

# *SBAS Transition Booklet for Parents*



*This booklet has been designed to help you support your child to be prepared for their transition to secondary school.*

*We would recommend that you use the ideas and activities over the coming weeks and months in readiness for September.*

## Reflecting On Feelings

### Activity 1:

Starting secondary school is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing of their special memory and frame it in a photo frame. They may choose to draw a favourite lesson, a funny moment with friends, a school trip, their favourite teacher or a job role they were proud of. They may choose to decorate the photo frame provided or to craft their own using card.

### Activity 2:

Your child may wish to reminisce about their memories of Primary school in the future. Capture these memories in a fun way by asking your child to create a 'Memory Jar'. Using coloured paper ask your child to write down their favourite memories. They can use different colours to show different categories of memory e.g blue for friendship, yellow for teachers, red for favourite lessons, green for school trips. Use a jam jar or a plastic bottle to collect their memories; they could even personalise their jar with decoration.

## Looking Ahead

### Activity 1:

As your child moves to secondary school, it is important that they consider their hopes and concerns. Using an outline of a face, draw the aspects of secondary life that they are looking forward to e.g. clubs, lessons; what they are nervous about e.g. homework, friends and areas that they have thoughts and questions about e.g. Who will be my teacher? Where will I eat lunch?

### Activity 2:

During their time at secondary school, your child will encounter a variety of different experiences. Ask your child to interview someone about how they coped with some of the changes they faced at secondary school. This could be a family member in their household or a neighbour/relative that has been to secondary school (please ensure that you either use technology or follow social distancing guidelines). Ask your child to consider what questions they could ask e.g. how did you make new friends? What did you do if you got lost? What did you do if you forgot your PE kit/forgot to do your homework?

## Organising Yourself

### Activity 1:

Starting secondary school is a time where organisation and independence can flourish; a good routine is essential for this. Ask your child to plan their morning routine (from waking up to arriving at school) and then plan their evening routine too (from leaving school to going to bed). Remind them to think carefully about how long each activity will take and what times of the day they will be able to complete hobbies such as reading or after school clubs.

### Activity 2:

What should I take to school? Lots of new and different equipment is needed for secondary school. Create a shopping list with your child which includes all of the equipment they will need; consider specific lessons such as P.E and Food Technology. Use their new school's website for support. Ask your child to draw the everyday items needed. Do they need different equipment on different days? What should they not take with them?

### Activity 3:

Travelling to and from secondary school requires careful planning and organisation. Talk to your child about how they will get to and from their new school. Will they walk or ride their bicycle? Take the bus? Or travel in the car? Following this, ask your child to plan their journey to school and their journey home from school. What time will they need to leave the house to arrive at school on time? Which route will they take? Will they meet any friends en route? Do they need to take anything with them e.g. money or a bicycle helmet?

#### **Activity 4:**

As your child begins secondary school, they are likely to have greater freedom over what they choose to eat. Recap with your child what a balanced diet looks like and what a healthy food choice is using the NHS eat well website. Ask your child to think about what the school canteen may offer for lunch. Using these ideas, ask them to create a balanced lunch plate which they would want to eat. You may want to ask them to create a 5-day menu to encourage them to eat a varied diet.

## **Your Network**

#### **Activity 1:**

Your child might be attending a secondary school that none of their friends/peers are attending. Even if they are, they might not be in the same classes or on the same timetable as them. Therefore, they will need to make some new friends. Ask your child to make a top tips poster on the best way to make new friends. Get them to watch this short video (<https://www.bbc.co.uk/bitesize/articles/znhf7nb>) to help them gather some ideas on the best way to make friends or speak to family members about how they made friends when they went to secondary school (this could be parents, older siblings, aunties/uncles etc).

#### **Activity 2:**

Your child may be leaving some of their friends from primary school and this may add to their worries about the transition. Have a conversation with your child about which of their friends are going to the same secondary school and which friends are going to different schools. Ask your child how they could keep in contact with them. For example: meeting outside of school in a safe place, using an online classroom that has been set up by your school or over the phone.

#### **Activity 3:**

Ask your child what online platforms they use; this could be games, social media or websites. Ask them how they know it's safe and what they do online to keep themselves safe. Discuss how social media and technology will come into their lives more as they grow up and how it is really important to use them wisely and what impact this may have at school and in the future. Ask them to create a set of guidelines to make sure that they are safe online.

## **Growing Your Independence**

#### **Activity 1:**

Next year, your child will have to be more responsible to things. Work with your child to create an agreement of when they will spend time completing their homework. It might be worth discussing with your child how often they can go on the phone/computer/game console and when they need to have a break from them. After discussing this with them, create a screen time agreement together that includes when and how often they can use their devices.

#### **Activity 2:**

As your child move to secondary school, they will in many new things and develop new interests. It would be good to encourage your child to work on developing a new skill as we like to encourage children to share their skills with others. This could be something that they have always wanted to have a go at, such as learning origami, juggling, cooking or gardening. Maybe it could be something you learn to do together.

After working on the new skill, your child could write a blog post or information poster about the new skill/hobby that they have discovered.

### **Activity 3:**

To support your child as they grow more independent, it might be useful for them to have a key message/messages that they want to stick by. You could work with your child to create their own quote or slogan that they will stick by if they are struggling with something and will offer emotional support and encouragement as they develop their independence.

### **Activity 4:**

Your child would be faced with these scenarios that they will have to solve independently. Some of these will involve communicating effectively to you as parents or with us at school. Look at the different scenarios and get your child trying to decide the best way to solve them. You may want to discuss different ways they can approach these and decide which would work better.

## **Scenarios and Solutions**

### **Monday –**

“I’ve got two really good friends who don’t like each other. One keeps inviting me to things and leaving the other one out. It’s getting awkward and I don’t know what to do. Can you help me?”

