

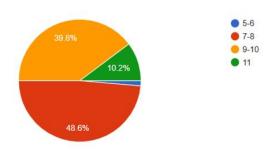
## Happy Minds Pupil Survey Feedback December 2024

The whole school began the My Happy Minds modules in September this year. It is a research-backed wellbeing programme of activities. The primary aim is to help to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and school. The children learn how the brain works as well as how to ensure they look after it so that they can manage their emotions and be at their best. Growth mindset is a key part of this programme too. The children identify and celebrate their unique character strengths. They learn why gratitude matters and how they can develop gratitude as a habit. The children learn why positive relationships matter and how to build them. Finally, the children learn how to build self-esteem and resilience. *The children have just finished the first two units of work. A survey was devised to capture the views and opinions of the children.* 

## Methodology

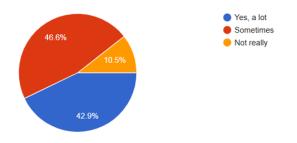
All children in Key Stage 2 were given the opportunity to answer the questions. 288 responses were received. For each Key Stage 1 class the teacher talked to the children and provided a collective response for each class.

1. How old are you?

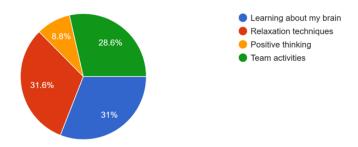


## **Results & Feedback**

2. How You Feel About MyHappyMind. Do you enjoy the MyHappyMind sessions?

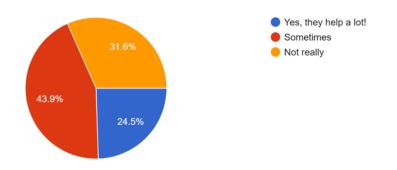


3. What is your favourite part of the programme?

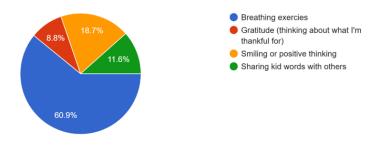




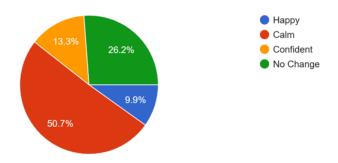
4. When you feel upset do you use the strategies from MyHappyMind?



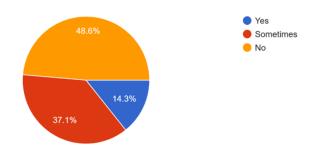
5. Strategies and Mental Health: Which strategies help you feel calmer or happier?



6. How It Helps You: How does My Happy Mind make you feel?



7. Do you talk about what you have learnt with MyHappyMind to your friends or family?



## 8. What do you like most about My Happy Mind?

- ✓ Breathing exercises
- ✓ Learning about my brain
- ✓ Team activities
- ✓ Quizzes
- ✓ Writing in my journal

- ✓ Learning new things
- ✓ Fun activities
- ✓ Learning how to relax