



SATs Week Support Pack



Supporting wellbeing, confidence and connection

What to expect during SATs week



You might complete tests in reading, grammar and maths



The tests are usually done in your classroom or a quiet space



You might notice changes to your routine



Your classroom might be laid out differently for this week



There will still be time to play and have fun



SATs are assessments

They do not measure

*Your
intelligence*



*Your
personality*



*Your
interests*



*Who you are
becoming*



You are SO much more than a test score

Fidget's SATs Week

This week, I might have some tests

Some of them might be harder than others

*I might feel lots of different feelings, and
that's OK*

*I will do my best and take things one step at
a time*



My body might feel...

Fast

Tired



Quiet

Wobbly



Itchy

Sweaty



Your feelings are valid

Things I can tell myself...

I can take my time

I can ask for help

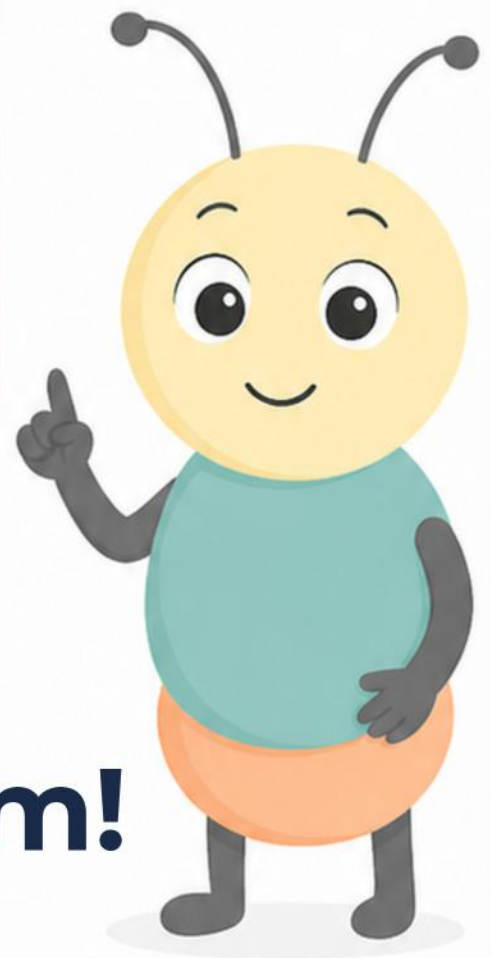
I will try my best

I can take a break

I can do things in my own way

I don't have to know everything

**I am enough
EXACTLY as I am!**



Things that can help me feel regulated



Quiet time



Drawing or writing



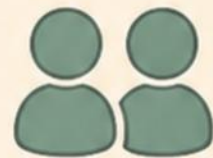
Your own space



Taking a break



Movement breaks



Talking to someone

My calm space looks like...



SATs week daily check in

Today I feel...



happy



calm



unsure



worried



tired



sad



Before school I feel:



After school I feel:



My SATs week plan

write or draw what your day might look like



A large, empty rounded rectangular box with a yellow border, intended for writing or drawing about the day's activities.



A large, empty rounded rectangular box with a light green border, intended for writing or drawing about the day's activities.



A large, empty rounded rectangular box with a light purple border, intended for writing or drawing about the day's activities.

Routine helps me feel safe and ready.



Things I can do when I need a break



Take slow breaths



Stretch my body



Cuddle a comfort item



Sit or lie down for a while



Watch your favourite movie

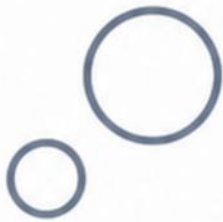


Listen to some music



My big thoughts

draw or write what is on your mind



*Something which might
make me feel better is:*



Fidget's Bubble Breathing

Take a slow breath in through your nose.

Now gently breathe out through your mouth, like you are blowing a bubble.

Try to make your bubble big and slow. If you blow too fast, it might pop!



You can repeat this exercise as many times as you need!



