

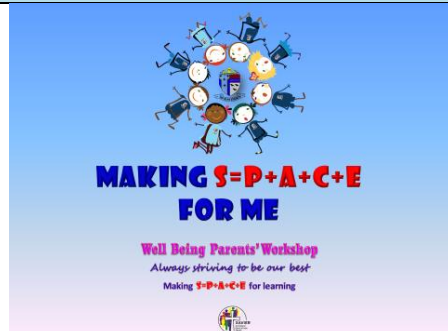
## 'S=P+A+C+E for ME' Workshop 3 for Parents:

### Supporting our Children with Worries and Big Feelings

At St Thomas' we believe we are happier and more resilient when we **Make S=P+A+C+E for ME**. We do this by developing these skills and attributes:



#### Slide



#### Commentary

A very warm welcome to our virtual 'MAKING S=P+A+C+E FOR ME' Parents' Workshop! This is the third and final workshop in our series of three workshops. The slides and handout/reading lists can all be found on our school website under the Learning > Parent Learning Workshop tab so we hope you find them useful. We plan to run all three workshops again 'live and interactive' in the new academic year 2020/2021.



As a school we are always looking to improve what we do. Each year we look at our improvement priorities and have 4 for the current school year – improving outcomes in maths, ensuring our curriculum is alive and robust, consistent and cohesive, getting ready for statutory changes in PSHE teaching and a real focus on mental health and wellbeing of all...

	<p>Making S=P+A+C+E for ME is all about resilience as a bedrock of mental health and wellbeing. We have identified 5 key areas for focus through which with perseverance, positive can-do attitude, confidence and effort we will find success in good mental health and a strong sense of wellbeing.</p> <ol style="list-style-type: none"> <li>1.</li> </ol>
	<p>The 5 areas are:</p> <ol style="list-style-type: none"> <li>1. Ensuring we all feel we belong</li> <li>2. Making sure we bear and take responsibility for ourselves and our actions</li> <li>3. Being able to learn and develop a growth mind-set</li> <li>4. Making sure we are able to communicate through our worries and anxieties – a two way street and</li> <li>5. Making sure we have robust mechanisms and strategies to cope when things go awry.</li> </ol>
<p><b>Time to think &amp; reflect...</b></p> <ul style="list-style-type: none"> <li>• Does your child worry about some of the everyday things they have to do?</li> <li>• Does your child get easily upset or frustrated when things don't go according to plan?</li> <li>• Does your child become anxious when trying out new things or going to new places?</li> </ul>	<p>A few questions to ask ourselves as parents...</p>
<p><b>Aims of this session</b></p> <ul style="list-style-type: none"> <li>• Helping our children manage their worries and big feelings.</li> <li>• Responding positively to our children when they feel worried, anxious or angry.</li> <li>• Taking time to think, reflect &amp; share experiences and ideas with each other.</li> </ul>	<p>The first part of this session focuses on understanding worries and anxiety in our children and how we can support them. The second part of the session focuses on understanding anger in our children and how we can support them. The last part of this session focuses on 'The 5 Love Languages of Children' and the importance of our unconditional love for our children. We've also added in the 'Parenting Styles' and 'Resilience' slides which we introduced in our last Parents' workshop.</p>
<p><b>A thought for all of us...</b></p> <p>Young children are going to remember how their family felt during this Coronavirus panic, more than anything specific about the virus. Our kids are watching and learning about how to respond to stress and uncertainty. Let's wire our kids with resilience, not panic.</p>	<p>This is particularly relevant at present...we are role models for our children and we are their most important teachers in life...the way we respond to life events/problems/worries sets an example to our children.</p>



The 'fight-or-flight' response refers to a physiological reaction that occurs in the presence of something that is terrifying, either mentally or physically. The response is triggered by the release of hormones that prepare your body to either stay and deal with a threat or to run away to safety.

To produce the 'fight-or-flight' response, the hypothalamus activates two systems: the sympathetic nervous system and the adrenal-cortical system. The sympathetic nervous system uses nerve pathways to initiate reactions in the body, and the adrenal-cortical system uses the bloodstream. The combined effects of these two systems are the fight-or-flight response.

The term 'fight-or-flight' represents the choices that our ancient ancestors had when faced with danger in their environment. They could either fight or flee. In either case, the physiological and psychological response to stress prepares the body to react to the danger.

You can probably think of a time when you experienced the 'fight-or-flight' response. In the face of something frightening, your heartbeat quickened, you begin breathing faster, and your entire body becomes tense and ready to take action.

