

Resilience at Rogerstone

20th January 2026



What is resilience and why is it important?

In Rogerstone Primary School, we aim to create a supportive and nurturing environment that prioritises children's wellbeing.

Resilience has been identified as a vital human characteristic that enables us to cope when things go wrong, learn from our mistakes and grow through overcoming challenges. Resilient people are identified as having greater wellbeing, more success in their education and careers, and are generally better able to manage difficulties as they arise.



Signs of Low Resilience



Coping & Mindset Signs

- **"I Can't" Mentality:** *Frequently saying they can't do something or avoiding challenges.*
- **Giving Up Easily:** *Unable to cope and accept with mistakes, lacking persistence.*
- **Lack of Initiative:** *Relying on others to solve problems rather than trying themselves.*
- **Negative Outlook:** *Expressing hopelessness or believing things won't get better.*

Physical & School-Related Signs

- **Sleep Disturbances:** *Trouble falling asleep, nightmares, or sleeping much more than usual.*
- **Physical Complaints:** *Frequent headaches, stomach aches, or fatigue, often linked to stress.*
- **Difficulty in school:** *Difficulty focusing, retaining new learning or a general disinterest in schoolwork.*

Behavioral & Emotional Signs

- **Emotional Dysregulation:** *tantrums, irritability, angry outbursts, or persistent sadness/hopelessness.*
- **Withdrawal:** *Becoming unusually quiet, isolating themselves, or losing interest in previously enjoyed activities and friends.*
- **Fear & Anxiety:** *Increased separation anxiety, being overly fearful, or avoiding new situations.*
- **Aggression**

RISE

Resilience in Schools and Education

With this in mind, we have decided to adopt the RISE program across the whole school with the aim to improve children's school experience and equip them with skills that will benefit them for the rest of their lives.

This initiative identifies 8 key areas of resilience:

- Confidence
- Character
- Connectedness
- Coping
- Contribution
- Sense of Control
- Competence
- Enjoyment

These elements aren't isolated; they interweave to create a resilient mindset, where competence builds confidence, connection provides support, and character helps guide contributions, all while effective coping and a sense of control manage life's stresses



Confidence

To try new things and not be afraid to make mistakes.



Character

To keep going when times are hard, and know that they can affect positive change in their lives.



Connectedness

To have close connections and feel secure that a trusted adult or friend is always going to be there for them.



Coping Skills

To have the skills to recognise and manage any BIG or difficult emotions as they arise.



Contribution

To feel motivated and empowered to help and support others, and feel 'good about doing good'.



Sense of Control

To feel more in control of their lives, and let go of the immense frustration that comes from trying to control the uncontrollable.



Competence

To develop, recognise and feel secure with their strengths, which they can fall back on and still feel confident about during hard times.

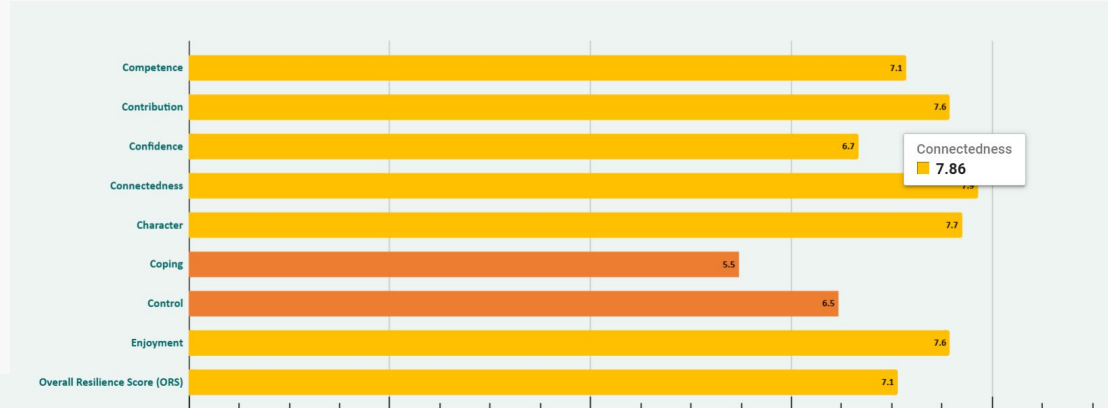


Enjoyment

To experience moments of joy each day which builds positive and enthusiastic thinking.

