

Transition & change



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Primary Jigsaw



- School based service for emotional wellbeing support.
- Receive request for involvement from school SENCo with parental consent.
- Parental support/signposting/direct work with groups and individual children.
- Attend Adapt/TAC/TAF meetings
- Positive and confident Children course

Throughout our lives we experience lots of changes. For example - starting a new class, school, moving house, going to university or starting a new job.

Change can affect us in different ways, we might feel excited or nervous.

Think about how you feel when you started a new school or job

What might be the thoughts of an anxious child?

- The world is a **dangerous** place
- I **can't cope** with anything
- Lots of **bad things** happen to me
- Bad things often pop up **out of the blue**
- I have **no control** over the things that happen to me
- People are **not very nice**
- Other people **don't respect** me



How we can help

School

Meet the teacher

Information passed to new class teacher.

Familiar adults (mid day assistants /TA's)

Friends

How you can help

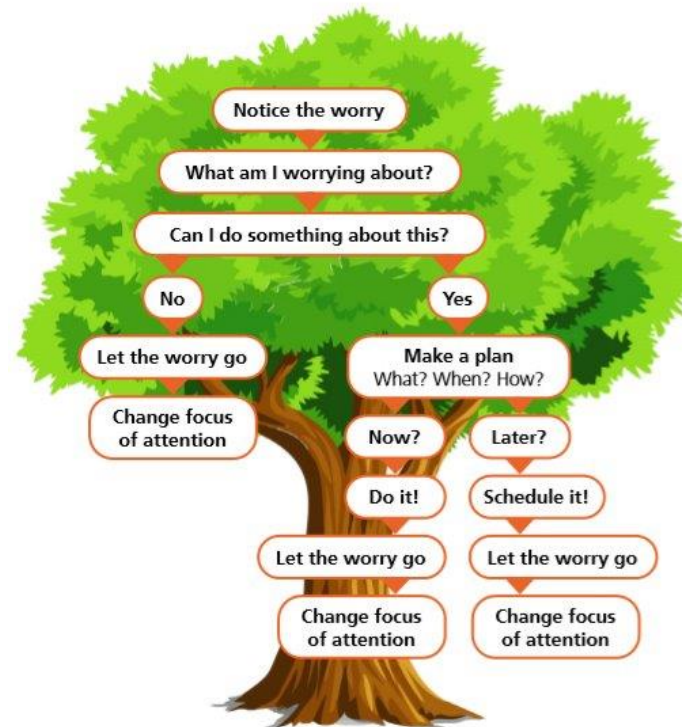
Prepare for change

Give children an element of choice/control – new
lunch box or bag

Talk about change & normalise how you felt (a mix of
apprehension/excitement)

Talk through worries/empathise/problem solve

Ideas to help support with children's worries.



Unhelpful Thinking

Unhelpful and negative thinking habits can lead to negative feelings without us even noticing. The first step in changing negative thoughts to more positive ones is to become more aware of what we think. Everyone has unhelpful thoughts sometimes but it's when they happen all of the time that they can have a negative impact on our mental health.

Which unhelpful thoughts do you recognise?

predictions	judgements	catastrophising
 I will fail the test I make negative predictions about what might happen in the future even though I have no way of knowing this.	 They looked at me funny I make judgements about things even though there is no evidence or facts to back this up.	 The car will crash I always think that the worst thing or that something really bad is going to happen.
perfectionist	negative glasses	feelings
 I have to get everything right I put a lot of pressure on myself to do well and set unrealistically high expectations for myself.	 Today has been terrible When I have my negative glasses on, I only see the bad things and don't notice any of the good things.	 I feel bad so that means today will be bad If I notice negative feelings in myself or by body, I automatically think that it means something bad is happening.

stairway to bravery!



