

Parent Empowerment :
Helping your child to thrive at secondary school



E-ACT Ousedale
School

Be Kind | Work Hard | Succeed Together



Thriving Through the Transition to Secondary School

Supporting children to move from Year 6 to Year 7 with confidence

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Ragdoll training and therapeutic services
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Transition Is a Process, Not an Event

- Excitement and anxiety can coexist
- New routines, friendships, expectations
- Children often wobble after the initial excitement
- Every child transitions differently
- Preparation





The parenting shift

We often feel pulled to:

- Ask lots of questions
- Fix things
- Take over
- Keep them safe

What often helps more...

- Staying curious
- Listening
- Coaching
- Staying connected
- Letting them practise coping

Relationships are the foundation for resilience

- ▶ Children may need more connection during periods of change
- ▶ Small moments matter
- ▶ Being available without forcing conversation
- ▶ Staying curious



What might the behaviour be communicating?

- Irritability
- Withdrawal
- Tiredness
- Increased arguments
- Emotional ups and downs

THE EMOTIONAL CUP

Imagine that every child has a cup that needs to be filled -- with affection, love, security, and attention. Some seem to have a full cup most of the time, or know good ways to get a refill. But most children get a little nervous when their cup gets near empty.

Some ways that children deal with having an empty cup:

- steal from other people's cups
- misbehave to get your attention and show that they need a refill
- seem to have bottomless cups, or need constant 'topping off'
- can't sit still for refills or actively refuse them
- bounce off the walls when they approach 'empty'
- think they have to fight or compete for every refill

What fills a child's cup:

- play
- friendship
- one-on-one time
- love and affection
- connection
- succeeding
- doing what they love to do or what they choose to do



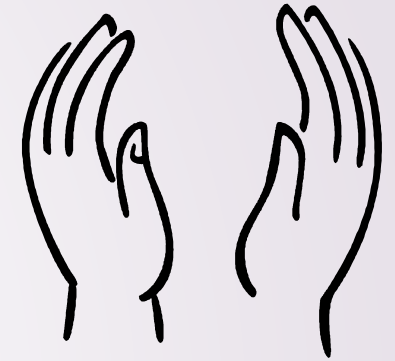
What empties the cup:

- stress and strain
- rejection by peers
- loneliness and isolation
- yelling and punishment
- failing
- fatigue
- doing what they're forced to do or they hate to do

upbilly
Publisher of Therapy Resources



Rupture, Repair and Keeping Perspective



- ▶ All families experience conflict
- ▶ Repair matters more than perfection
- ▶ Relationships can withstand mistakes

- ▶ Time
- ▶ A simple apology
- ▶ Revisiting conversations
- ▶ Starting again





Sometimes the best conversations happen sideways, not face-to-face

➤ **Everyday Starters**

- What was the best part of your day?
- What made you laugh today?
- What was one thing that surprised you?
- What was better than expected?

➤ **Curiosity Questions**

- What's something you're into at the moment?
- What's the funniest thing that's happened this week?
- If you could change one thing about school, what would it be?
- What are people talking about at school right now?

➤ **Connection Questions**

- Who made your day easier today?
- Who did you spend time with today?
- What's something you're proud of this week?
- What's one thing you wish adults understood better about being your age?

➤ **Fun Questions**

- If you could invent a new lesson, what would it be?
- What would your perfect school day look like?
- If you could have any superpower for secondary school, what would it be?



