



Est. 1954

תלמוד תורה פרדס

Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA, Tel: 020-8343-3568, E-mail: office@pardeshouse.com

בס"ד

Founding Principal:

Rabbi E Halpern זצ"ל

Menahel:

Rabbe S Roitenberg שליט"א

Headteacher:

Rabbi J Sager MA B.Ed NPQH FCCT

Spring term Pupil life skills development programme

A personal development programme, designed to develop key life skills for pupils across the school.

	Area of focus	Executive Function link
Reception	Social etiquette; Part 1 – manners <i>Washing hands, tucking shirts in, letting others through door first, speaking politely – please, thank you, pardon etc</i>	Response inhibition
Year 1	Food prep and being safe in the kitchens <i>Knife safety, washing hands with soap and water, prepping food practise</i>	Response inhibition Sustained attention
Year 2	Being safe out of the home <i>Stranger danger, crossing roads, who we speak to and where, who can help us and where to go</i>	Response inhibition
Year 3	Being organised <i>At home, in school, with our belongings, in our heads!</i>	Organisation
Year 4	Solving problems effectively <i>Friendships, school, in learning, with siblings</i>	Meta-cognition Emotional control
Year 5	Dealing with failure and managing your feelings <i>How to respond when things don't go well or your way. Knowing our triggers and how to respond to them. Knowing it's okay to not be okay.</i>	Response inhibition Emotional control
Year 6	Social etiquette; Part 2 – the next stage <i>Washing hands, dressing properly, speaking politely – To adults and peers, developing new friendships, high school expectations</i>	Goal directed persistence Planning & Prioritising Organisation & Flexibility Time management





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Executive functioning skills in the programme

Response Inhibition	The capacity to think before you act – this ability to resist the urge to say or do something allows us the time to evaluate a situation and how our behaviour might impact it.
Emotional Control	The ability to manage emotions in order to achieve goals, complete tasks, or control or direct behaviour
Sustained Attention	The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.
Task Initiation	The ability to begin projects without undue procrastination, in an efficient or timely fashion
Flexibility	The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.
Goal Directed Persistence	Following through to the completion of your goal without being distracted by competing interests
Working Memory	The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the situation at hand or to project into the future
Planning and prioritising	The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what is important to focus upon and what's not important.
Organisation	The ability to create and maintain systems to keep track of information or materials.
Time management	The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
Meta-cognition	The ability to stand back and take a birds-eye view of oneself in a situation and observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, "How am I doing? or How did I do?").