Poppet's Happy Place

Everyone has a place that helps them feel calm and safe.

It might be somewhere real, like your bedroom or a park. Or it might be a place you imagine, like a magical world or a cosy hideaway.

Think about your happy place. What can you see there? What sounds can you hear? How does your body feel?

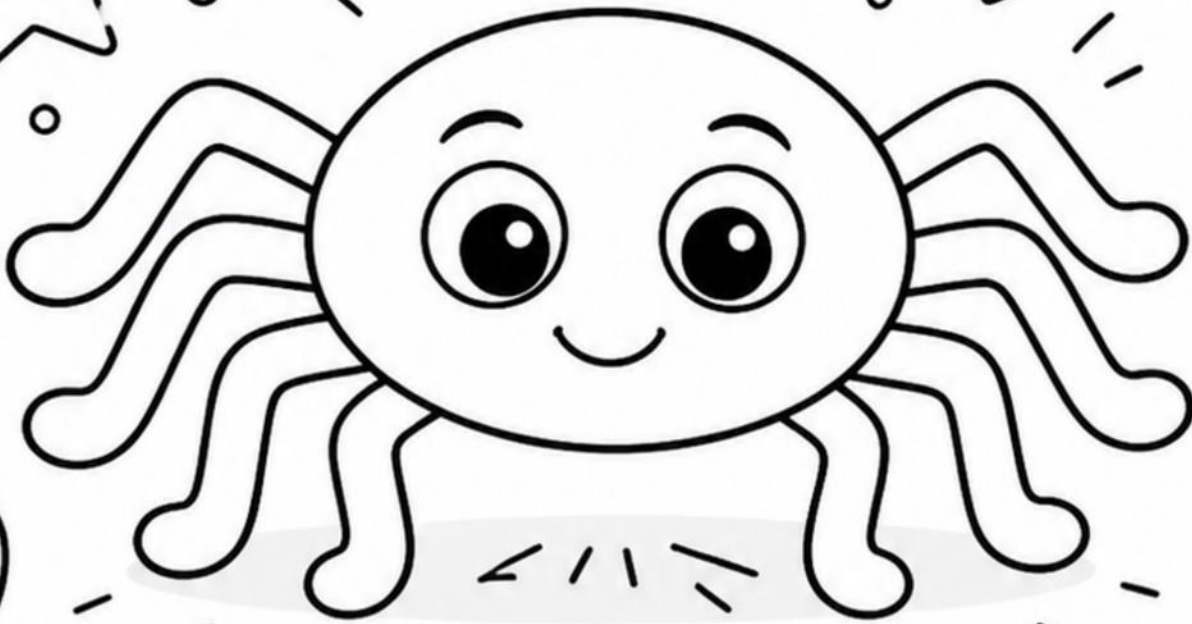
Draw your happy place in the space below.