The 'fight-or-flight' response can happen in the face of an imminent physical danger (such as encountering a growling dog during your morning jog) or as a result of a more psychological threat (such as preparing to give a big presentation at school or work).

The 'fight-or-flight' response is triggered by worries and anxieties and can result in physical AND emotional responses, impacting our behaviour, thoughts and feelings. Once triggered it can take between 20-60 minutes for the body to calm down.

### Part 1 :

Helping our children manage their worries and anxiety and how we can respond positively.

### Emotional Signs of Worry & Anxiety

Physical Symptoms	Behaviour	Emotions	Thoughts
Stomach aches	Avoidance	Worry	"I'm going mad!"
Tiredness	Ritualistic/ safety behaviours	Anger	"I'm going to fail"
Headaches	Perfectionism	Panic	"I'm going to have a heart attack"
Feeling sick	Restlessness	Irritability	"People will think I'm stupid"
Feeling faint	Difficulties sleeping	Feelings of impending doom	"Something terrible is about to happen"
Weight change	Perfectionism		"Everyone will laugh at me"
	Difficulties coping with change		

We feel our worries in many different ways – physical symptoms, emotional symptoms and behavioural – it is important we start to recognise these and take them seriously when we see them in our children... in some cases of course the symptom can be more real than the worry itself but unless we recognise what is going on and can communicate with our children in a positive way, the worries just escalate and the symptoms become much harder to treat