- Do you feel like you can be open and honest with them both about how this is making you feel?
- Do they have anything in common that you could share together?
- Calmly and constructively, you could explain how you enjoy spending time with both of them and want to share your time equally between them.

### **Tuesday –**

“I got my hot dinner from the counter and realised I’d forgotten to put money on my dinner card. What should I do?”

- Stay calm! Explain the situation calmly and clearly to a nearby adult and ask for help and/or advice.
- It is important to stay on top of things like this. Make sure you regularly check the amount on your card so you are always prepared.

### **Wednesday –**

“My teacher has paired me with a child I don’t get on with, who expects me to do all the work for them. They are really popular and I’m worried if I say anything, I will get picked on. I also don’t want to get a bad grade. What should I do?”

- You could try speaking to a teacher, your Form Tutor or your Head of Year.
- It is unfair for you to do more of the work - this should be split equally. You could try speaking to the partner about this - or ask an adult for support if you don’t feel comfortable.
- Could you try speaking to the Subject Teacher?

### **Thursday –**

“My friend added me to a group chat and there are some unkind comments about a child in my year group. I don’t want to get involved but I’m worried about the child. What should I do?”

- Think about e-safety first! Is this an appropriate chat to be a part of? Is it within an age-appropriate

app? Who are the people in the chat? Do you know for sure?

- Speak to an adult and ask for advice. Ask parents or Teachers for help. If someone is being treated unkindly then it is important to speak out to a grown up who can help.

**Friday –**

“The friend I usually walk home with has gone home sick from school. I won’t have anyone to walk home with and am really worried about being by myself. What should I do?”

- You may already have a plan for this that you have decided with your parents.
- You could speak to your Form Tutor or a member of the Office Staff.
- If in doubt, always ask for help.

**Create three other scenarios that you may be worried about and discuss how you could solve them.**

## Individual Qualities

**Activity 1:**

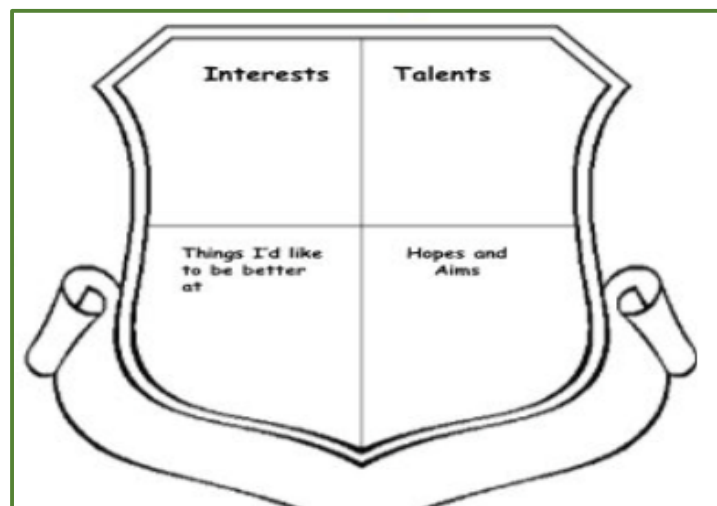
Ask your child to think about what makes them special. What qualities do they possess which they think makes them unique? Ask your child to independently write down five things which they figure the most important things about them. As a parent or carer, you could also come up with five qualities that you think make your child special. Together can compare the qualities listed and why you chose them. Then explore which ones you think are the best qualities to have and why.

**Activity 2:**

Art can be a great tool for self exploration and self-expression. Encourage your child to create a piece of artwork which represents the personality. This could be a picture or something more abstract using material available at home. Your child may find listen to the favourite music encourages their own expression, even if this means completing it in their bedroom. Once completed, ask your child to discuss the artwork with you. What did they want to representing this piece? How did they try to show off their personality through their artwork?

**Activity 3:**

Every child is unique and special. Using the template below talk to your child about what makes them them. Begin right A paragraph each heading or draw an illustration in each section ask your child to consider: interests, talents, things they would like to be better at under hopes and dreams to secondary school.



# Valuing Your Achievements

## Activity 1:

Your child has achieved so much at primary school and now it is time to reflect on what makes them proud. Ask your child to create a 'Wheel of Achievements' that displays their proudest moments. Your child can label each section with headings such as: maths, English, PE, music, friendship, hobbies etc. Inside each segment your child can either draw a picture or write a sentence to show what they are proud of.

## Activity 2:

Not only is it important for your child to value the past achievements, it is also important for them to plan to achieve new goals. Encourage your child to create a bucket list of things they wish to achieve in their first year of secondary school. Once they have completed this, ask them to create a bucket list of things they hope to achieve before secondary school begins. This could include ideas such as learning to tie a tie, completing a summer Reading challenge, baking a cake and more.

## Additional Resources:

- This website explains why self-confidence is so important and give some activities on how to build it: <https://kidshealth.org/en/kids/self-esteem.html>
- Premier League Stars have created some helpful videos and activities for self-esteem: <https://plprimarystars.com/resources/self-esteem>
- Childline want to help bring out the best in your child through some easy-to-do activities: <https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/building-confidence-self-esteem/>
- Here is an article for parents/carers which can help with discussions about how to develop self-esteem and confidence in children: <https://www.theschoolrun.com/raising-a-confident-child>
- These websites provide some useful tips for parents of students transitioning to secondary school: <https://www.tinies.com/our-favourites/transition-from-primary-to-secondary-school.html>  
<https://www.theschoolrun.com/transition-time-primary-secondary>  
<http://www.learningdisabilities.org.uk/search/?query=secondary+school+transition&op=Search>