

# Tolerance Curriculum

Small, weak, defenceless and vulnerable we come into this world, wired to connect. Through our whole lives, from our first breath to our last, we're on a biologically driven journey; our survival instincts working to enable us to feel safe in our bodies, our environments and in our relationship with others.

*Bomber, 2020*

Traumatised children and young people are surviving, not living. However safe we think they are in school, their nervous systems are actually doing what we should all do in the face of overwhelming threat – trying to survive.

*Bomber, 2020, p21*

When we 'drive out fear' within our classrooms and instead focus on facilitating felt safety, by activating our pupils' care, play and seeking systems, we will, in turn witness different, healthier and better-attuned behaviours.

*Bomber, 2020, p70*

Basic emotional systems (7) need to be activated, strengthened, in order to grow the human brain. *Seeking; rage; lust; fear; care; panic and play.*

*Panksepp, 1998*

Hopefulness lies in knowing that while early experiences shape the nervous system, ongoing experiences can reshape it.

*Dana, 2018*

We never outgrow the need for community, interaction, appreciation, reassurance and support.

*Knost, 2013, p2*

## Rationale and context

What if your teenage students could realise their full potential and reclaim their mental health and social confidence, simply by understanding how their psychological system works? There is a danger that affected children grow up unpicking problems as a result of their symptoms, and not addressing the root causes. Our KS3 curriculum aims to educate on new knowledge and root causes of poor mental health, behavioural and emotional issues amongst young people, resulting in resilient students better prepared for life's challenges. Through group discussions, debate and discovery we aim to empower students to be more prepared with confronting stress, anxiety, future uncertainty, relationships, prejudice, self-image, bullying, anger, addictions and social media. Through our Primary school learning experiences and consistent approach to reflecting (see below), we are able to openly discuss themes around acknowledging responsibilities, repairing harm, promoting respect and strengthening relationships. The aim of our PDBA curriculum is for students to be confident and independent thinkers, who leave with skills to take with them into the next part of their lives (such as signs of safety, building connections, empathy and resilience).

Our interactions and knowledge of each student, including use of SEMH assessment tools, informs teacher practice, strengthens 1:1 relationships and open conversations which allow us to teach and learn in a trauma-informed way.

# Key Stage One and Two PDBA Rationale (Prerequisite Learning Framework)

At KS1-2, our interactions with child behaviour and attitudes is rooted in our understanding of trauma informed practice, The United Nations Rights of the Child and the practice of restorative justice. *Every interaction a conscious intervention!* Through our SEMH Motional assessment tool, we are able to accurately analyse social and emotional progress of every child and continuously use data to inform our lesson time interventions, but also attune our communication and connections with children. Our framework for Tolerance at KS1-2 has been key to identifying signs of safety, building connections, increasing pro social skills and reducing barriers to learning, but also to life.

Furthermore, personal development is developed through our consistent approach to *reflecting* on interactions, behaviours and attitudes, which are embedded in all aspects of daily life. Reflection conversations with skilled adult practitioners ensure clear and consistent daily feedback to parents and carers also, fully involving them in their child's personal growth and development goals.

This Framework demonstrates our intent and impact (see student data) to continuously develop Tolerance through shaping our curriculum and culture, being coherent in what staff need to know for PDBA to be meaningful for our students (trauma-informed practitioners, mental health first aid available and having a clear understanding of children within SEMH provision).

### Staff can all evidence:

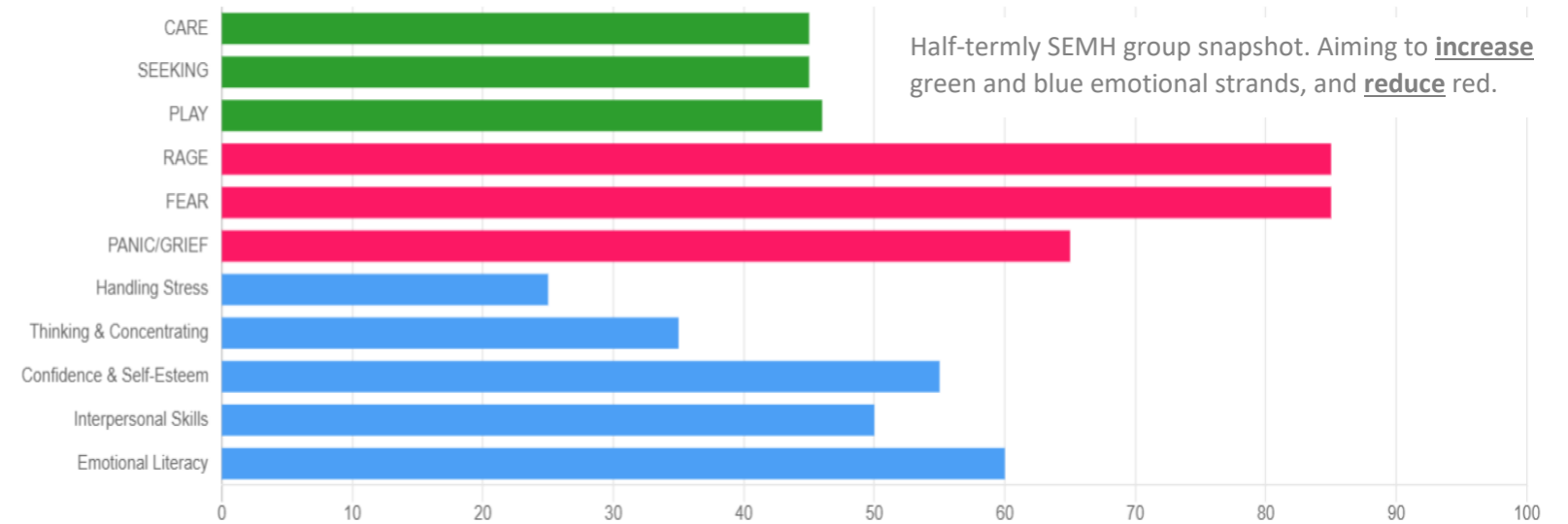
1. SEMH assessment tracking and use of data to inform our rich therapeutic offer within the curriculum (Motional). Reflective practice is embedded in our feedback to children.
2. People, Purpose, Place (3Ps) attainment data tracking is embedded as our common language and meaningful reflections are completed with every child daily. Children have their own daily reflection files.
3. Behaviour Support Plans (BSPs) which have been created for each child, with each child and reflected/annotated daily. Parent engagement in BSPs has been highly successful also strengthens 'back to school' meetings so serious incidents become fewer and rarer.
4. Use of EHCP SMART targets and Motional data (emotional systems activated) to inform our day-to-day practice and personalise support to every child.
5. SLT use 3P attainment data to focus forensically on behaviour for learning and strategic short-term targets that aim to bridge gaps. *See latest half-termly PDBA strategic evidence document.*