 <h3>What's the difference between Worry &amp; Anxiety?</h3> <ul style="list-style-type: none"> <li>• Worry is exact; anxiety is general</li> <li>• Worry makes sense; anxiety is irrational</li> <li>• Worry is limited/escapable; anxiety is everywhere</li> <li>• Worry is verbal/mental; anxiety is physical</li> <li>• Worry leaves us stressed; anxiety leaves us afraid</li> <li>• We talk about worries but hide anxiety</li> <li>• Worry is manageable; anxiety is beyond our control</li> <li>• Anxiety affects your functioning</li> <li>• Worry can leave you upset; anxiety can leave you distressed</li> <li>• Worry eventually passes; anxiety stays or worsens</li> </ul>	<p>It's really important for us to distinguish between everyday worries, which are a normal part of our children's development and anxiety. We all have worries, even adults and reassuring our children of this is important.</p>												
 <h3>Everyday Feelings vs. Overwhelming Feelings</h3> <table border="0"> <tr> <td style="vertical-align: top;"> <b>Everyday Feelings...</b> <ul style="list-style-type: none"> <li>• Come and go...</li> <li>• Are a normal reaction to what's going on in our lives...</li> <li>• They are always changing and don't hang around for too long...</li> </ul> </td> <td style="vertical-align: top;"> <b>Overwhelming Feelings...</b> <ul style="list-style-type: none"> <li>• Hang around for a long time...</li> <li>• Change the way we feel and behave...</li> <li>• May stop us from doing the things we want in life...</li> <li>• Can lead to Mental Illness...</li> </ul> </td> </tr> </table>	<b>Everyday Feelings...</b> <ul style="list-style-type: none"> <li>• Come and go...</li> <li>• Are a normal reaction to what's going on in our lives...</li> <li>• They are always changing and don't hang around for too long...</li> </ul>	<b>Overwhelming Feelings...</b> <ul style="list-style-type: none"> <li>• Hang around for a long time...</li> <li>• Change the way we feel and behave...</li> <li>• May stop us from doing the things we want in life...</li> <li>• Can lead to Mental Illness...</li> </ul>	<p>Worries are 'Everyday' Feelings for all of us but Anxiety produces feelings which are more 'Overwhelming' and difficult to manage.</p>										
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 <h3>What do Our Children Worry About?</h3> 	<p>Worrying is a 'normal' part of life at any age – this slide shows some of the things our children worry about at different ages. Our worries can also be influenced by their environment – things they hear or see from us e.g. if we argue &gt; are we going to get divorced? Things they see or hear on the television, in films, in books &gt; are those monsters or make believe? Will they come to my house? Keeping an eye on what is age appropriate is important (what's part of normal development which our children will grow out of and what isn't?) and what is appropriate for your child as all of our children interpret the world around them in different ways e.g. if your child is very creative then what they see in a film may play out more vividly in their heads and the images may stay with them for longer. Life events sometimes bring changes and uncertainty to our children e.g. Mum and Dad separating/divorcing, moving house/schools or a close friend leaving their school. Worries and upset can also be caused by starting school, separation anxiety or the loss of a pet/relative.</p>												
 <h3>Normal Age-Appropriate Worries &amp; Fears</h3> <table border="1"> <thead> <tr> <th>Age</th> <th>Normal fear</th> </tr> </thead> <tbody> <tr> <td>Birth- 6 months</td> <td>Loud noises, loss of physical support, rapidly approaching objects</td> </tr> <tr> <td>7- 12 months</td> <td>Strangers, unexpected objects, separation from parents</td> </tr> <tr> <td>1- 5 years</td> <td>Strangers, monsters, the dark, animals, separation from parents, toddlers, loud noises</td> </tr> <tr> <td>6- 12 years</td> <td>Supernatural, bodily injury, disease, burglars, failure, criticism, punishment</td> </tr> <tr> <td>12- 18 years</td> <td>Performance in school, loss of peer relationships, appearance</td> </tr> </tbody> </table>	Age	Normal fear	Birth- 6 months	Loud noises, loss of physical support, rapidly approaching objects	7- 12 months	Strangers, unexpected objects, separation from parents	1- 5 years	Strangers, monsters, the dark, animals, separation from parents, toddlers, loud noises	6- 12 years	Supernatural, bodily injury, disease, burglars, failure, criticism, punishment	12- 18 years	Performance in school, loss of peer relationships, appearance	<p>These are common worries and time lines but only models...</p>
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<p>Mark Twain</p>	<p>Sometimes our children’s worries play out bigger in our heads than they do in real life!</p> <p>Developing our children to become ‘self-aware’ is a life skill: encouraging them to understand their emotions and feelings; recognise where they are coming from and the causes/triggers takes some of their worry away. Normalising our feelings and emotions is also important – we all feel worried, nervous, upset, happy, excited, silly at times and we might feel all of these in just one day! It’s ok to feel...</p> <p>Recognising emotions/feelings in our children is vital: ‘I can see you are sad/angry/disappointed...’ – getting them to open up and talk to us is key.</p>
<h3>10 things NOT to say to your worried child</h3> <ul style="list-style-type: none"> <li>• Don’t worry!</li> <li>• It’s no big deal...</li> <li>• You’ll be fine...</li> <li>• There’s nothing to be afraid of...</li> <li>• You just need to sleep more...</li> <li>• I’ll do it...</li> <li>• It’s all in your head...</li> <li>• Hurry up!</li> <li>• Stop thinking about it!</li> <li>• I don’t know what you need...</li> </ul>	<p>Although we are trying our best to help, sometimes the words or response we choose as parents can be unhelpful or dismissive, giving our children the impression that we don’t take their worry seriously, or that it’s not that big or important.</p> <p>‘Fixing’ the problem or taking the worry away may be a short-term solution but it will not help our children in the longer term.</p> <p>Developing their problem-solving skills is so important in building their resilience, particularly for their adolescent/teenage years when they will be more independent – the foundations we lay in the early years and the skills we support our children to develop are so important to their coping later on.</p>
<h3>How can we support our children?</h3> <ul style="list-style-type: none"> <li>• <b>First respond to the ‘Primitive’ brain at the back: strong, slow, steady. And ‘breathe’.</b> <ul style="list-style-type: none"> <li>✓ Try ‘Hot Chocolate’ Breathing</li> <li>✓ Counting down slowly from 10 to 1</li> </ul> </li> <li>• <b>Then the ‘Emotional’ brain in the middle: touch, validation, warmth. ‘I’m here, I see you’.</b></li> <li>• <b>And hello ‘Thinking’ brain: move towards brave behaviour. ‘You can do this, I know you can’.</b> <ul style="list-style-type: none"> <li>✓ Be their ‘Emotional Regulator Coach’</li> <li>✓ Don’t take the worry away, acknowledge it, normalise it &amp; de-catastrophize it</li> <li>✓ Practice problem-solving...what if?</li> <li>✓ Practice positive thinking: fixed or temporary?</li> </ul> </li> </ul>	<p>There are lots of other breathing exercises online but a good one is <b>Hot chocolate breathing</b>:</p> <p>Pretend you are holding a steaming cup of hot chocolate. Breathe in deeply through your nose and on the exhale (through the mouth), pretend you are blowing the steam away from the hot chocolate drink. Repeat several times.</p> <p>(More examples can be found in the resources on the <a href="#">website</a>)</p>
<h3>What else can we do?</h3> <ul style="list-style-type: none"> <li>• Make time to share and talk...a problem shared is a problem halved!</li> <li>• Give the worry a name</li> <li>• Read a ‘Worry’ book with them</li> <li>• Make a ‘Worry’ box or jar</li> <li>• Introduce a ‘Worry’ monster</li> <li>• Write a diary: capture happy thoughts too</li> <li>• Be positive, focus on things to be grateful for</li> <li>• Practice breathing techniques, mindfulness</li> <li>• Find your personal ways to relax e.g. listen to music</li> <li>• Get active, get outdoors, Get good sleep</li> <li>• Ensure media is age-appropriate so that it does not add to their worries or fears, or bring them ‘alive’</li> </ul>	<p>For guidance on age-appropriate films/television programmes/games please visit:</p> <p><a href="http://www.Commonsensemedia.org">www.Commonsensemedia.org</a></p> <p><a href="https://bbfc.co.uk/about-classification/pg">https://bbfc.co.uk/about-classification/pg</a></p>
<h3>Supporting Our Children to Cope</h3> <ul style="list-style-type: none"> <li>• Give them some strategies/ways to solve the problem themselves first.</li> <li>• If they do share a worry or concern give them the tools to solve it – (talk to the teacher) but equip your child too. As parents we cannot “solve” everything for them.</li> <li>• Not to see negatives as “fixed” or permanent, avoid words like ‘always’ or ‘never’.</li> <li>• Try not to catastrophize.</li> <li>• See new things and changes as natural next steps.</li> <li>• Support our children to reframe the way they see things... “I can’t do this...YET!”</li> <li>• Try not to let your child see if you’re anxious about something- model confidence and model the confidence you have in your child.</li> </ul>	<p>It is vital that we are the model for our children in strategies for coping with problems, anxieties or worries – just as we would be if they were physically ill or injured</p>