To be confident going to high school on my first day



Have a trial run of the first morning

Create a plan for the first day

Wear my full uniform around the house

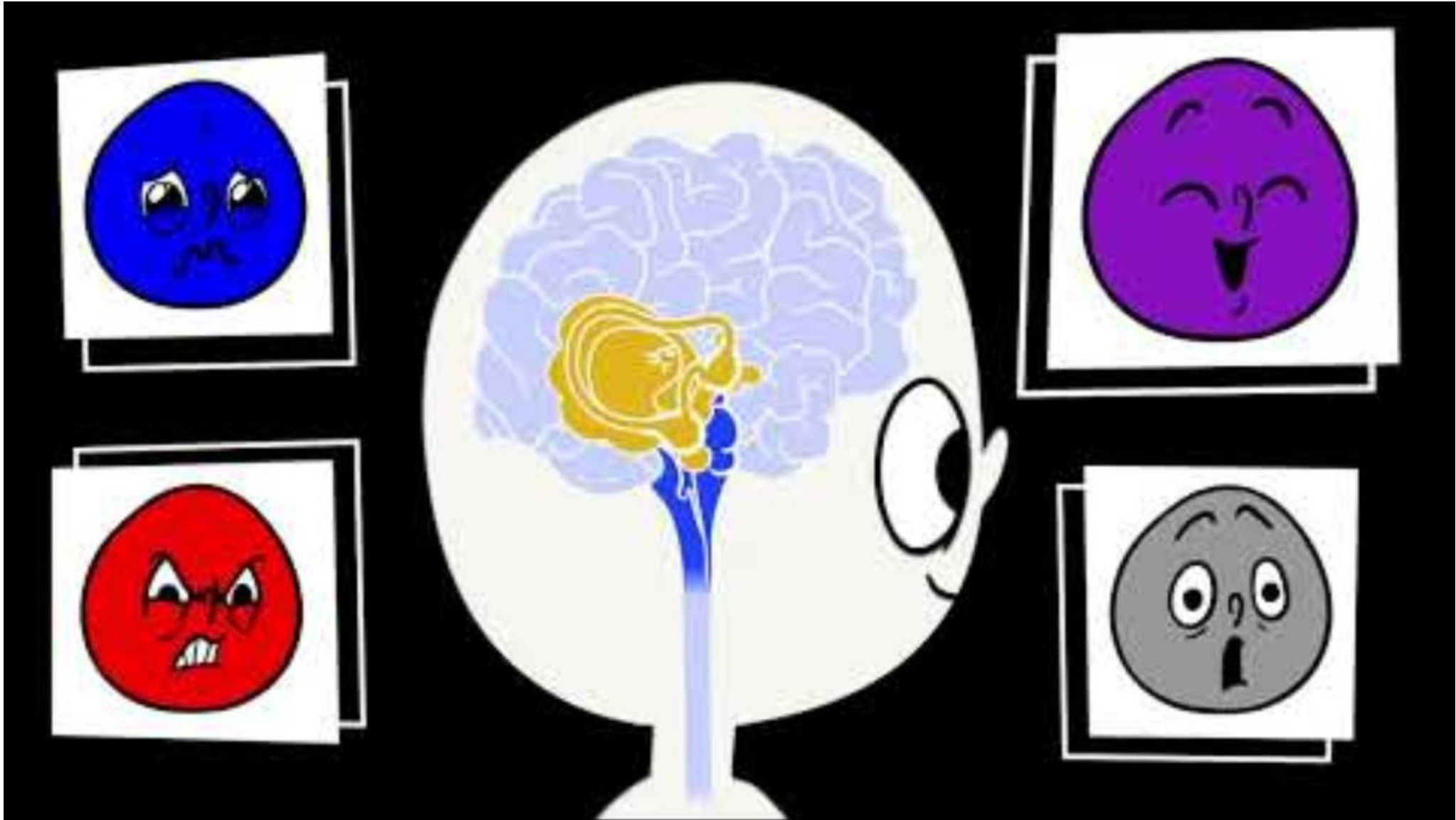
Gather as much information as possible- planner, equipment, timetable