RISE Assessment



Evidence showed that across the school, 'coping' was the common area for development.



However, for children to 'cope' with challenges, they must first develop their belief in themselves and their skills, so competence became our first area of focus.

How we teach resilience in Rogerstone

Supporting our learner's resilience is a whole school priority and so all classes teach weekly resilience lessons. Each term we explore a new resilience pillar.

<p>Autumn 2025</p> 	<p>Competence <i>Finding strengths, celebrating achievements and mastering new skills</i></p>
<p>Spring 2026</p> 	<p>Coping <i>Recognising and managing emotions and finding solutions</i></p>

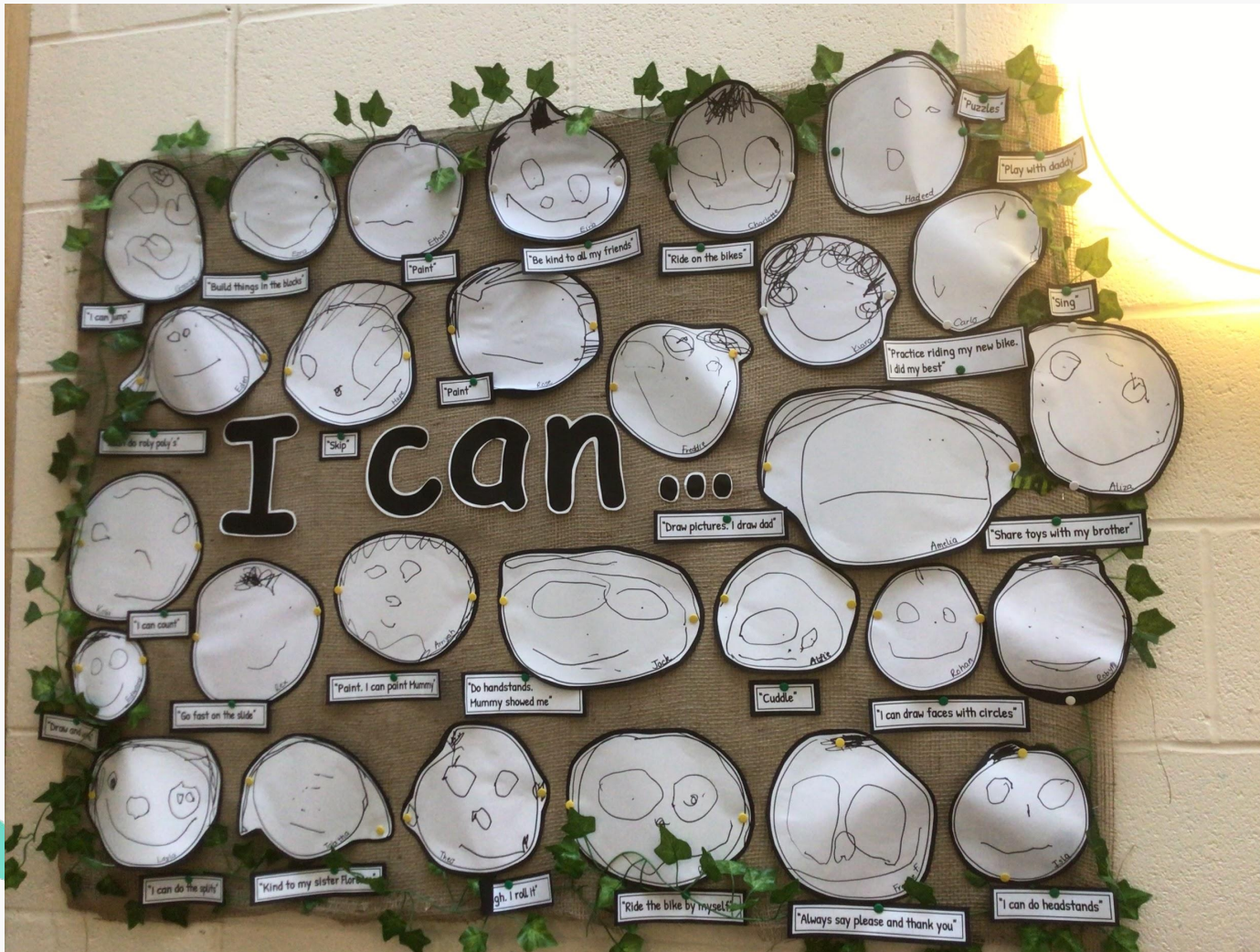
Examples of Celebrating Strengths and Achievements