<h3>Practical Problem Solving</h3> <ul style="list-style-type: none"> <li><b>Step 1:</b> Slow down, stop and think. Use cool thoughts, not hot thoughts.</li> <li><b>Step 2:</b> Take the other person's perspective, stand in another's shoes.</li> <li><b>Step 3:</b> What options have you got? Think/talk through options and decide which would be the best way forward.</li> <li><b>Step 3:</b> How did it go? If the solution did not work, try another...</li> </ul>	<p>Some straightforward ideas for how to approach a problem – the sort of strategy that you would support your child through – coaching them rather than taking the problem away and doing it yourself – that won't help them in the long term.</p>
<h3>The Power of Positivity</h3> <ul style="list-style-type: none"> <li>Model optimistic language</li> <li>Children most at risk believe negatives are permanent- by contrast children that bounce back from set backs believe causes of bad events are temporary</li> <li>Avoid words such as "always, never, none.."</li> <li>"Counting our blessings"/ being appreciative</li> <li>Notice all the interesting and beautiful things around you, however small these are, and take pleasure in them</li> <li>Role of exercise and keeping active</li> <li>Acts of kindness towards others- (help us to feel good about ourselves!)</li> </ul> <p>"Learning the skills of optimism not only reduces the risk of depression but boosts self-esteem and provides children with the self-reliance they need as they approach the teenage years and beyond."</p> <p><i>The Optimistic Child by Martin Seligman</i></p>	<p>A key element is positivity – the optimist, the glass half full mentality. This is at the root of the growth mind-set and it is proven to have a significant effect on reducing anxiety and building confidence. The children will learn this from us, the adults around them...</p>
<p>YOU CAN'T STOP THE WAVES, BUT YOU CAN LEARN TO SURF. JON KABAT-ZINN</p>	<p>We need to focus on supporting young people to identify their emotions, communicate them and know how to manage them.</p>
<h3>Part 2 :</h3> <p>Helping our children manage their anger and how we can respond positively.</p>	
<h3>The Anger Iceberg</h3> <p>When we are angry</p> <p>Visible (above surface): ANGRY</p> <p>Hidden (under surface): WORRIED, Frustrated, Sad, OFFENDED, Guilt, Insecure, REGRET, Trapped, Annoyed, Anxious, Disrespectful, Uncomfortable, Hurt, Alone, Shame, HELPLESS, Tricked, Disappointed, Pressured, Other feelings.</p> <p>Most of the emotions are hidden.</p> <p>All behaviour is a child trying to communicate something to us.....</p>	<p>The behaviour e.g. anger, tears, saying no, hurting someone etc that we see in our children is the tip of the iceberg! What is causing the behaviour is the two thirds of the iceberg that lies under the surface... The Anger Iceberg represents the idea that, although anger is displayed outwardly, other emotions may be hidden beneath the surface. These other feelings—such as sadness, fear, or guilt—might cause a person to feel vulnerable, or they may not have the skills to manage them effectively.</p>

