



**Mentoring
2025 -**



Mentors' I

Activities for Circle Time

and experiences.

ays, “Stand up if...” followed by a prompt (e.g.,
‘ve been on a train”). Pupils look around to

do we have in common?”

ng.

ue facts and one invented one about them-

ood is... I have a pet... I've been to the moon!”

kindness.

erson on their right and says one kind or ap-

ircle.

ork, kindness, or courage.

ction.

oom, then pair up and answer a silly or deep

your dream pet?” or “What’s something kind

wice.

ne question and do quick pair-and-share.

Mentoring at John Blow - Why this

At John Blow Primary School, mentoring and supports every child’s personal development and children meet in mixed-age groups to promote wellbeing, collaboration, and inclusion. Core aims: active listening, building positive relationships. Every learner has ‘one key adult’ they can rely on.

Mentoring is fun, purposeful, and rooted in our school’s values. It gives children the chance to voice their views and learn from one another across year groups, strengthening our supportive school community.

For the 2025–2026 academic year, mentoring is a key part of our anti-racism and curriculum diversification work. It is inspired by research from Leeds Trinity University during 2024–2025, which highlights an inclusive curriculum that reflects and challenges stereotypes, and equips our learners to be resilient and confident. Mentoring is a meaningful, engaging activity that helps our children learn and grow—together.

Features of active listening in mentoring

- ⇒ **Giving full attention** – looking at the person you're listening with your body.
- ⇒ **Thinking about what’s being said** – listening and trying to understand the meaning.
- ⇒ **Responding appropriately** – asking questions or making thoughtful comments.
- ⇒ **Repeating or summarising** – showing you were listening by repeating what was said into your own words.
- ⇒ **Not interrupting** – waiting your turn to share.

Benefits of circle time

Highlights the impact of circle time on children's learning - the benefits are shared across the school.



5. Cultural Capital Bingo

- **Objective:** Widen exposure to traditions and customs.
- **How it works:** Create a bingo board with phrases like "I speak two languages," "I eat traditional food from another country," "I speak two languages," "I celebrate a traditional celebration"). Pupils find peers who match their board.

Adapt for circle time: Use as a speaking activity where pupils share what they have found. "You ticked."

6. Inclusion Detective

- **Objective:** Build awareness of exclusion and inclusion.
- **How it works:** Read a short story or poem. Pupils work in teams to spot moments of exclusion and inclusion. Discuss what things could be improved.

Scaffold: "What could have made this feel more inclusive?"

7. Postcard to the World

- **Objective:** Promote global thinking and understanding.
- **How it works:** Pupils choose a country and research an interesting fact, and write a postcard from a local perspective.
- **Discussion Link:** "What would it be like to live in that country?"

Diversification Themes

... and family heritage.

... m, photo, or story that represents something
... es, they take turns sharing and answering 1–2

... is reminds me of...”, “In my family we...”.

... ame in the centre of a page and creates a
... ny nicknames, languages it comes from.

... out who we are?”

... build empathy.

... character card" (created by the teacher with
... and answer questions in pairs/groups about

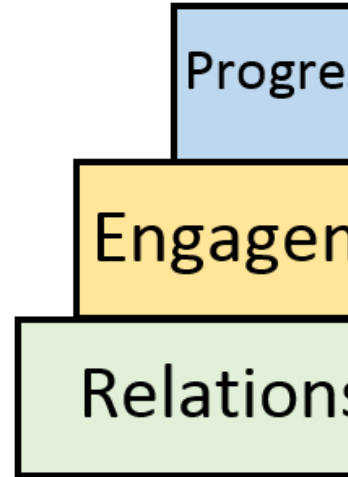
... ffect how we treat others?”

... eople experience the same event differently.

... with multiple characters. Assign characters to
... do they think happened?” Groups share and

... hear all voices?”

*Relationships underpin every
relationships are especially important
don't have that 'one kind of'*



Every child deserves a
champion
-- an adult who will
never give up
on them,
who understands the
power of
connection
and insists that they
become
the best that they can
possibly
be.
-- Rita F. Pierson

toddlerappreview.com

Hierarchy of Needs

Actualization

to be the most that one can be

esteem, status, recognition, strength, freedom

Love and belonging

intimacy, family, sense of connection

Security needs

safety, employment, resources, health, property

Biological needs

shelter, sleep, clothing, reproduction

Hierarchy of needs

If learners are met is essential
for children to be the best they
can be.

