide into school day. Do any of the 5 Ways on any day.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Connect	Be Active	Take Notice	Keep Learning	Give
Suggested Guide Focus activity Indoors	- People That Help Us - Draw and/or label people that help you - include family and wider community.	- Who am I? Actions/Yoga - Take photos of children doing yoga poses and create a book	- Fruit/veg feeling faces - use all senses to explore foods as you create faces with them on plate - Breathing exercise on carpet	- The Not Yet branch Talk about something they want to learn – the tricky bit	- Flower Power Use template or create own flower- add one thing you are grateful for to each petal.
Outdoors (Inc Lunch/break)	- Tree Hugging - Group games skipping, running, clapping - Create friendship bracelets	- Game on - Design and create obstacle courses - Lego/construction table - Practise knife & fork skills at lunch	- Sensory Safari Focus on using 1 sense - Mindful Hand Washing - Notice food tasting Talk about it after lunch	- Challenge Extend obstacle courses - Try something tricky like riding a bike or climbing high - Bring in ‘experts’ to share skills	- Make signs to care for environment Pick up litter, recycle, scoot to school. - Litter pick
5 A Day on Wellbeing Way	- Introduce story Discuss and see interactive version with song - Create a Wellbeing Way using large boxes or blocks	- Cut bookmark puppets - Act out story - Create own Wellbeing Way scene using painted boxes	- Write a description of one of characters What might they enjoy doing- add own ideas	- Use puppets or act out characters trying new things	- Create a display about 5 Ways work through the week - Create a wellbeing corner with books, colouring, yoga pictures etc.
Continuous Provision	- Story Snuggles Enjoy books together in cosy corner, on carpet, in dens	- Sq-well-ch - Water play - Play dough	- Sand play Cornflour and water - Mirrors - Sensory bags	- Puzzles and games - Blocks or tap-tap with diagrams to follow for challenge	- Card making - Give as many compliments as you can!
Home/school activity	- Spread your smile Smile at someone on way home - Story snuggles	- Scoot/cycle/walk to and from school day - Water play in bath	- Sensory safari walk home - Mindful tooth brushing	- Play snap/pairs/ happy families or board games - ‘What was tricky today?’	- Swap Shop - Bring in 3 toys/ clothes to swap - Collect donations for foodbank/babybank and drop them off together.

Children with SEN and additional needs

The activities within the guide, the storybook and the focus week are all designed to be adapted to many ages and stages of development. As practitioners you know what would work best for children in your care.



Social Stories

The 5 Ways to Wellbeing can be used to create a variety of social stories, depending on what is most appropriate or relevant.

Some ideas:

Connect

A picture book of important people in a child's life. For example include, family, friends, carers, professionals, therapists.

Be Active

A picture book of things a child enjoys doing to be active, large scale movements or small fine motor actions. For example playing with water, painting, crawling, climbing.

A picture book on an activity- Mealtimes- For example meal routine, foods you enjoy, how to use cutlery.

Take Notice

A picture book of sensory experiences a child enjoys. For example playdough, sand play, ball pit, watching fish, stroking animals.

Keep learning

A picture book celebrating what a child enjoys doing and is trying hard to do, this may relate to IEP targets. For example- learning to walk with a walking aid, learning to dress independently.

Give

A Picture book about things you are thankful for- this could focus on celebrating who you love and care for, give cuddles and kindness to your family, carer, pets etc.

Further suggestions

Sensory book

Create book template and attach a selection of items to stimulate the senses. For example fake fur, bark, a leaf, velvet, springs of lavender and rosemary.

Intensive Interaction

This allows for a child and adult to really 'tune in' and as such is an excellent way to build deep connection, be active, take notice, keep learning and give through attention.

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Curriculum Links

(Early Learning Goals - Prime Areas - PSED, CL, PD / Intentions and Outcomes- RHE)

The learning outcomes and goals have been placed to show each of the 5 Ways to Wellbeing has relevance to the curriculum, many of the outcomes can be applied to multiple activities.