<h2>Understanding Anger</h2> <ul style="list-style-type: none"> <li>• It's ok to feel angry- we all do and sometimes anger is an appropriate emotion- e.g. in response to injustice.</li> <li>• ...but if we feel angry it is not ok to respond physically- hurting others- shouting</li> <li>• How to help when we do feel angry....</li> </ul>	<p>We shouldn't pretend that no-one gets angry, we all do. But we can make choices around how we respond when we are angry and certain things are just not acceptable...</p>
<h2>The Anger Rules</h2>	<p>... a simple set of anger rules</p>
<h2>How to help with Anger</h2> <h3>1. Teach Your Child About Feelings</h3> <ul style="list-style-type: none"> <li>• Children are more likely to lash out when they don't understand their feelings or they're not able to verbalise them. A child who can't say, "I'm angry," may try to show you they're angry by lashing out. Or a child who isn't able to explain that they are sad may misbehave to get your attention.</li> <li>• Help your child learn to identify and label their feelings.</li> <li>• Begin teaching your child basic feeling words such as mad, sad, happy, and scared. Label your child's feelings for them by saying, "It looks like you feel really angry right now." Over time, they will learn to label their emotions.</li> <li>• As your child develops a better understanding of their emotions and how to describe them, teach them more sophisticated words such as frustrated, disappointed, worried, and lonely.</li> </ul>	<p>A key step in helping with anger is being able to articulate the feeling and what has caused it – we need to create that open environment where feelings can be shared openly</p>
<h2>How to help with Anger</h2> <h3>2. Create an Anger Traffic Light System</h3> <ul style="list-style-type: none"> <li>• <b>Green:</b> staying calm, keep it up, lots of praise!</li> <li>• <b>Amber:</b> starting to feel a change in our mood, feelings and/or body; time to use our calming strategies to prevent us reaching red.</li> <li>• <b>Red:</b> STOP and THINK!!!</li> </ul>	<h3>The traffic light system – What do the three colours mean?</h3> <p>The traffic light system can be used in two ways: (1) as an early warning system to prevent feelings of anger escalating into a 'red' outburst/meltdown or (2) as detailed below as a way of talking through what happened to cause the angry outburst once the child has calmed down and is back in 'green'.</p> <p><b>Red</b>  <b>STOP, calm down.</b> When you can't control an emotion, specifically anger, you have to stop just like you stop at a red light in an intersection. If you feel overwhelmed with anger, you need to pause and think about what's happening to you.</p> <p><b>Yellow/Amber</b>  <b>THINK and reflect on the problem and how you're feeling.</b> "How do I feel right now?", "Am I angry?", or "Do I feel sad?" Ask the child to think about the possible alternative responses and consequences of the situation. What's the most appropriate response? What's the solution that offers the most benefits?</p> <p><b>Green</b>  <b>ACT, solve the problem.</b> Once the child thinks about the possible responses, they choose the best option. Then, they carry it out to solve the problem they're having. Reinforcing their positive responses is important for their learning process. According to Skinner's reinforcement theory, positive reinforcement helps the child feel like their effort is valid and noticed. That encourages them to engage in those same behaviour patterns in the future.</p> <p>In conclusion, emotional regulation is a fundamental skill to impart to children. Adults need to make sure to give children the tools to be</p>