Implementation of the hierarchy is an ar-
gument through mentoring.

ives—2025-2026

the features of Active Listening from page 3

When utensil, which would you be and why?
A great team? How can we make sure eve-

What represents your personality?
Your strengths as a group? How can we help

If you had one superpower, what would it be?
How do you plan to note these in their handbooks on page
How do you plan to note these in their diaries.

What is your personality character?
What are your questions to stimulate discussions on page

If you were a colour, what colour would it be?
How do you plan to recognise and respect other people's feel-
ings? Use the scaffold

What have you learned about your group this half term?
What should we set for next half term?

If you could visit any country, where would you go and
how do you plan to get up to over half term?

What is a secret meaning, what would it be?
How do you plan to learn about cultures different

If you had a special food, what would it taste like?
How do you plan to let acts of kindness change someone's day?

What do you wish people understood better?
How do you plan to be better allies to each other?

Our group



Learning targets



Session 11 04.12.25	Starter: What makes you feel... Discussion: How can we... one? What does empathy...
Session 12 11.12.25	Starter: What's your Christ... Discussion: What's been so... ing since the start of the ye... Is there anything you want...
Session 13 18.12.25	Reflection Week Starter: What have you lea... Discussion: How have we c...
Session 14 (Spring 1)	Starter: If you had an adv... put on it? Discussion: What does suc...
Session 15 15.01.26	Starter: What would your... Discussion: What's the diff... tion? What are your hope...
Session 16 22.01.26	Starter: What challenge ha... Discussion: How can we le...
Session 17 29.01.26	Starter: If your life was a b... Discussion: What story do...
Session 18 05.02.26	Reflection Week Starter: What have you ac... Discussion: What target w...
Session 19 19.02.26	Themes this term linked to Starter: If you could invent... Discussion: How do new id...

*Mentors have the freedom to explore different...
have been planned as a starting point to build...*

Questions—2024-2025

How can we make life better?

Who are your mentors - mentors to capture answers (p18)
What is... / JBPS would be even better if...

Who is your mentor, what problem would you solve?
Who is your favourite book character? / Who

Should we explore space or the deep ocean?
What is most important?

What would you ask an animal, what would you ask?
How can science help us protect our planet?

What have we discovered about ourselves and our world?
What is the most interesting thing you have learned from asking questions and exploring?

What is the most important thing to celebrate?
What is important to celebrate different cultures?

What does 'belonging' mean to you?
How can we help others feel like they belong?

What does a flag mean to you, what would be on it?
How do families and communities shape who we are?

What is special to you and why?
How can we learn from each other's stories?

What is one thing you're proud of, what would it be?
What does pride mean and how do we celebrate it?

What is on your soundtrack, what song would be on it?
How do art and culture connect us?

Our curriculum

Our Curriculum Drives

Resilience
Collaboration
Curiosity
Empathy
Purpose
Being Prepared



What values important?

Core Values



Be thoughtful

Respect

Be prepared to learn

Be attractive and safe

Be the best we can be



Session 32	Reflection Week: Starter: What has been the most important thing for you this term? Discussion: What makes our school special?
Session 33	Starter: What helps you stay motivated? Discussion: How can we improve our school?
Session 34	Starter: What would your ideal school be like? Discussion: What will you do to make it happen?
Session 35	Final Reflection: Starter: What has been the most important thing for you this term? Discussion: What are your hopes for the future?
Session 36	End of year mentoring groups - certificates Mentoring awards - certificates

Mentors have the freedom to explore their own mentoring groups—these have been planned as a result of the relationships.

There is no expectation that the children will be able to do the sessions, they have been created to support relationship building within and across the school.



Our group



emotions



These emojis represent?

What do these emotions?

How do these emotions make you feel physically?

When have you felt these emotions?

No

tes

Getting to

Question st

My favourite

My hobb

Outside of sch

Something that ma

I feel angri

When I feel angry, up

g and emotions

oy when..."

elt angry was..."

us when..."

frustrated when..."

ht feel sad if..."

rying, I would..."

us feels like..."

No

e capturing

John Blow Primary

ool would be even

Our recomm

Name of mentor =