

WELCOME

Thank you for your enquiry regarding the **social and emotional whole school tool 'Championing Children'**. Having established this approach successfully across a Multi Academy Trust, we are now ready to launch it into new schools.

Read on for more information on the tool and how we could work together.





ABOUT THE TOOL

This tool is an ideal investment in **supporting disadvantaged children including those in receipt of pupil premium funding**. It is an inclusive tool which adopts a positive, preventative approach to SEMH which provides high quality SEMH learning for all. It is written in line with the EEF guidelines to improve SEMH, and designed acknowledging timetabling pressures on schools. **There is no curriculum to download or extra lessons to teach.**

In current schools where it is adopted, we have noted:

- improved executive function & learning behaviours,**
- increased agency and sense of self competence, especially in disadvantaged pupils,**
- improved whole class cohesion with increased oracy skills,**
- and teachers report the value of reflecting on these capabilities to improve their adaptive teaching.**

Research suggests young people need seven social and emotional capabilities before they are 16 to affect their own positional change in the world. These capabilities are also shown to be a strong indicator of positive future outcomes, including employability, health and positive relationships.

Creativity



Resilience and determination



Managing feelings

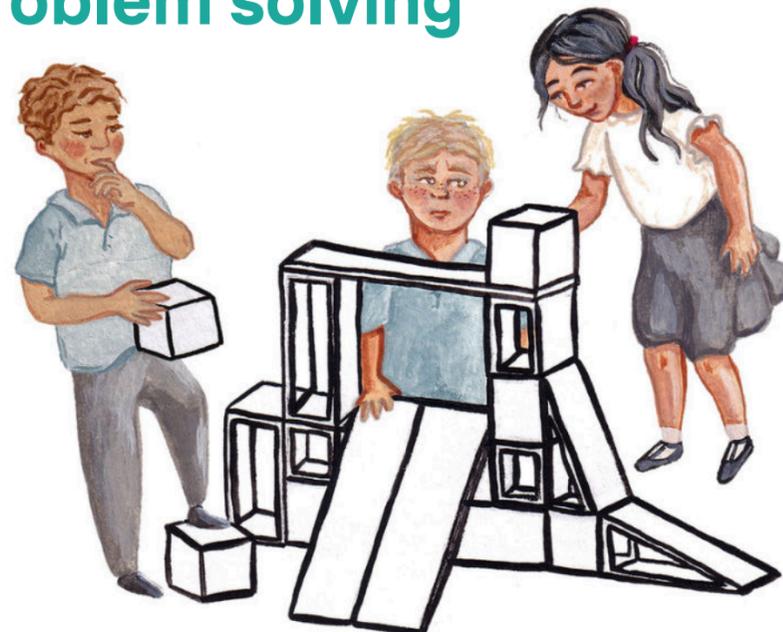


Relationships and leadership

Confidence



Problem solving



Communication



HOW IT WORKS

The class are led in a termly reflective conversation, using a 7 paged big colourful book with 4 level descriptors of each capability to steer the conversation. Children follow ground rules and are encouraged to vote honestly about each area. This reflective hour concludes with children agreeing on one capability to be a collective priority to work on. Teachers are then supported to consider strategies which can be used across all subjects and lessons which help grow that capability in their class for one term.

This approach enables inclusive, whole class reflection. It also captures information about cohorts which can then be responded to more mindfully by the teacher.

Again, there is no curriculum to download, or unit of lessons to teach.



SCHOOL TESTIMONIALS

From tried and tested...

Championing Children has been revolutionary in how we understand and support our learners beyond the National Curriculum, focusing on personal development and the child as a whole. It not only brings clarity to the complexities of children's needs but empowers teachers and leaders with practical strategies that make a real difference. It adds depth, compassion, and structure to our work—reminding us why we do what we do. It's a resource that is embedded in our provision and has a positive impact on pupil development, both individually and as a class, as well as staff. I'd highly recommend it to any educator or leader striving to make lasting, meaningful change in the lives of children.

- Liz, Head of a Devon-based school, which has used the Capabilities tool for 8 years

To new joiners...

This is exactly what we need to focus on for the sake of our pupil's wellbeing. I love how it relates to EYFS measures- we all know these areas are still needed to be valued.

My class said things during the vote which surprised me. This has already changed how I look at things.

- Staff of a London Primary school at the start of embedding the Capabilities tool, October 2025





COST BREAKDOWN

Having successfully introduced this approach across a MAT of schools and seen the positive impact, we are now ready to launch into new schools.

Year 1	Subsequent years
£2000 per term for 3 terms of strategic support to embed Capabilities tool.	An ongoing subscription service allows teachers to access a resource bank for future development of the capabilities. Cost TBC.

Prices are based on single form entry primary schools. Schools with less pupils or Trusts with multiple schools please be in touch to explore a package to work for you.



COST BREAKDOWN

What's included

- A copy of the programme book
- Teacher education visits across the academic year
- Three terms of personalised support, delivered by in person live modeling in the classroom
- Strategy guide to embed the tool sustainably within your setting
- Ongoing coaching support tailored to your staff and pupils

Safeguarding & professional assurance

- Enhanced DBS checked school consultant
- Regular safeguarding training
- Trained educator coach
- Extensive experience supporting pupils with SEMH needs
- Fully insured

TERM 1



- 2-hour online staff session introducing social and emotional education, the research underpinning the tool, and how and why it works
- Full-day in-person visit modelling the Capabilities Vote in different classrooms
- Teachers observe this live practice, including how to adapt the vote for different cohorts.
- The school retains the Capabilities book and voting resources to use each term.
- 1 hour end-of-day staff meeting to reflect on learning, clarify core principles, and outline next steps of implementation.

TERM 2



- An in-person visit for a day where teachers watch teaching of classes across the school, modelling how a lesson can simultaneously grow capabilities and teach a subject.
- Teachers enjoy observing someone else teach their own class, absorbing new ideas and gain insight into fresh approaches. This 'live' teacher education in their classroom enables real-time modelling in person, where no cover teacher is required and teachers are able to reflect in their own classroom.
- This in-person day ends with a workshop for teachers. Staff look at their curriculum plans and are supported in how to approach improving their class' capability.

TERM 3



- A final in-person day of tailored support for a class who has not developed as the teacher had hoped, or coaching sessions for staff in how to best tailor planning which adapts to class needs or support for a specific capability.
- This day finishes with a training session for the leadership team, evaluating how school policy and systems best include personal and social development of children, looking at how monitoring procedures and governance can extend to SEMH and vulnerable pupils.

I'M REBECCA.

I've been a primary teacher for 28 years, on a MAT school improvement team, a Chair of Governors, and a parent.

All of these experiences led me to design and embed this curriculum framework; it gives a clear language and measure to those 'softer' areas of development which children need for life.

It is also an acknowledgement of the challenges teachers currently face in education at the moment including an overly performative emphasis which can often sideline SEMH learning, especially for disadvantaged pupils.

I am an Education Doctoral student studying the effects of using this Capabilities tool where it has been adopted in 11 schools over 8 years. I believe this tool enables us to measure and strategize about what schools often truly value.



REBECCA BREWER

MEd, BEd, Founder of Championing Children

PLEASE BE IN TOUCH WITH ANY QUESTIONS.
I DO HOPE WE CAN WORK TOGETHER!

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