	<p>able to deal with emotions such as anger, fear, and frustration. Given the importance of this skill, it's great that there are tools such as the traffic light system to help children learn in a fun and accessible way.</p>
 <h3>How to help with Anger</h3> <p><b>3. Develop a Plan to Help Your Child Calm Down</b></p> <ul style="list-style-type: none"> <li>Teach children what to do when they begin to feel angry. Rather than throw toys when they are frustrated or hit their sister when they are annoyed, teach them healthier strategies that help with anger.</li> <li>Encourage children to take 'time to calm down'. You may need this tool.</li> <li>Encourage them to colour, read a book, or engage in another calming activity until they are calm enough to resume their activity.</li> <li>You might even create a 'calm down kit'. A kit could include your child's favourite colouring books and some crayons, a fun book to read, stickers, a favourite toy, or cream that smells good, sensory objects like feathers or soft material.</li> <li>When they are upset, you can say, 'Go and get your calm down kit,' and encourage them to take responsibility for calming themselves down.</li> </ul>	<p>What is the plan to calm down? Just saying it won't work, we need to have a plan and share it with our child</p>
 <h3>How to help with Anger</h3> <p><b>4. Teach Specific Anger Management Strategies</b></p> <p>One of the best ways to help an angry child is to teach them specific anger management strategies e.g.</p> <ul style="list-style-type: none"> <li>Asking for a break, take 'time to calm down' (for both of you!)</li> <li>Going for a quick walk.</li> <li>Deep breathing exercises.</li> <li>Counting to 10 slowly and back again to 0.</li> <li>Repeating a helpful phrase might also help.</li> <li>Physical exercise.</li> <li>Clenching fists.</li> <li>Ripping up paper...</li> </ul>	<p>Strategies for calming down, venting in a non-aggressive, non-harmful way</p>
 <h3>How to help with Anger</h3> <p><b>5. Make Sure Angry Outbursts Aren't Effective</b></p> <p>Sometimes children exhibit angry outbursts because it's an effective way to get their needs met. If a child throws a temper tantrum and their parents give them a toy to keep them quiet, they will learn tantrums are effective. Don't give in to your child to avoid a meltdown. Although that may be easier in the short term, in the long run giving in will only make behaviour problems and aggression worse.</p> <p><b>6. Giving Choices and Consequences</b></p> <p>Used well, Choices and Consequences keeps you in charge while your child keeps some power too. If children are given no choice, they will feel powerless, which usually brings with it a host of other feelings – and results in hard-to-handle behaviour. This approach supports the 'Authoritative' Parenting Style and helps build our children's self-esteem.</p> <p>Key Steps for giving Choices and Consequences:</p> <ol style="list-style-type: none"> <li>Be clear and specific about the positive and negative choice of behaviour, and the positive and negative consequences that will follow.</li> <li>Relate the consequences to the behaviour.</li> <li>Choose consequences that mean something to the child.</li> <li>Use a calm, clear voice; threats, a threatening manner, ultimatums are counter-productive.</li> <li>Only give choices if it's the right situation e.g. would you like an apple or a banana? What game would you like to play?</li> <li>Choose consequences you can keep to (without 'punishing' yourself!)</li> <li>Give the child a few moments to reflect before asking for a decision.</li> </ol>	<p>As with all behaviours, anger can become a learned means to an end by a child. As adults we need to be very careful of how we react so that anger is never "rewarded" by us "giving in" because it's easier</p>
 <h3>How to help with Anger</h3> <p><b>7. Avoid Violent Media</b></p> <p>If your child struggles with anger, exposing them to violent TV shows/films or games is not going to be helpful. Prevent them from witnessing violence and instead, focus on exposing them to books, games, and shows that model healthy conflict resolution skills.</p>	<p>For guidance on age-appropriate films/television programmes/games please visit:</p> <p><a href="http://www.Commonsensemedia.org">www.Commonsensemedia.org</a></p> <p><a href="https://bbfc.co.uk/about-classification/pg">https://bbfc.co.uk/about-classification/pg</a></p>





## The Five Languages of Love

**I KNOW YOU LOVE ME WHEN**

- You tell me you love me with words
- You do thoughtful things for me
- You want to spend time with me
- You like to give me tokens and projects
- You want to hold my hand and hug me

**YOU SPEAK MY LOVE LANGUAGE**

The research from Dr Gary Chapman and Ross Campbell identified 5 languages of love in our children – each child has their own preference, some will be more important to them than others: ‘I know you love me when...’

**1. Affectionate touch: “Cuddle me! Chase me!”**

Though a hug might say “I love you” to all kids, for ones who adore physical touch, it shouts, “I LOVE YOU!”

**2. Thoughtful presents: “Presents, please!”**

Children who feel loved when they receive things aren’t just pandering for more stuff.

**3. Affirming Words: “Talk to me!”**

For kids who listen intently and speak sweetly, your loving words matter most. The golden rule is this: catch your kids red-handed doing something right and praise them for it.

**4. Kind Actions: “You do it for me!”**

Acts of service is the most peculiar-sounding love language, but kids who speak it appreciate thoughtful gestures.

**5. One-to-One Time: “Come here! Look at this!”**

These children feel most valued when you choose to spend time with them.

## The Languages of Love

“When children feel genuinely loved, their whole world looks brighter. Their inner spirit is more secure and they are far more likely to reach their potential for good in the world.”

Dr Gary Chapman and Ross Campbell  
Authors of ‘The Five Love Languages of Children’.

**Love in Action: Why is this important?**

- Self-confidence is built through knowing we are loved
- Self-confidence enables us: to be different when we need to be and to build close relationships
- Our children have ‘emotional tanks’ which need to be kept full

Their behaviour as the gauge showing the level of their tank.

## The Languages of Love

- I don’t like your behaviour but ‘I still love YOU.....’
- Unconditional love....
- Our children need to feel it....
- When a child is struggling/ through adolescence they can find it hard to accept love...but they still need to know it’s there.