### Children all have:

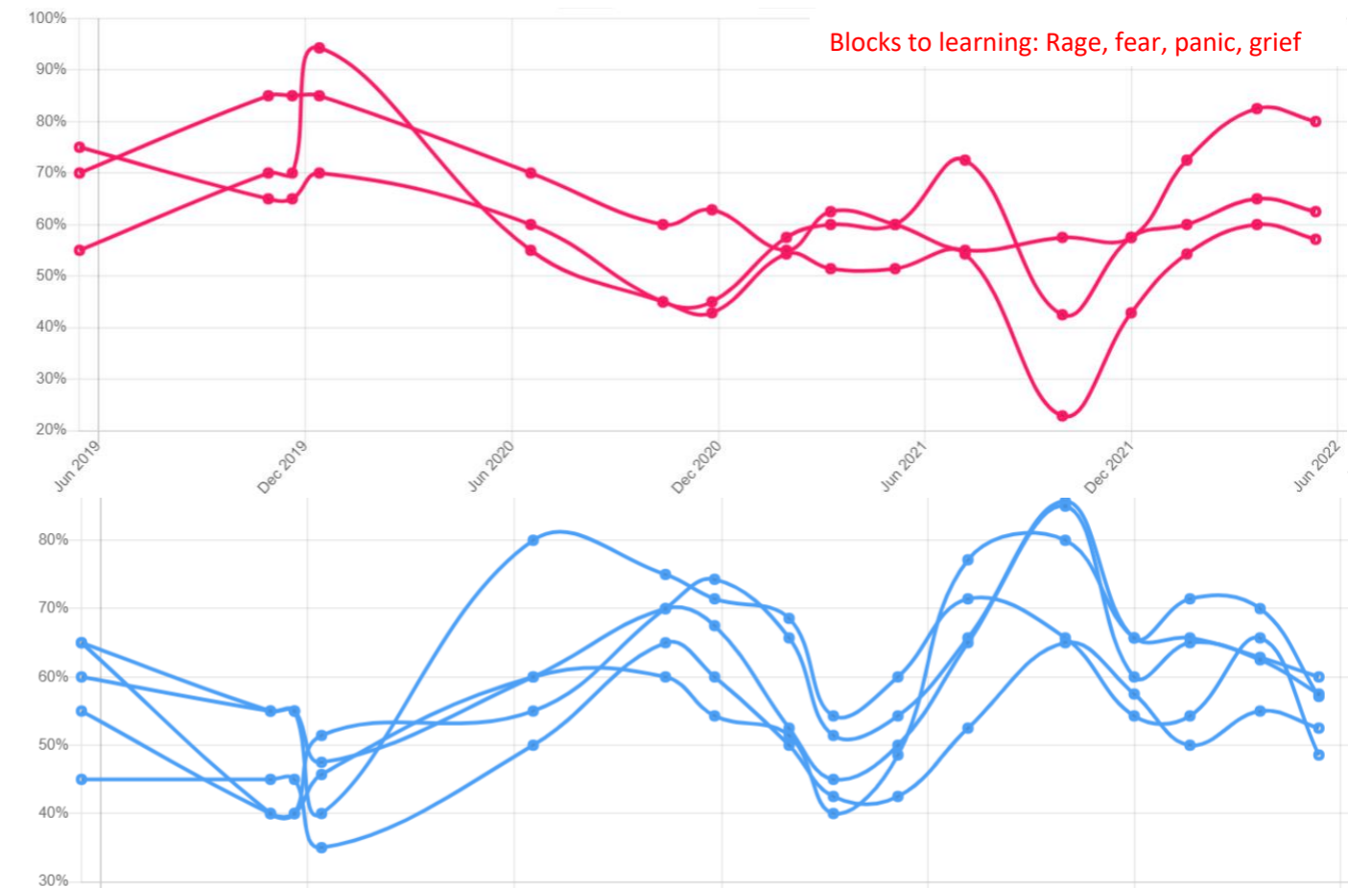
1. An up-to-date SEMH Motional assessment that informs teachers of therapeutic planning towards developing emotional systems in the brain.
2. 3Ps daily reflective files that make explicit 'People, Purpose and Place' (the Trust values around developing and preparing positive members of society).
3. Termly Attainment Review Front sheet.
4. PDBA evidence on 'Evidence for Learning'.
5. BSPs that they have written and developed with class staff.

### Class staff all have:

1. Up-to-date SEMH Motional snapshots
2. Behaviour Support Plans (BSPs)
3. Educational Health Care Plans (EHCPs)
4. People, Purpose, Place individual student files and Termly Review Front sheet



Half-termly SEMH group snapshot. Aiming to **increase** green and blue emotional strands, and **reduce** red.



## Secondary Programme of Study

Executive functions: Handling stress, thinking & concentration, confidence & self-esteem, interpersonal skills, emotional literacy