	Connect	Be Active	Take Notice	Keep Learning	Give
EYFS Prime areas Early Learning	PSED Form positive attachments to adults and friendships with peers; Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	PSED Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PD- Use a range of small tools, including scissors, paint brushes and cutlery; PD Demonstrate strength, balance and coordination when playing; PD Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. CL Make comments about what they have heard and ask questions to clarify their understanding;	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; PD Negotiate space and obstacles safely, with consideration for themselves and others;	Work and play cooperatively and take turns with others; Show sensitivity to their own and to others’ needs.

	Connect	Be Active	Take Notice	Keep Learning	Give
Primary KS1 RHE Learning Intention and Outcomes	That families are important for children growing up because they can give love, security and stability. The importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,

Circle times Early Years/Key Stage One

Introduction Look at the images of each character. Do you remember these characters? What did they enjoy doing?

CONNIE CONNECT

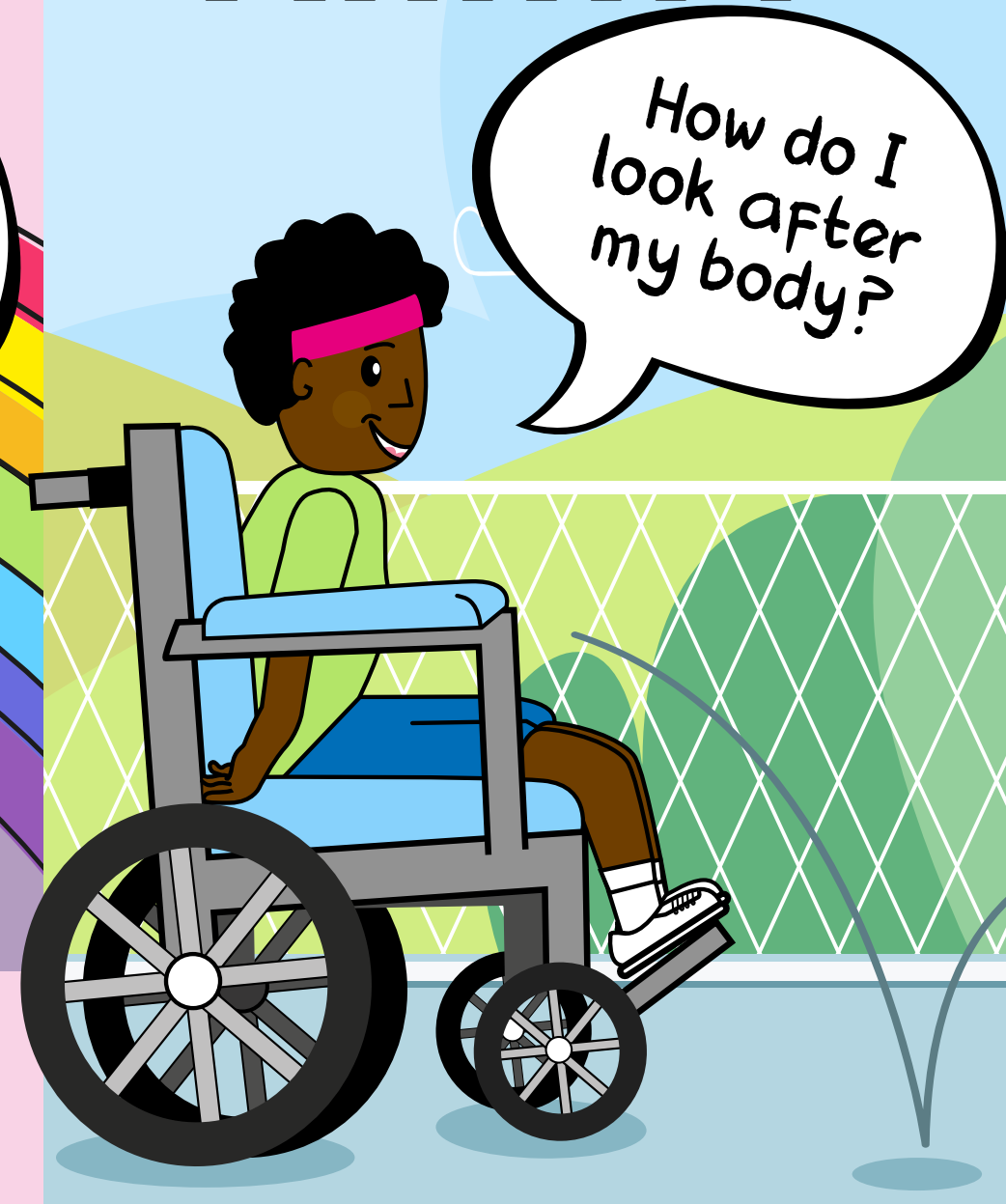


(family, neighbours,
shop assistant)