Plan my route to school and practice walking there

Walk past the school

Look up key adults on the school website

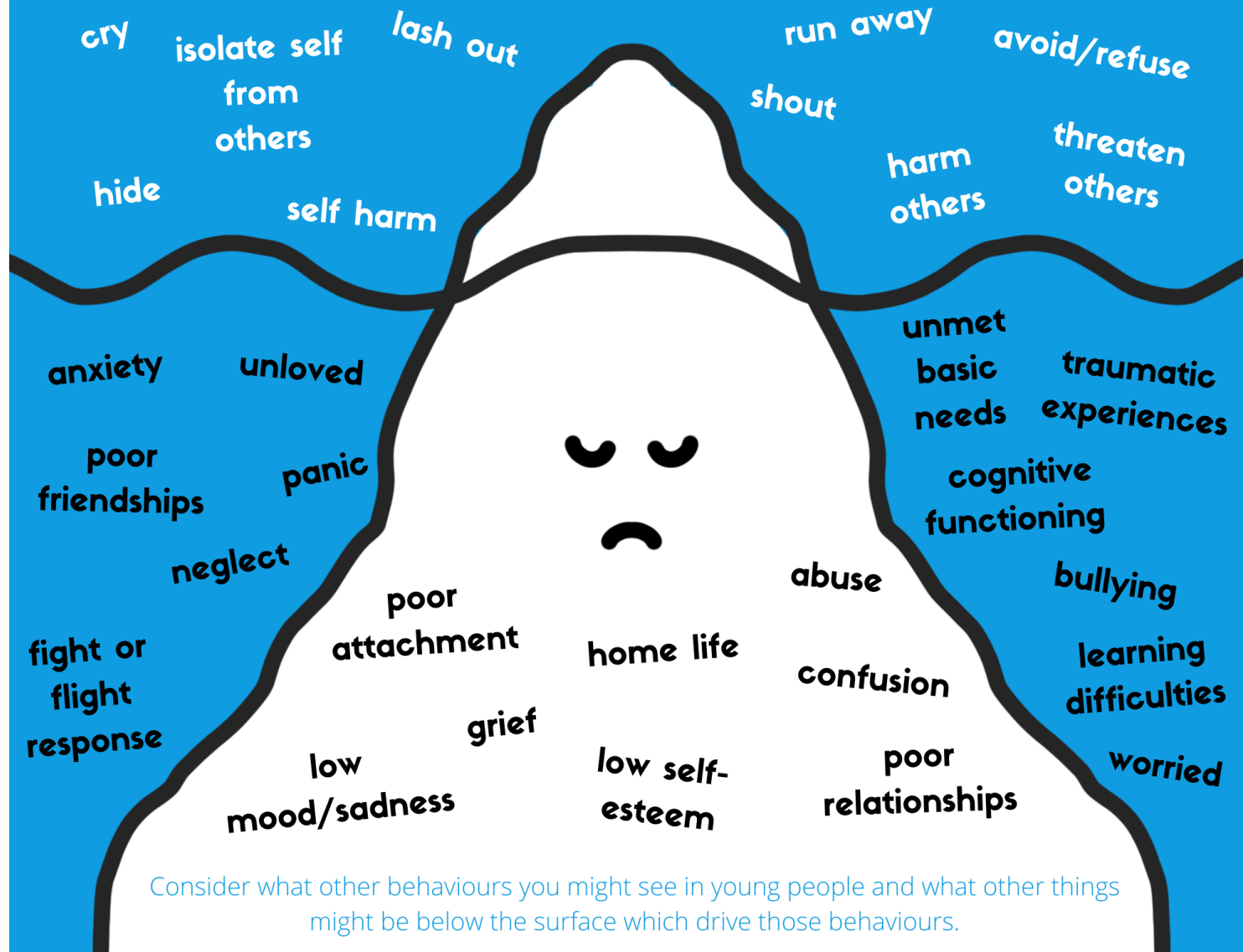
Look at pictures of the school on the internet/ brochure



[The Hand Model of the Brain - YouTube](#)

the tip of the iceberg

The behaviours we see in young people are a little like the tip of an iceberg. These are the things we can see above the surface. However, it's important to consider what is lying below the surface in order to better understand how we can support and help.



Consider what other behaviours you might see in young people and what other things might be below the surface which drive those behaviours.

Overview of the 8-week course



Session 2

Why is **play** so important?

Share ideas of quality time and play.