Many classes created displays highlighting children's strengths and achievements. These displays supported children in celebrating both their own accomplishments and those of others, while also fostering self-esteem and confidence.

Reception

Nursery



Y1





Family Engagement

Example Homework

Autumn 1	Resilience	<p>Celebrating our strengths.</p> <ul style="list-style-type: none">- 'I can...'- We are celebrating things that the children can do- For example,- I can ride a scooter- I can smile- I can jump	<p>Celebrate children's strengths. Celebrate things that they can do. Model things that you know children can do.</p>
Autumn 2	Resilience - Mastering a new skill	<p>As a class we are going to be learning new Christmas songs to sing during our Christmas celebrations.</p> <p>We will be learning the tune, the words and some signs to do alongside the song.</p> <p>We will put videos of the adults completing the signs for you to help your child at home.</p>	<ul style="list-style-type: none">- Sing nursery rhymes at home:<ul style="list-style-type: none">→ Hickory dickory dock→ Twinkle, twinkle little star→ Humpty dumpty→ Incey wincey spider→ Head, shoulders, knees and toes

We recognise that resilience is not a standalone skill that can be developed only in school and instead requires a holistic approach.

Parents and families are invited to join our resilience journey through home learning.

Listening to our Learners

“The teachers teach us how to be **brave** and **strong**.”

“It helps us to keep trying and **persevere**. If you give up you won't get better and we will never learn how to do it. If everything was easy, we wouldn't be learning new things!”

“When I made a mistake in my book, instead of getting mad at myself like before, I could try again and make it better.”

It makes me **feel good about myself** because now I know what I'm good at. I like speaking in front of others now. I feel **proud**!”

“Resilience helps us to be **healthy in our feelings** so that we don't feel dull and glum if we give up. We will feel more positive if we are resilient!”

“It will help us in the future when hard things come to you in life. Resilience will help us **build up and get better** and when you're trying to get a job or filling out a job application. **It will help if you even if you don't get the job!**”

How can I help my child at home?

✓ Encourage Problem-Solving

Ask “*How can you handle this?*” instead of giving answers. Let children learn from mistakes.

✓ Build Independence

Support self-care skills and keep high expectations for behaviour and independence.

✓ Allow Healthy Risks

Avoid overprotecting. Age-appropriate freedom builds confidence and resilience.

✓ Focus on the Positive

Praise effort and achievements. Talk about what went well each day.

✓ Embrace Challenges

Help children see challenges as chances to grow stronger.

✓ Teach Emotional Regulation

All emotions are okay. Teach calming strategies and set clear behaviour limits.

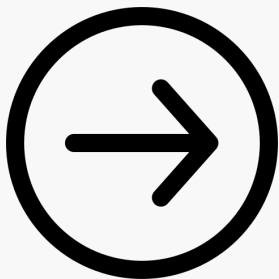
✓ Use Encouraging Language

Avoid worst-case thinking. Promote optimism and moving forward.

✓ Model Resilience

Stay calm, be consistent, and admit mistakes—children learn by watching you.





Where do I find out more?

If you would like to find out more about the RISE program, please feel free to visit the parent hub for lots of useful advice, support and information at www.edpsyched.co.uk/parent-hub.

If you are concerned about your child's wellbeing, please speak to your class teacher or Mrs Dunn.