Plenary:

Choose a way to say hi
to person next you eg high
five, fist bump, wave, smile

ACTIVE AKHIM



Plenary:

Choose a way to move -
wiggle, jump, stretch at same
time or one at a time

NOTICING NINA



(happy, nervous, excited, sad)

Plenary:

Make a chain and pass on a back
massage - how does it feel?

LENNY THE LEARNER



(writing, tying my laces)

Plenary:

Pass on a high five to your
neighbour for trying their best

GIVING GILBERT



Tell person next to you
something you like about them

Plenary:

How does it feel when you get
and give a compliment? Take a
mindful moment to notice how
it makes your body & mind feel.

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Literacy Activity - Writing or Speaking/Listening

Choose a different character from the story each day and write about activities they might like to do.

Either:

Over the course of a week create a diary. Each day capture how your character does one of the 5 ways to wellbeing. By the end of the week you should have an entry about how your character did each of the 5 ways.

OR

In one session

Write a 'day in a life' description of a chosen character.

On Monday morning Connie Connect smiled and said 'hello' to her teacher. At break time she made a new friend in the playground. At dinner time she told her Granny all about her day. At bedtime she read a story with her mummy.



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5 Ways in the classroom - Audit tool

Use as practitioner or to complete an observation. Make notes in each box of evidence. Assess using RAG rating- tick/circle.
Use 'develop' to highlight aspect of practice to improve. Redo audit half termly or as required . Measure progress over time.

	Child Interaction In Continuous Provision and focus/carpet work	Staff interaction	RAG
Connect	- Does the provision allow for collaboration, friendship building, managing disputes	- Opportunities to support children in free flow Model interactions together as adults in class Interaction with parents and carers	Red
			Amber
			Green
Develop			
Be Active	- Wide range of gross and fine motor development indoors and outdoors. - Understand impact physical development has on mental wellbeing eg; pride, learning to cope when things go wrong...	- Staff scaffold and support physical challenge. - Indoors and outdoors, fine and gross motor development.	Red
			Amber
			Green
Develop			

Take Notice	- Provision allows for use of all senses. - Provision allows for range of feelings/moods eg: calm, energetic, anxious...	- Staff talk about ‘taking notice’ using senses. - Staff notice and talk about range of feelings and model how to manage them.	Red
			Amber
			Green
Develop			
Keep Learning	- Provision and activities encourage challenge, risk, resilience indoors and outdoors.	- Staff celebrate attributes of ‘trying new things’ ‘having a go’ ‘practise’. - Staff focus on process rather than product. - Staff celebrate their own continued learning.	Red
			Amber
			Green
Develop			
Give	- Provision/activities that encourage caring for each other and animals as well as the environment, gratitude, sharing.	- Staff model caring for each other and the environment around them - Staff notice and celebrate caring behaviour in children and support children to develop these attributes	Red
			Amber
			Green
Develop			

References & Acknowledgements

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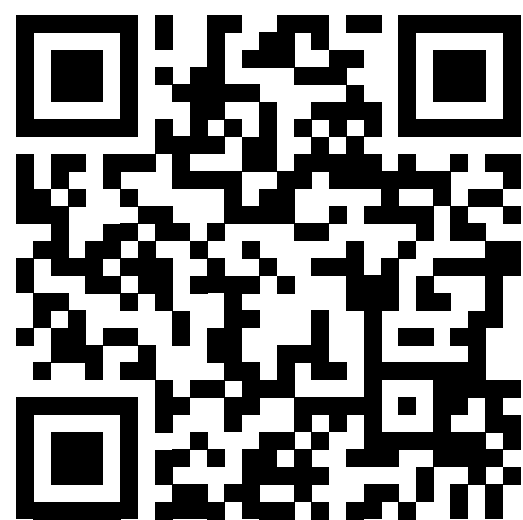
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For more information on this
project contact Education Services
or Public Health Croydon

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resources scan
the QR Code



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