## Knowing our Parenting Style(s)

**Authoritarian** (High structure, low warmth)

**Authoritative** (High structure, high warmth)

**Uninvolved** (Low structure, low warmth)

**Permissive** (Low structure, high warmth)

We may recognise parts of each style in ourselves – at different times, under different circumstances, although we typically have a dominant style. Good news is that our style is not set in stone and we can develop!

**1. Authoritarian Parenting**

Do any of these statements sound like you?

You believe kids should be seen and not heard.

When it comes to rules, you believe it's "my way or the highway."

You don't take your child's feelings into consideration.

Authoritarian parents are famous for saying, "Because I said so," when a child questions the reasons behind a rule. They are not interested in negotiating and their focus is on obedience. They also don't allow kids to get involved in problem-solving challenges or obstacles. Instead, they make the rules and enforce the



consequences with little regard for a child's opinion. Higher risk of low self-esteem –opinions don't matter.

**2. Authoritative Parenting**  
 Do any of these statements sound like you?  
 You put a lot of effort into creating and maintaining a positive relationship with your child.  
 You explain the reasons behind your rules.  
 You enforce rules and give consequences, but take your child's feelings into consideration.  
 Researchers who examine parenting styles have consistently found authoritative parents raise happier and healthier children who are equipped to face real-world challenges. They feel comfortable expressing their opinions/making good decisions.



**Home Environment**

- Unconditional love- they need to feel it
- I may not always like your behaviour but I always love you
- Being the best they can be (not THE best)
- Seeing a child as a whole child- celebrating **who they are** and their skills avoid focus being just the academic
- Avoid drawing comparisons between your children
- Use of purposeful praise- praising effort rather than attainment
- Choosing battles
- Remaining calm
- Encourage children to foster friendships and relationships
- Encourage hobbies/ interests/ activity
- 1 to 1 time
- We are helping our children move from parental control to self-control

**...Parenting Styles continued:**

**3. Permissive Parenting**  
 Do any of these statements sound like you?  
 You set rules but rarely enforce them.  
 You don't give out consequences very often.  
 You think your child will learn best with little interference from you.  
 If those statements sound familiar, you might be a permissive parent.  
 Permissive parents are lenient. They often only step in when there's a serious problem.  
 They're quite forgiving and they adopt an attitude of "kids will be kids." When they do use consequences, they may not make those consequences stick. They might give privileges back if a child begs or they may allow a child to get out of time-out early if he promises to be good.  
 Permissive parents usually take on more of a friend role than a parent role. Higher risk of low self-esteem – at risk of unhealthy diet (junk food>obesity, dental decay)

**4. Uninvolved Parenting**  
 Do any of these statements sound familiar?  
 You don't ask your child about school or homework.  
 You rarely know where your child is or who she is with.  
 You don't spend much time with your child.  
 If those statements sound familiar, you might be an uninvolved parent. Uninvolved parents tend to have little knowledge of what their children are doing.  
 There tend to be few rules. Children may not receive much guidance, nurturing, and parental attention. Low self-esteem/confidence/poor behaviour/low academic.



**The Resilience Framework**

A grid-based infographic showing various factors contributing to resilience, categorized into different levels or domains.



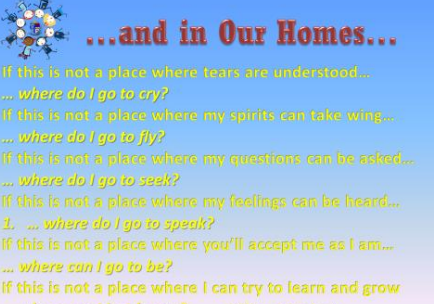
**PLEASE LOOK ON YOUNG MINDS & BOING BOING WEBSITES for more detail:**

**Basics:** So the ideas in this section are all about sorting out seemingly simple things but they are seriously important. Common sense tells us that if a child comes to school hungry, they will not be ready to learn or if they are tired and cannot focus. On average 2-3 hours per day on screens > 50 days each year > twice as much time on screens than playing outside.

**Belonging:** Places good relationships at the heart of everything. At home and at school. Given how long our children are at school making good friendship choices is so important. Not just at school, belonging can come from a club or group too.