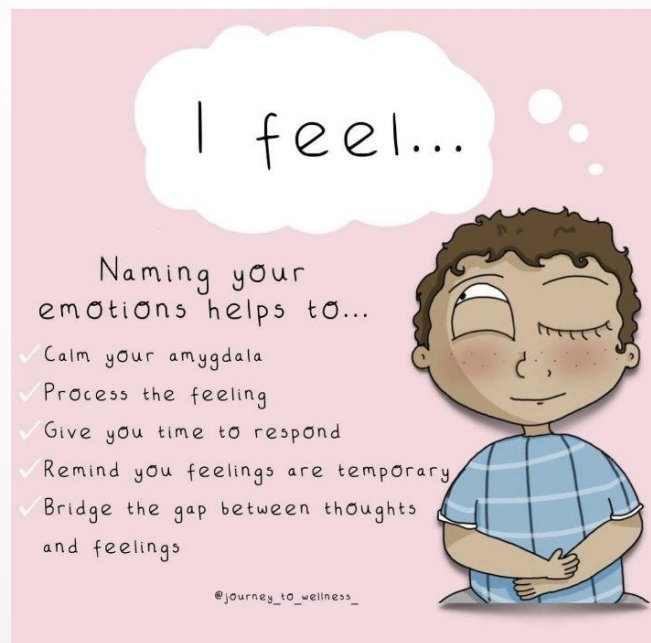
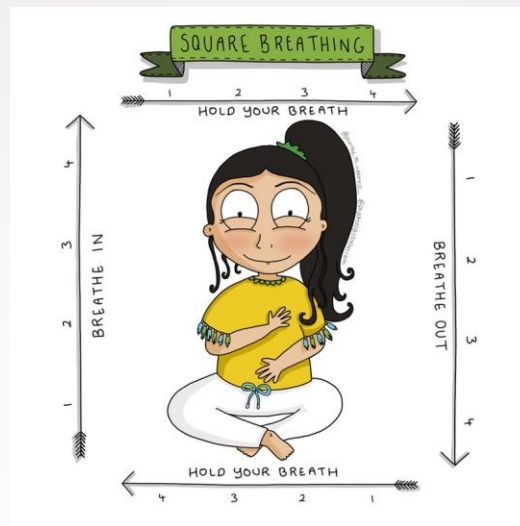
Supporting independence without letting go completely.

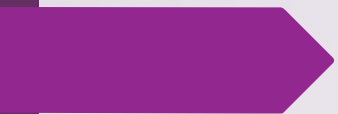
- ▶ Encouraging exploration
- ▶ Staying emotionally available
- ▶ Believing children can cope
- ▶ Being there when things feel difficult



Five Things That Help Children Thrive

- 
- Feeling connected at home
 - Having trusted adults around them
 - Opportunities to develop independence
 - Space to talk about worries
 - Knowing someone is in their corner





Life at Ousedale School
Opportunities
Support



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PSHE/RSE

Ousedale School's sequential PSHE and RSE curriculum is delivered in scheduled tutor periods. The curriculum fulfils statutory requirements, but is adapted to meet the needs of each cohort. This is reviewed annually