Year 7	Autumn 1 <u>Pre-assessment of our resilience and social barriers</u>	Autumn 2 <u>Understanding our brain's emotional operating systems</u>	Spring 1 <u>Understanding our brain's emotional operating systems</u>	Spring 2 <u>Understanding our brain's emotional operating systems</u>	Summer 1 <u>Understanding our brain's emotional operating systems</u>	Summer 2 <u>Understanding our brain's emotional operating systems</u>
<b>Unit Rationale</b>	<p>To begin exploring the complexities of this programme we must firstly know our starting points for each student. Baselines: <i>home traumas, primal emotional data (Motional) and ACES scores</i> have informed our early teaching and support staff in identifying the starting point of each student considerably from the outset.</p> <p>Some emotional systems are rewarding, some punishing, but <b>never</b> a neutral impact on human feelings. For example, learning that our primal emotions carry positive or negative impact on how we feel needs to be carefully understood, including <b>Pro social</b> (SEEKING-enthusiasm, CARE-tender &amp; loving, PLAY-joyousness) and <b>blocks to learning</b> (RAGE-anger, FEAR-anxiousness, PANIC-lonely &amp; sad).</p> <p>This Unit delves deeper in exploring the different emotional systems built in Key Stage 2. Lessons individualise each of the emotional systems so critical evaluation can be conducted by students. Throughout Key Stage 3 and 4, understanding of how emotional systems affect their own school lives (learning and social interactions) can then be accurately assessed by students through our SEMH assessment tool thereafter (Motional). When students have built understanding of the primal emotions affecting their daily lives, learning moves on to examining (and celebrating) the role <b>executive functions</b> play in student life, including building upon strategies and resilience to development cognitive load through Secondary school (confidence, self-worth, concentration, interpersonal skills, thinking deeper, patience, emotional literacy).</p>					
<b>Lessons and teaching</b>	<p><b>Research reference:</b> Measures of children's mental health &amp; psychological wellbeing, 2009 *</p> <p><b>1.1 Motional self-assessment</b> <i>Social, emotional, mental health (SEMH) student self-assessment</i> *</p> <p><b>1.2 Our brain's emotional operating systems:</b> <i>Analysing what my assessment data shows me about myself. Create my own tool box.</i> *</p> <p><b>1.3 Prefrontal cortex</b> Executive functions *</p> <p><b>1.4 The limbic system</b> Pro social skills *</p> <p><b>1.5 Our brain stem: 'The survival system'</b> Rage, fear, panic and grief *</p> <p><b>1.6 Our brain's emotional operating systems</b> Consolidation of new knowledge: Brain hemispheres</p>	<p><b>Research reference:</b> Affective neuroscience: The foundations of human and animal emotions, Panksepp 1998 *</p> <p><b>2.1 Rage</b> Physical presentation of anger, chemicals working in my brain (part 1) *</p> <p><b>2.2 Rage</b> Physical presentation of anger, chemicals working in my brain (part 2) *</p> <p><b>2.3 Positive stress Vs. Toxic stress</b> (TISUK traffic light analogy). <b>Balanced chemical release in my body. Understanding that stress in my body keeps me safe/alert (Primitive brain).</b> *</p> <p><b>2.4 Interpersonal skills</b> <i>Ideas that work in Drama: Objects coming to life, Chapter 16</i> *</p> <p><b>2.5 Interpersonal skills</b> Transferable skills L1-3 SKL *</p> <p><b>2.6 Interpersonal skills</b> <i>Ideas that work in Drama: Talking in sounds, Chapter 17</i></p> <p><b>Assessment Point 1: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b> Affective neuroscience: The foundations of human and animal emotions, Panksepp 1998 *</p> <p><b>3.1 Handling stress</b> Kidcope Cognitive and behavioural coping strategy assessment. <i>Reflecting on the number (and effectiveness) of strategies children possess – fight, flight, freeze</i> *</p> <p><b>3.2 Thinking and concentration</b> Identify your unhelpful thoughts and manage any anxiety *</p> <p><b>3.3 Thinking and concentration</b> Strategies how I can do this best in my environments: Home and classroom strategies, identifying desires associated to 'wants' and 'needs' *</p> <p><b>3.4 Confidence and self-esteem</b> Body image (UK swimming case study) *</p> <p><b>3.5 Fear/ Panic</b> Catastrophe scale – not everything is the end of the world. <b>Manage my anxiety</b> *</p> <p><b>3.6 Fear/ Panic</b> Stealing is the sign of fear – associated with trauma. This 'feeling' gives instant positive feedback through the release of brain chemicals (reassurance I did something that I can control). Trauma of fear also means a longer absence of empathy... or noticing how something stolen/missing feels to the victim.</p>	<p><b>Research reference:</b> Affective neuroscience: The foundations of human and animal emotions, Panksepp 1998 *</p> <p><b>4.1 Confidence and self-esteem</b> Hope scale assessment: <i>Positive cognitive bia.</i> *</p> <p><b>4.2 Confidence and self-esteem</b> Understanding levels of adult support "30% good enough is good enough" - we guide, with protective factors and aim to activate your emotional system (Margot Sunderland) *</p> <p><b>4.3 Confidence and self-esteem</b> The self-report coping scale: <i>Evaluating a child's pattern of coping in stressful situations</i> *</p> <p><b>4.4 Emotional literacy</b> "My emotional cup" *</p> <p><b>4.5 Emotional literacy</b> Emotional agility, Susan David *</p> <p><b>4.6 Play</b> The science behind 'Play': Happy brain chemicals</p> <p><b>Assessment Point 2: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>Affective neuroscience: The foundations of human and animal emotions, Panksepp 1998</li> <li>Play as a neural exercise, Porges 2015</li> </ul> <p>* <b>5.1 Play</b> Over-activated and under-activated systems *</p> <p><b>5.2 Seeking (chapter 1 &amp; 2)</b> (Collaborative learning – chapter 8) <i>Ideas that work in Drama: Talking in different tones, Chapter 18</i> *</p> <p><b>5.3 Seeking</b> What a friendship means to me: Characteristics I care about most (SKL SoW) CREATE A JOB ADVERT *</p> <p><b>5.4 Seeking</b> What a friendship means to me: Conflicts and Growth (SKL SoW) *</p> <p><b>5.5 Interpersonal skills</b> <i>Ideas that work in Drama: Objects coming to life, Chapter 16</i> *</p> <p><b>5.6 Interpersonal skills</b> Transferable skills L1-3 SKL</p> <p><i>Ideas that work in Drama: Talking in sounds, Chapter 17</i> <b>(Discussion-based learning – chapter 7 – blue folder)</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>Affective neuroscience: The foundations of human and animal emotions, Panksepp 1998</li> <li>Play as a neural exercise, Porges 2015</li> </ul> <p>* <b>6.1 Grief</b> Others may not understand – it is your battle – but how can we verbalise this to other peers? Use of the Grief jar analogy *</p> <p><b>6.2 Grief</b> Others may not understand – it is your battle – but how can we verbalise this to other peers? Use of the Grief jar analogy *</p> <p><b>6.3 Seeking</b> Key images and video extracts shared: What questions, thoughts, and feelings do I have? *</p> <p><b>6.4 Seeking &amp; Care</b> (Countering Rage and anti-socialist traits) *</p> <p><b>6.5 Seeking &amp; care</b> <i>Ideas that work in Drama: Surrealism, Chapter 19</i> <i>Ideas that work in Drama: Character words, Chapter 20</i> *</p> <p><b>6.6 Care</b> <i>Ideas that work in Drama: Decision-making, Chapter 22 (Gotcha by Barry Keefe)</i></p> <p><b>Assessment Point 2: SEMH Motional snapshot assessment</b></p>
Year 8	Autumn 1 <u>My intrinsic motivation</u>	Autumn 2	Spring 1	Spring 2 <u>Developing empathy</u>	Summer 1 <u>Grit and resilience</u>	Summer 2