	<p><b>Learning:</b> Not just about learning at school, although important. About less formal learning too...getting organised, trying out new things, developing life skills and talents. Fixed mindset/staying in our comfort zone &gt; GROWTH MINDSET.</p> <p><b>Coping:</b> being brave, solving problems, standing up for views &amp; beliefs, leaning on others when needed, finding ways to relax and stay calm, looking after their talents &gt; putting on rose tinted glasses, have a laugh – tomorrow is a new day!</p> <p><b>Core Self:</b> their inner world; their thoughts and beliefs about who they are – their place in the world. Take responsibility, face problems, ask for help when needed, be optimistic.</p> <p><b>Noble Truths:</b> accepting where you are, recognising what needs to be done &amp; getting on with it; conserving the good stuff; who’s there for support over the long haul; adequate support&gt; not too much, not too little.</p>
	<p>To keep a healthy mind we need to ensure all the elements are in place – rather like a healthy diet. The mind platter gives 7 essential activities for a healthy mind – you can map out your day and that of your child – how much time in proportion to the day do you spend in focussed activities, asleep, exercising, flopping, connecting with others, playing and down time? Is it balanced?</p>
 <p><b>At Our School...</b></p> <p>If this is not a place where tears are understood... ... where do I go to cry? If this is not a place where my spirits can take wing... ... where do I go to fly? If this is not a place where my questions can be asked... ... where do I go to seek? If this is not a place where my feelings can be heard... I ... where do I go to speak? If this is not a place where you'll accept me as I am... ... where can I go to be? If this is not a place where I can try to learn and grow ... where can I just be me? William J Crockett</p>	<p>Every INSET day Mr Lewin shares this poem with the staff – is this school we are? – a place where children are able to be heard, respected, understood and be their true selves. It needs to be our school...</p>
 <p><b>...and in Our Homes...</b></p> <p>If this is not a place where tears are understood... ... where do I go to cry? If this is not a place where my spirits can take wing... ... where do I go to fly? If this is not a place where my questions can be asked... ... where do I go to seek? If this is not a place where my feelings can be heard... I ... where do I go to speak? If this is not a place where you'll accept me as I am... ... where can I go to be? If this is not a place where I can try to learn and grow ... where can I just be me? William J Crockett</p>	<p>... and it needs to be our homes.</p>

## Useful Websites/Books for Parents:

- <https://youngminds.org.uk>
- <https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>
- [www.nhs.uk/oneyou/every-mind-matters/anxiety](http://www.nhs.uk/oneyou/every-mind-matters/anxiety)
- [www.annafreud.org](http://www.annafreud.org)
- [www.childmind.org](http://www.childmind.org)





- <https://www.familylives.org.uk/>
- [‘The Optimistic Child’ by Martin Seligman.](#)
- [‘Raising Lions’ by Joe Newman.](#)
- [www.common sense media.org](http://www.common sense media.org)
- <https://bbfc.co.uk/about-classification/pg>

**Support for Children: books to read with your children** (available from Amazon & [www.littleparachutes.com](http://www.littleparachutes.com) is excellent for books on a wide range of wellbeing topics for children)

### Worries & Anxiety:

- ‘The Huge Bag of Worries’ by Virginia Ironside.
- ‘Have you filled a bucket today?’ (a guide to daily happiness for kids) by Carol McCloud.
- ‘You are Awesome!’ by Matthew Syed & Toby Triumph (plus journal).
- ‘Jabari Jumps’ by Gaia Cornwall.
- ‘Ruby’s Worry’ by Tom Percival.
- ‘Perfectly Norman’ by Tom Percival.
- ‘What’s Worrying You?’ by Molly Potter.
- ‘The Koala who Could’ by Rachel Bright and Jim Field.

### Feelings of Anger:

- ‘When I’m feeling Angry’ by Trace Moroney.
- ‘Train your Angry Dragon’ by Steve Herman.
- ‘I Feel Angry’ by Brian Moses.

## Workbook based approach: working with your children

### Worries & Anxiety:

- What to do when you worry too much: A kid’s guide to overcoming Anxiety by Dawn Huebner.
- What to do when you grumble too much: A kid’s guide to overcoming Negativity by Dawn Huebner.
- No Worries! For Mindful Kids by Katie Abey.
- Exploring Feelings: Cognitive Behaviour Therapy (CBT) to Manage Anxiety by Dr Tony Attwood.
- Starving the Anxiety Gremlin (CBT workbook for 5-9-year olds) by Kate Collins Donnelly.

### Feelings of Anger:

- What to do when your temper flares: A kid’s guide to overcoming problems with Anger by Dawn Huebner.







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- Exploring Feelings: Cognitive Behaviour Therapy (CBT) to Manage Anger by Dr Tony Attwood.
- Starving the Anger Gremlin (CBT workbook for 5-9- year olds) by Kate Collins Donnelly.

**Link to St. Thomas's website workshop information on Mental Health & Wellbeing:**

<https://www.st-thomas.surrey.sch.uk/learning/looking-after-our-mental-health-and-wellbeing/>



Making **S=P+A+C+E** for learning