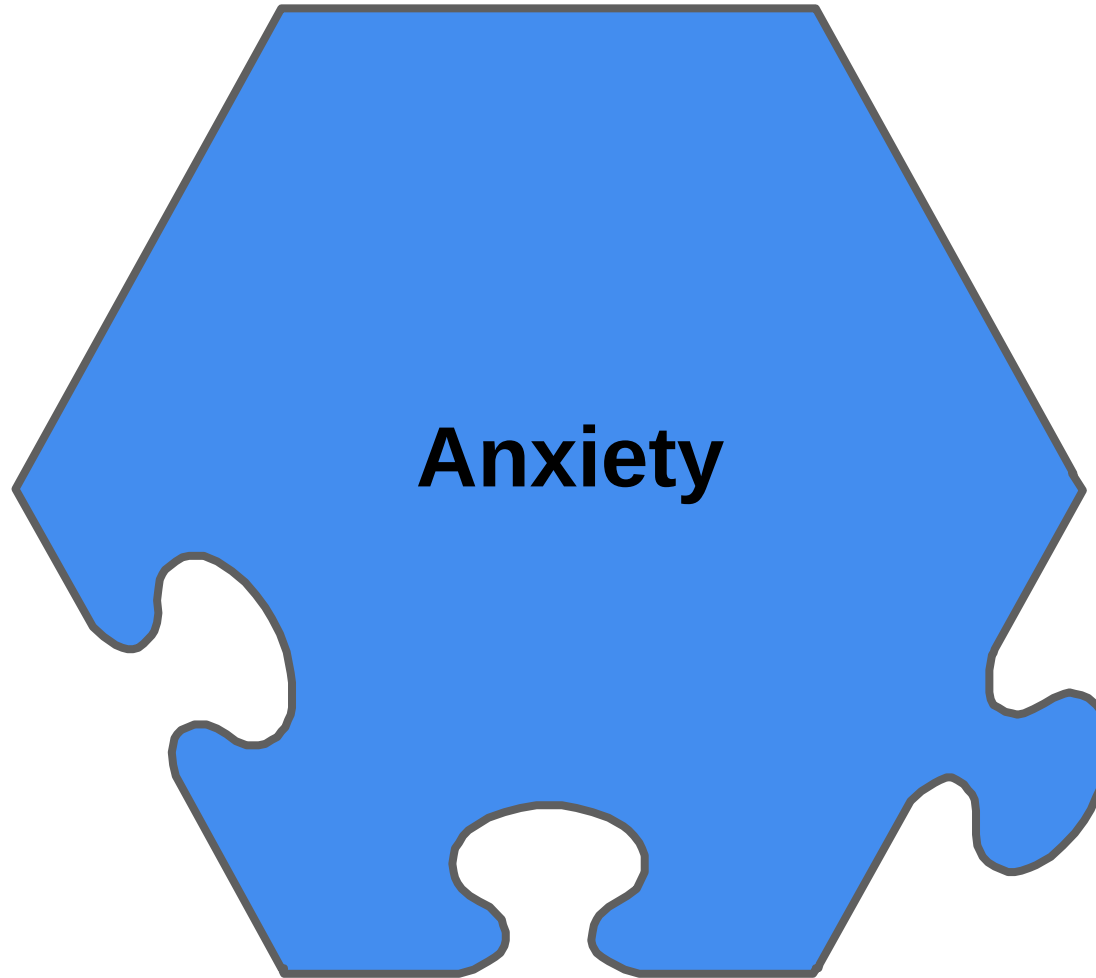
Explore the 'rules' of '**Quality Time**' and '**Special Play**' and how we can introduce it into our daily routines.

Session 3

The anxiety curve.

Zones of regulation

The role of avoidance, to push or not to push?



The **Thoughts-Feelings-Behaviour Cycle**.

What is anxiety?

The hand model of the brain ('flipping your lid').

The **physical symptoms** of anxiety.

Session 4

How we can **praise**
and model
confidence.

Using praise to build
confidence.



Rewards, why
bother?

Ideas of
rewards/ star
charts

Session 5

What is
mindfulness?

What can
mindfulness
help us to do?



5 ways to
wellbeing.

The Stress bucket

Session 6

What is Emotion Coaching?

The 5 steps of
Emotion Coaching.

Empathy



PACE approach.

Supporting
emotional regulation

Session 7

Managing worries,
worry time, worry
tree.

What is in your
control?

Negative
Automatic Thoughts
(NATs).



Stairway to **bravery**.