		<b>Grit: Courage and strength of character</b>	<b>Resilience and overcoming the odds</b>		<b>Resilience &amp; Stretching our brain connections</b>	
<b>Unit Rationale</b>	This Unit assesses student understanding of intrinsic motivations, their values and perceptions in learning skills, cognition & readiness to learn new things (executive functions).	Understanding what adults mean by 'grit' and true 'resilience' in life. Learning how I can put protective measures in place in my own life to feel safe (1), reflect consciously (2), feel safe learning and exploring (3), and know that feelings are normal and others overcome their own anxieties everyday as well (4).	Understanding the actions and views of others. Exploring fictional and non-fictional case studies to develop understanding of human empathy.		Continued growth in learning about grit and resilience, both in personal lives and a school. Introduction into how our working and emotional brain can build positive connections and stretch and adapt (neuroplasticity).	
<b>Lessons and teaching</b>	<p><b>Life skills: Fen Rivers learning skills toolkit</b> *</p> <p><b>7.1 Considerate</b> <i>"I Wonder, I imagine, I notice"</i> developing <i>empathy</i> for others. Possessing skills associated with Thomas Clarkson – Kindness, fair play, agreements, timework, listening to others, build great relationships. *</p> <p><b>7.2 Reflective</b> Possessing skills associated with Robin Williams – Ask for help, review, reflect, listening to advice, set targets, accept praise, share my feelings. *</p> <p><b>7.3 Curious</b> Possessing skills associated with Marie Curie – discover, investigate, problem-solve, self-belief, patience, question, explore. *</p> <p><b>7.4 Daring</b> Possessing skills associated with Charles Darwin – trying new things, learn from mistakes, bravery, creativeness, take risks *</p> <p><b>7.5 Resilient</b> Possessing skills associated with Rosa Parks – small steps, determination, positive attitude, perseverance, focussed on end goal (SMART targets) *</p> <p><b>7.6 Bethany Hamilton – Unstoppable Movie</b> Intrinsic motivation, opportunities to develop empathy, introduction of <i>grit</i> and <i>resilience</i>.</p> <p><b>Measures of psychological wellbeing</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>The essential resilience &amp; wellbeing toolkit, Rae &amp; Wood 2019</li> <li>The power of passion and perseverance, Duckworth 2016</li> </ul> <p>* <b>8.1 Feelings tree</b> (KS2 art space)(use Jude's morph book) – identify when I have felt this morph – Blob tree *</p> <p><b>8.2 My inner circle</b> (bubble –drawing activity which visually shares closest people in the lives of students( activity) *</p> <p><b>8.3 Finding my strengths</b> (R.toolkit pg64) <b>Ernest Shackleton:</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>8.4 Continuum line of "reasons I might get angry"</b> (1 – staring at me, tired, work hard) and "ways we may react when angry"(2 – snap it, smash it, scream) *</p> <p><b>8.5 Douglas Mawson: white hell</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>8.6 Who says we cannot change the world?</b> Nelson Mandela, Cool runnings Movie clip debate</p> <p><b>Assessment Point 1: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>The essential resilience &amp; wellbeing toolkit, Rae &amp; Wood 2019</li> <li>Don't worry, be happy: A child's guide to overcoming anxiety, O'Neill 2018</li> </ul> <p>* <b>9.1 Mindfulness</b> introduction (don't worry be happy book , pg85-86) Fixed mindset – to – growth mindset (R.toolkit pg85-86) *</p> <p><b>9.2 A good mistake</b> (pg88) – succeed or we keep learning *</p> <p><b>9.3 Identifying emotions and feelings</b> pg90 – sentence stems and card sorts *</p> <p><b>9.4 "Watershed moments"</b> (what are they? What do they look like to me? Experience of my peers, how close am I to making the 'right decision?') *</p> <p><b>9.5 Juliane Koepcke: Cauldron of hell</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>9.6 Tommy Macpherson</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)</p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>Born for love, Perry (2011)</li> <li>You, me and empathy, Sanders 2020</li> <li>Teaching children empathy: The social emotion, Caselman 2006</li> </ul> <p>* <b>10.1, 10.2 Developing empathy: case studies:</b></p> <ul style="list-style-type: none"> <li>Martin Luther king, Nichelle Nichols</li> <li>Mother Theresa vs Florence Nightingale &amp; Mahatma Ghandi</li> </ul> <p>* <b>10.3, 10.4 Inside out movie:</b> evaluating rotten tomatoes review and understanding of emotions that run as the continuous theme [2 lessons] *</p> <p><b>10.5, 10.6 Castaway movie:</b> evaluating key events &amp; final scene Research and evidence-based vote (debate or court-style hearings) [2 lessons]</p> <p><b>Assessment Point 2: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>The essential resilience &amp; wellbeing toolkit, Rae &amp; Wood 2019</li> <li>Fall off get back on and keep going, Balding 2021</li> </ul> <p>* <b>11.1 "Chain reaction"</b> – understanding my options at that watershed moment *</p> <p><b>11.2 "Using Grit"</b> (pg131) – introduction to the term 'grit' *</p> <p><b>11.3 Resilience is a relational concept</b> We develop resilience/psychological strength through relational connections. Otherwise it becomes about strength or deficit (<i>either you can or you cannot, you're hard or you're soft</i>). *</p> <p><b>11.4 Patience is your super power</b> (Chp2) – reflect on "patience as an infant", reflect patience in school now, reflect on patience in society/families/jobs *</p> <p><b>11.5 Courage is a muscle</b> (chp4) – where in your brain is this decision-making made? Task: giving help advice to a friend... select a scenario and respond why they need to use courage in their life – OR..act out courage conversation? *</p> <p><b>11.6 Case study: Jessica Watson, Solo sailing teenager</b> True spirit Movie</p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>Your fantastic elastic brain, Deak2017</li> <li>Fall off get back on and keep going, Balding 2021</li> <li>Neuroplasticity, Winship 2019</li> </ul> <p>* <b>12.1 Further neuroscience: Regions of the brain</b> Neuroplascity introduction, 'Fantastic elastic brain' *</p> <p><b>12.2 Further neuroscience: Regions of the brain</b> Neuroplascity introduction, 'Fantastic elastic brain' how how it is so stretchy and bendy *</p> <p><b>12.3 Marvellous motivation</b> – analyse features of different motivational videos. Task: 1.be a sports coach that writes and roleplays their own motivational team-talk, OR... 2.motivational video to y6 completing their sats (2 lessons) *</p> <p><b>12.4 Be Kind. (Cake of kindness)</b> – analyse a selection of <i>Russell Howard 'its not all doom and gloom' clips</i> – look at ideas of community acts of kinds we can do (in school and in the local community, offsite). [CARE] *</p> <p><b>12.5 How biofileia can positively impact me</b> *</p> <p><b>12.6 How biofileia can positively impact me</b></p> <p><b>Assessment Point 3:</b></p> <ul style="list-style-type: none"> <li>SEMH Motional snapshot assessment</li> <li>Review of attributional questionnaire responses</li> <li>Hope scale</li> <li>Self-report coping scale</li> <li>Kidcope assessment</li> </ul>