Experiences

At Ousedale School experiences are carefully considered and support the academic curriculum, to inspire pupils and allow them to explore the local, national and international community, through our Personal Development curriculum.

Community

Ousedale School recognises the importance of community links: We share strategies through our Parent Empowerment opportunities; listen to the voice of staff and parents and support local projects throughout the year. Our PTA and EACT Ambassador groups play a key role in connected the Community and school



Careers

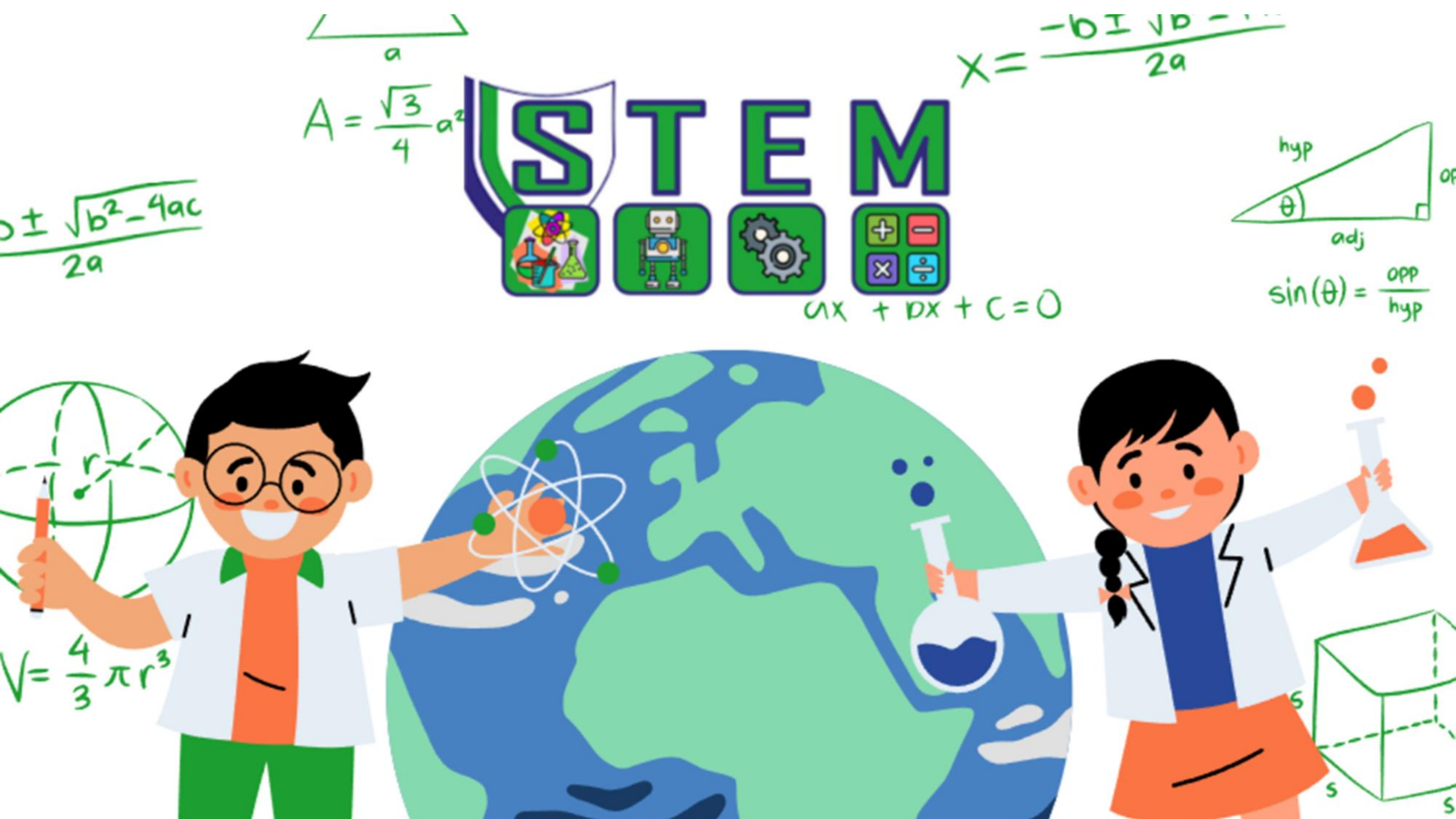
At Ousedale School we have a dedicated Career's Team, who work with all pupils to ensure that their future aspirations are supported. Students have 'experiences of work' across all key stages.