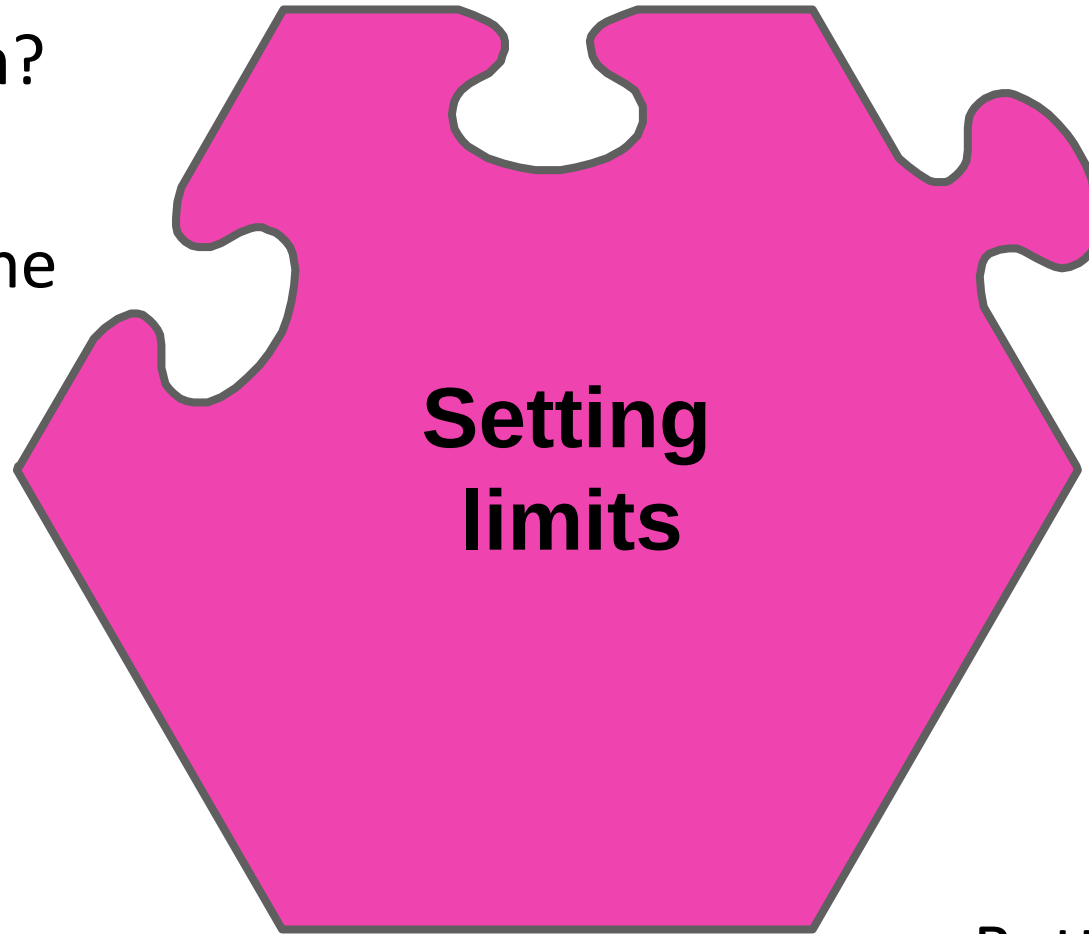
WIN /
PACE approach.

Session 8

What does
setting limits mean?

Attunement, discipline
and repair

Setting limits
and **problem
solving.**



Family rules
and **values**

Why setting limits is
important

Connection before
correction

Button pushing

POSITIVE AND CONFIDENT CHILDREN

YEAR 6
SPECIAL
2026

Are you worried about your child
navigating through the next few months?

You are not alone!

Join fellow Stockport parents and carers
who want to support their Year 6 child
cope with change and move on to
high school more confidently.

ONLINE SHORT COURSE

Tuesdays 1.30 - 2.30pm

- 23rd June Supporting children with anxious feelings
- 30th June Helping children to manage worry
- 7th July Supporting children emotionally
- 14th July Practical strategies & transition timeline

Delivered by:

Anna Purvis- Primary Jigsaw

Heather Newton - Inclusion Service



Please email primary.jigsaw@stockport.gov.uk to book your free place.



Thank you for listening

Come & have a chat if you
have any questions