Year 9	Autumn 1 <b><u>Polyvagal theory: Protection and then connection</u></b>	Autumn 2 <b><u>Polyvagal theory: Emotionally available people</u></b>	Spring 1 <b><u>Compensate for my brain state: Arousal continuum</u></b>	Spring 2 <b><u>Grit: Analysing non-fictional accounts</u></b>	Summer 1 <b><u>How our minds work: Thinking Neuro-chemically</u></b>	Summer 2 <b><u>How our minds work: Thinking Neuro-chemically</u></b>
<b>Unit Rationale</b>	Leaning about the science of safety. Feel safe to explore life and take the risks of living. Understanding how the autonomic nervous system shapes our behaviour responses and ability to connect with people. Students will develop knowledge that many of us have faced traumas, interrupting the process of building safe connections, regulation and our resilience.	Understanding of the term arousal: Where is my energy today? <i>Calm-Alarm-Alert-Alarm-Fear-Terror</i>	Continued growth in learning about grit and resilience, both in personal lives and a school. Exploring how other recover and overcame adversity.	<i>To evolve from the feeling and reliance of “attachment”, we need to explore our mind, consciousness and thoughts ourselves.</i>  In this Unit we explore innate health. The idea that all people are inherently whole. Everyone is always feeling and experiencing through <i>Thought</i> . This system can never break down. Regardless of circumstance, genetics or past experiences, all humans continue to possess the capacity for mental health and well-being.		
<b>Lessons and teaching</b>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Polyvagal theory in therapy, Dana 2018</li> <li>• Polyvagal: The transformative power of feeling safe, Porges 2014</li> </ul> <p>*  <b>13.1 Nervous systems – Protection &amp; Connection scale</b>  1.social engagement system (Ladder diagram)  *  <b>13.2 2. Parasympathetic system</b> (immobile freeze) (Ladder diagram)  *  <b>13.3 3. Sympathetic system</b> (mobilisation fight/flight) (Ladder diagram)  *  <b>13.4 Building on my social engagement system</b> (strategies pg 122-123)  *  <b>13.5 Increase window of stress tolerance</b> (Teach me book, pg 121)  *  <b>13.6 Bad part experiences win the battle, but together we win the war!</b>- Connect &amp; repairing nerve pathways</p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Polyvagal theory in therapy, Dana 2018</li> <li>• Polyvagal exercises for safety and connection, Dana 2020</li> </ul> <p>*  <b>14.1 Neuroception</b>  *  <b>14.2 The art of befriending</b>  *  <b>14.3 Autonomic trees</b>  *  <b>14.4 Energy and actions map</b>  *  <b>14.5 Pathways to playfulness</b>  *  <b>14.6 From glimmer to glow</b>  *  <b>Rethinking solitude</b>    <b>Assessment Point 1: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Dr Bruce Perry’s arousal continuum theory</li> <li>• Polyvagal theory in therapy, Dana 2018</li> </ul> <p>*  <b>15.1 Analysing my motional data –</b> Historic data which demonstrates the progress made by students overtime (sub-emotions)(i.e. care – you are kind to peers, rage – you control this now). Writing task: How does data make them feel? Describe what you agree with, describe what you don’t agree with, why.  *  <b>15.2 Listening to others –</b> allow peer to talk for 2 minutes without saying anything. Analyse purpose of activity: why is this so difficult to do? Is it difficult to only listen in silence?  *  <b>15.3 How sleep affects me</b>  *  <b>Hearing noises –</b> why would people experience this? Case studies – thoughts/feelings  *  <b>15.4 What makes a true friend: Can anyone get into your ‘friendship circle’?</b> How fragile is your patience with friendship adversities (do you make up or forget people?) do a case study on key friendships in your life. Teacher examples given. [don’t worry be happy book, pg115]  *  <b>15.5 “Its unkind, but is it bullying?”</b> Shared experiences. What they have done in the past, their feelings looking back on it now, what constitutes bullying &amp; where is the line? What support have I got in school? How can I be a supportive friend?</p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Grit &amp; non-fictional accounts (Bear Grylls)</li> <li>• The power of passion and perseverance, Duckworth 2016</li> </ul> <p>*  <b>16.1 John McDouall Stuart: The maddest explorer ever?</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)  *  <b>16.2 Captain Jame Riley: Slaves in the Sahara</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)  *  <b>16.3 Thor Heyerdahl: the Kon-Tiki expedition</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)  *  <b>16.4 Jan Baalsrud: the greatest escape</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)  *  <b>16.5 Nancy Wake: the white mouse spy</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)  *  <b>16.6 Edward Whymper: a disastrous success</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)    <b>Assessment Point 2: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Attachment theory in practice, Johnson 2019</li> <li>• Neuroplasticity, Winship 2019</li> <li>• The brain, Johnston 2014</li> </ul> <p>*  <b>17.1 We have everything we need inside!</b>: What covers up wellbeing?  *  <b>17.2 Our mind is the tool that we use to navigate life</b>  *  <b>17.3 Wellbeing can be covered up, such that we don’t experience it</b>  *  <b>17.4 Don’t normalise the human experience!</b>  *  <b>17.6 How biofileia can positively impact me</b>  *  <b>17.6 How biofileia can positively impact me</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Attachment theory in practice, Johnson 2019</li> <li>• Neuroplasticity, Winship 2019</li> </ul> <p>*  <b>18.1 Our psychological system is an intelligent system</b>  *  <b>18.2 Getting to know your psychological GPS</b>  *  <b>18.3 I feel stressed and anxious and I can’t stop overthinking!</b>  *  <b>18.4 Labels are for jars, not for people!</b> Micro-aggressions and macro-aggressions  *  <b>18.5 Help I'm being bullied! Help I can't control my anger!</b>  *  <b>18.6 I can't stop using my phone. Am I addicted?</b>    <b>Assessment Point 3:</b> <ul style="list-style-type: none"> <li>• SEMH Motional snapshot assessment</li> <li>• Review of attributional questionnaire responses</li> <li>• Hope scale</li> <li>• Self-report coping scale</li> <li>• Kidcope assessment</li> </ul> </p>