Student Leadership

At Ousedale School the experiences of our pupils is driven through Student Leadership. All pupils have the opportunity to share their voice through questionnaires and by being a part of the many leadership opportunities available.

Culture and Ethos

Ousedale school has a strong safeguarding culture, we promote kindness and have high expectations of all our pupils. Our behaviour policy rewards hard work and community spirit to create a strong sense of belonging.

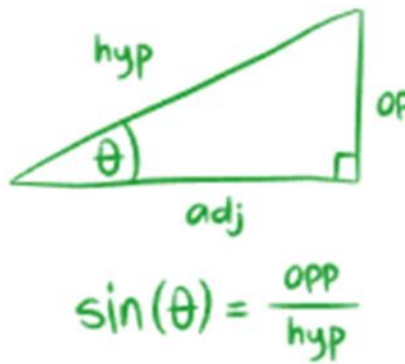


$$A = \frac{\sqrt{3}}{4} a^2$$

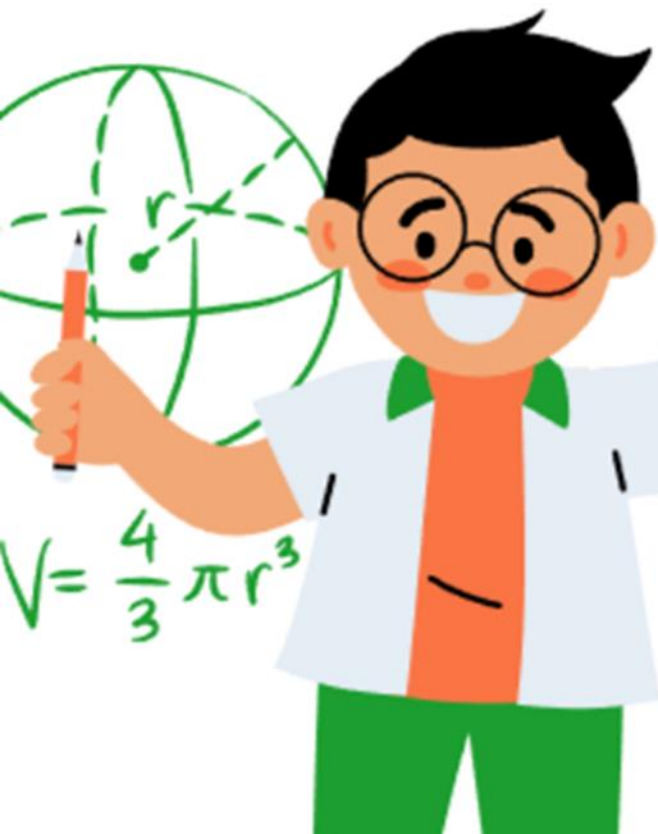
STEM

$$ax + bx + c = 0$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



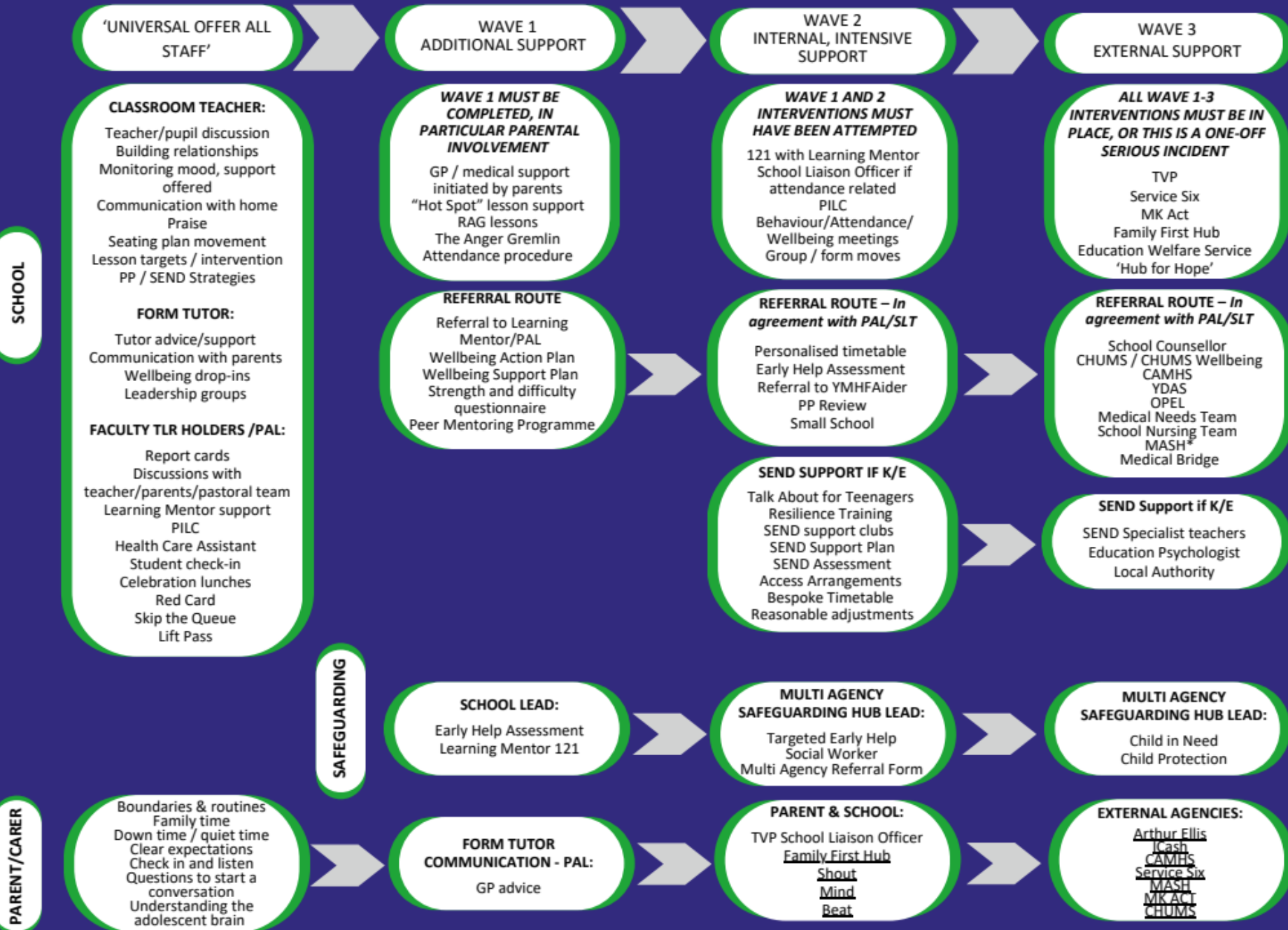
$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



$$V = \frac{4}{3} \pi r^3$$



MENTAL HEALTH, WELLBEING & SEMH INTERVENTION



Thank you

Please take 5 minutes to give us your feedback



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