Year 10	Autumn 1 <b>Youth Mental Health First Aid</b> <i>What really is it?</i>	Autumn 2 <b>Youth Mental Health First Aid</b> <i>“Put your own oxygen mask on first!”</i>	Spring 1 <b>Accepting other views:</b> <b>Group debate and empathy</b>	Spring 2 <b>Protect, Relate, Regulate,</b> <b>Repair</b>	Summer 1 <b>Protect, Relate, Regulate,</b> <b>Repair</b>	Summer 2 <b>Accepting other views:</b> <b>Fictional Stories (SMSC)</b>
<b>Unit Rationale</b>	In this Unit, students will identify what mental health is, the different complexities that comes under this term, the impact that can be caused to a person’s mental health, and how we can support peers (simply by knowing more).		Examine significant case studies that divide opinion and stay central to human and legal rights. Develop understanding how people had different views on justice.	This Unit is intrinsic to students. Learning aims to enable students to recognise how and why adults respond to challenging behaviours the way they do. Through, <i>a way of soothing (Regulate); a way of connecting (Relate); a way of reflecting (Reason) and a way of reconnecting (Repair) with others.</i>	Group conversations aimed at developing interpersonal skills, self-confidence and provoke healthy debates.	
<b>Lessons and teaching</b>	<p><b>Research reference:</b> MHFA England *</p> <p><b>19.1 What is mental health?</b> Page 13 *</p> <p><b>19.2 What is in your stress container?</b> Page 20 *</p> <p><b>19.3 Mental health myths</b> Page 21 *</p> <p><b>19.4 Listening and helpful talking</b> Page 23 *</p> <p><b>19.5 Finding mental health information and help</b> Page 26 *</p> <p><b>19.6 Steps to wellbeing</b> Page 26</p>	<p><b>Research reference:</b> MHFA England *</p> <p><b>20.1 Having a happiness hour at home</b> Page 11 *</p> <p><b>20.2 Slow breathing exercises: First aid for panic attacks</b> Page 9 *</p> <p><b>20.3 ALGEE</b> Page 12 *</p> <p><b>20.4 First aid for depression</b> Page 24 – also complete the <i>‘Attributional style questionnaire’ Helpless attributions linked to measures of depression (Measures of psychological wellbeing)</i></p> <p>*</p> <p><b>20.5 First aid for anxiety disorders</b> Page 40 *</p> <p><b>20.6 First aid for self-harm</b> Page 48</p> <p><b>Assessment Point 1: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>• Tony Martin and the Bleak House Tragedy, Sanders, 2002</li> <li>• The social order of the underworld: How prison gangs govern, Starbek 2014</li> <li>• Prison: A Survival Guide, Cattermole 2019</li> </ul> <p>*</p> <p><b>21.1 Real life case studies:</b> Tony Martin, Shot in the dark documentary. *</p> <p><b>21.2 Examining different accounts</b> *</p> <p><b>21.3 Understanding why views remain divided</b> *</p> <p><b>21.4 United states justice system philosophies</b> US prison and history that got us here – problems and reality *</p> <p><b>21.5 Norwegian justice system philosophies</b> <i>Norway (Breaking the cycle, 2017).</i> Student opinions: debate and essay of thoughts and feelings from research *</p> <p><b>21.6 Real life case studies:</b> <i>Compare justice systems around the world.</i> US prison approach vs Norwegian prison approach (Halden Prison). Student opinions: debate and essay of thoughts and feelings from research <i>UK expanded conversations: Bridge End</i></p>	<p><b>Research reference:</b> Know me to teach me, Bomber 2020 *</p> <p><b>22.1 My mood</b> – Painting my mood when angry in the past week. [How stress affects our bodies – know me to teach me book, pg100] *</p> <p><b>22.2 My mood</b> - Calm image (Don’t worry be happy book) DISPLAY: pg134-137 *</p> <p><b>22.3 Signs of anxiety</b> - How to support peers/ not support peers effectively – understanding what they need - role play *</p> <p><b>23.4 Getting thoughts out of my head and onto paper:</b> 1.diary writing, 2.If only my teacher knew box, 3.burning my worries away experiment *</p> <p><b>23.5, 23.6 The Truman Show Movie:</b> Support students develop their abilities to identify context, take perspective and make personal connections with staged and reality experiences.</p> <p><b>Assessment Point 2: SEMH Motional snapshot assessment</b></p>	<p><b>Research reference:</b> Know me to teach me, Bomber 2020 *</p> <p><b>23.1 My activated brain systems</b> Under-activated activities for my brain &amp; over-activated activities for my brain (optimally activated emotional systems) *</p> <p><b>23.2, 23.3 The anxiety hill</b> [2 lessons] *</p> <p><b>23.4 How big is my problem?</b> (50-51) sort into order (extension: who could support this level of worry? Nurse, friend, parent, fireman, myself *</p> <p><b>23.5, 23.6 Batkid Begins Movie documentary</b> View, review and debate key themes of this movie. Continuing to develop empathy within us all, discuss how adults have related, inspired and demonstrated kindness in an extraordinary way.</p>	<p><i>Reference to “Engaging Stories” – Chapter 5 – Boxall resources</i> *</p> <p><b>24.1 The Story of Dracco (Compton, 1997)</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><b>24.2 The Solitary King</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><b>24.3 Feeling Finds Some Friends</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><b>24.4 A Menace called Mildred</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><b>24.5 Soloman the splendid steam engine</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><b>24.6 The fearless files</b> Reading and comprehension, and add thoughts/ feelings into my diary *</p> <p><i>Alternative narratives focussing on character feelings: The Ferocious fox The woodcutters story The Wrong choice</i></p> <p><b>Assessment Point 3:</b></p> <ul style="list-style-type: none"> <li>• SEMH Motional snapshot assessment</li> <li>• Review of attributional questionnaire responses</li> <li>• Hope scale</li> <li>• Self-report coping scale</li> <li>• Kidcope assessment</li> </ul>

Year 11	Autumn 1 <b><u>Attuning to others</u></b>	Autumn 2 <b><u>Grit: Evaluating non-fictional accounts</u></b>	Spring 1 <b><u>My wellbeing and information out there</u></b>	Spring 2 <b><u>What I need to know about my brain</u></b>		
<b>Unit Rationale</b>	Developing ways we can connect with others. Communication and language reflections. How to attune with someone in heated discussion (or support someone angry or sad)	Continued growth in learning about grit and resilience, both in personal lives and a school. Exploring how other recover <b>Links to careers and next-step personal development.</b>	Unit consolidates knowledge on key services that are available in school and how to access services in the future. <b>Links to careers and next-step personal development.</b>	Summary of Units learning. Mental health FAQs, understanding stigma, chemical reactions in the brain		
	<p><b>Research reference:</b></p> <ul style="list-style-type: none"> <li>Know me to teach me, Bomber 2020</li> <li>Attachment theory in practice, Johnson 2019</li> </ul> <p>*</p> <p><b>25.1 Part 1 - Attunement: Relating to others</b> – Dr Hughes’ PACE approach (Know me.. pg200-210 &amp; pg132). Students learn content and roleplay with each other. Scenario cards set. *</p> <p><b>25.2 Part 2 - Attunement: Relating to others</b> – relate to students (lower KS2 children). *</p> <p><b>25.3 Part 3 - Attunement: Relating to others</b> – Evaluate my time in classrooms. *</p> <p><b>25.4 What is Attunement?</b> (Teach me pg130&amp;135) *</p> <p><b>25.5 The adult atmosphere</b> – pg86 modelling regulated state *</p> <p><b>25.6 Being emotionally available!</b> Which adults do I talk to? Why them? What skills do I need them to possess? Can you think of a time when you have been emotionally available to another peer? (<i>reshaping my thinking system</i>)</p>	<ul style="list-style-type: none"> <li>Grit &amp; non-fictional accounts (Bear Grylls)</li> <li>The power of passion and perseverance, Duckworth 2016</li> </ul> <p>*</p> <p><b>26.1 George Malloy: ‘Because it’s there’</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>26.2 Toni Kurz: the murder face</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>26.3 Joe Simpson: Cut the rope or die</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>26.4 Aron Ralston: Self-surgery survival</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>26.5 Sir John Franklin: Death in the arctic</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing) *</p> <p><b>26.6 Captain Scott: ‘Great go, this is an awful place’</b> (Listen to fictional stories of true adversities in history. Real accounts and key student questions and reflection sharing)</p> <p><b>Assessment Point 1: SEMH Motional snapshot assessment</b></p>	<p>*</p> <p><b>27.1 Assessing my Motional.io</b> Pro social review Blocks to learning review Executive functions review *</p> <p><b>27.2 Signposting to key support services that we have in school</b> *</p> <p><b>27.3 Signposting to key support services that we have in school</b> *</p> <p><b>27.4 Leaving attachment in the past – Part 1</b> Development of mind, consciousness and thought. *</p> <p><b>27.5 Leaving attachment in the past – Part 2</b> Development of mind, consciousness and thought.</p>	<p>*</p> <p><b>28.1 Mental Health stigma – PP – Time to change initiative</b> *</p> <p><b>28.2 What every child professional needs to know about key brain chemicals – PP – TISUK</b> *</p> <p><b>28.3 Mental health FAQs</b></p> <p><b>Final Assessment Point: SEMH Motional snapshot assessment</b></p>		

# Knowledge and skill acquisition

<b>Key Stage 1 &amp; 2 Skills and Knowledge</b> (Personal Development, Behaviour and Attitudes)	<b>Key Stage 3 &amp; 4 Skills and Knowledge</b> (Personal Development, Behaviour and Attitudes)
<b>Emotional systems in the brain</b>	<b>Applying emotional intelligence</b>
<p><b>CARE</b> developing the capacity for compassion toward self and others and pro-social skills in general</p> <p><b>SEEKING</b> energised engagement in life and learning, level of enthusiasm, curiosity and desire to seek knowledge</p> <p><b>PLAY</b> measures the child’s capacity to be able to play with ideas (creativity) and to be playful in relationships, meeting others in joy as appropriate</p> <p><b>RAGE</b> when overactive are ‘seen’ as problems with anger which block learning</p> <p><b>FEAR</b> when overactive are ‘seen’ as problems with anxiety which block learning</p> <p><b>PANIC/GRIEF</b> (when overactive are ‘seen’ as problems with depression or experience of traumatic loss which block learning)</p> <p>The <b>Executive Functions</b> the cognitive processes activated in the pre-frontal cortex – associated with being able to handle everyday life and stresses well. They include attention, concentration, self-esteem, interpersonal skills, emotional literacy and stress regulation.</p>	<ul style="list-style-type: none"> <li>• <b>Grit and resilience</b> Perseverance, patience, mindfulness, empathy</li> <li>• <b>Deepen knowledge about my emotional brain</b> The amygdala, neuroplasticity, flight-fight-freeze</li> <li>• <b>Communication skills</b> Build collaboration, be assertive when necessary and listen effectively</li> <li>• <b>Interpersonal skills</b> Build connections and trust and work both collaboratively and independently as needed in the situation</li> <li>• <b>Decision making</b> Collect information, analyse it well, and make effective and objective decisions</li> <li>• <b>Stress management</b> The ability to stay focused, stay positive and adapt to changes</li> <li>• <b>Aiming as high as the sky</b> Self-worth, confidence, self-esteem</li> <li>• <b>Realise full potential</b> Realistic in setting achievable goals, seek out options in my life</li> <li>• <b>Strength of character</b> Have experienced what it feels like to be a leader</li> <li>• <b>Attunement</b> Being able to relate to others, even when angry, sad and upset</li> <li>• <b>Polyvagal theory</b> Understand signs of safety, patterns of connection, autonomic nervous system</li> <li>• <b>Youth Mental Health First Aider</b> Having an awareness, or developing knowledge and skills in supporting my peers</li> </ul>
<b>Intrinsic motivations &amp; Communicating with others</b>	
<p><u>Curiosity – Seek new challenge and learn new things</u></p> <ul style="list-style-type: none"> <li>• I answer relevant questions about why things happen and how things work.</li> <li>• I answer different types of questions.</li> <li>• I organise information in ways suggested by the teacher.</li> <li>• I follow the steps and strategies for an enquiry.</li> <li>• I have some imaginative ideas.</li> <li>• I discover some connections through play and experimentation.</li> <li>• I ask ‘why’?</li> <li>• I try alternative or different approaches if they are suggested.</li> <li>• I respond to ideas, tasks and problems.</li> </ul>	<p><u>Curiosity – Seeking new knowledge about myself and the wider world</u></p> <ul style="list-style-type: none"> <li>• I ask relevant questions about why things happen and how things work.</li> <li>• I ask different types of questions and decide how to find out the answers.</li> <li>• I ask and answer questions, and select and record information.</li> <li>• I choose a range of data-gathering techniques (e.g. surveys, and questionnaires).</li> <li>• I plan the steps and strategies for an enquiry.</li> <li>• I draw conclusions and evaluate outcomes.</li> <li>• I generate imaginative ideas.</li> <li>• I discover and make connections through play and experimentation.</li> <li>• I reflect critically on ideas, actions and outcomes.</li> </ul>
<p><u>Resilience – Persevere with new challenges I am faced with</u></p> <ul style="list-style-type: none"> <li>• I work well for rewards.</li> <li>• I carry out activities when asked.</li> <li>• With help I recognise my achievements.</li> <li>• I keep focused on a task that interests me.</li> <li>• I use the resources I have been given to complete a task.</li> <li>• I work well when given work that I enjoy.</li> <li>• I manage distractions when helped by a teacher.</li> </ul>	<p><u>Resilience – In my life and supporting others</u></p> <ul style="list-style-type: none"> <li>• I keep going with an activity for the pleasure it provides, not for reward.</li> <li>• I carry out an activity to reach an expected outcome.</li> <li>• I plan, carry out and finish an activity for the satisfaction of having created or learned something.</li> <li>• I set my own rewards.</li> <li>• I recognise my achievements and celebrate them.</li> <li>• I keep focused, and sustain my attention, resisting distractions.</li> <li>• I organise the resources I need to complete a task.</li> <li>• I recognise how different learning contexts affect my motivation.</li> <li>• I manage distractions both at school and when doing my homework.</li> </ul>
<p><u>Daring – Taking on new risks outside of my comfort zone</u></p> <ul style="list-style-type: none"> <li>• I prefer times when there is a clear solution.</li> <li>• I like activities to be achievable in a short space of time.</li> <li>• I prefer it if solutions are easily found.</li> <li>• I think about risks and try to not let this put me off having a go.</li> <li>• I know that it is not a bad thing to get an answer wrong.</li> <li>• I am prepared to put forward my ideas or answers in a small group.</li> </ul>	<p><u>Daring – Personal growth</u></p> <ul style="list-style-type: none"> <li>• I don’t mind times when solutions are not always clear.</li> <li>• I am happy for certain activities to carry for a number of days if solution is not clear.</li> <li>• I do not get impatient if solutions are not readily at hand.</li> <li>• I think about risk s and make decisions on the amount of risk involved.</li> <li>• I know that if I am wrong about something, I can learn from it.</li> <li>• I am prepared to put forward my ideas or answers, even if they are not the same ideas as others</li> </ul>

	<ul style="list-style-type: none"> <li>I try to think in unusual ways, knowing that I have to be careful because this might sometimes take me away from the point of the activity.</li> </ul>
<p><a href="#">Considerate to others</a></p> <ul style="list-style-type: none"> <li>I work with teams when asked.</li> <li>I reach agreements.</li> <li>I am beginning to change my behaviour to suit different roles and situations.</li> <li>I try to be fair to others.</li> <li>I take responsibility for jobs I have been asked to do.</li> <li>I try to give constructive support to others.</li> <li>I recognise similarities between myself and other people.</li> <li>I listen to other people.</li> <li>I recognise feelings and behaviour of others.</li> <li>I know that some people think differently to me.</li> <li>I recognise the feelings of others.</li> <li>I can spot the causes of other people's feelings.</li> </ul>	<p><a href="#">Relationship building - Connections</a></p> <ul style="list-style-type: none"> <li>I team up with others to work towards goals we agree through discussion.</li> <li>I reach agreements and managing discussions.</li> <li>I adapt my behaviour to suit different roles and situations.</li> <li>I show fairness and consideration to others.</li> <li>I take responsibility, showing confidence in my own beliefs</li> <li>I give constructive support and feedback to others in a sensitive way.</li> <li>I recognise similarities and differences between myself and other people and use this to help me take part in teams.</li> <li>I take an interest in, watch and listen to other people.</li> <li>I recognise and describe the feelings and behaviour of others.</li> <li>I always try to understand the point of view of another person.</li> <li>I recognise and anticipate the thoughts and feelings of others.</li> <li>I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved.</li> </ul>
<p><a href="#">Reflective – owning my mistakes</a></p> <ul style="list-style-type: none"> <li>With help from a teacher, I review my own work and identify what I have done well.</li> <li>I help to set my own targets.</li> <li>I talk about how well I think I have done in lessons.</li> <li>I deal positively with praise, but sometimes get frustrated with setbacks and criticism.</li> <li>I tell someone when I have problems in doing my work.</li> <li>I am starting to know how I prefer to show people what I have learned.</li> </ul>	<p><a href="#">Reflective - Taking accountability</a></p> <ul style="list-style-type: none"> <li>I review my own work and identify what I have done well and what I can do to improve it.</li> <li>I set my own targets and know what I have to do to meet them.</li> <li>I Review my own progress in lessons.</li> <li>I ask for feedback and deal positively with praise, setbacks and criticism.</li> <li>I talk about my feelings when I succeed or find problems in my work.</li> <li>I communicate my learning in different ways for different audiences.</li> </ul>

**Spiritual, Moral, Social, Cultural (SMSC)**

[The spiritual development of pupils is shown by their:](#)

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

[The moral development of pupils is shown by their:](#)

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

[The social development of pupils is shown by their:](#)

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

[The cultural development of pupils is shown by their:](#)

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

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**Winship, A.** (2019) Neuroplasticity