Positive Affirmation Colouring Sheets



I AM
AMAZING



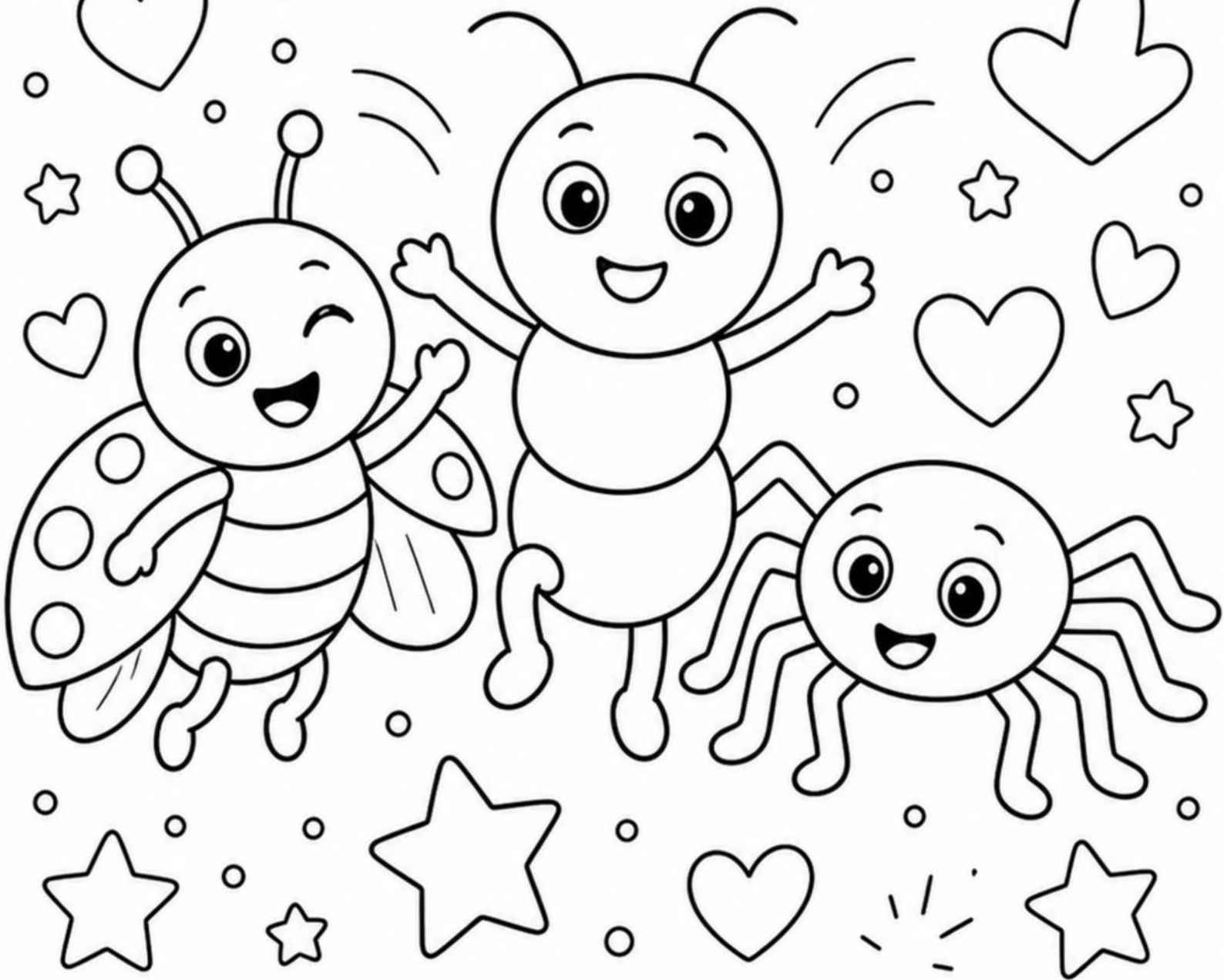
I CAN
DO HARD
THINGS



I AM
ENOUGH



I AM
LOVED



Supporting Children Through SATs Week



SATs week can bring increased pressure, changes to routine and higher levels of emotional and cognitive demand for some children.

Some children may appear confident and settled, while others may need more reassurance, recovery time or additional support.



Support can look like:



Keeping routines as steady as possible



Reducing pressure where you can



Offering reassurance and calm communication



Focusing on effort, not outcomes



Allowing time to rest and recover after school



Every child responds differently. What works for your family may look different to someone else's.

After school, children may need space before talking about their day. This is a way of protecting their energy, not avoidance.

Understanding Responses During SATs Week

During periods of increased demand, children may communicate stress, anxiety or overwhelm in different ways.

You might notice:



Changes in energy levels



A greater need for connection



Increased movement or restlessness



Quietness or withdrawal



Frustration or emotional responses



A greater need for reassurance



These responses are often linked to increased effort, anxiety or overwhelm. Responding with curiosity, reassurance and flexibility can help reduce pressure and support regulation.

Helpful reminders:

“I’m here with you.” “We can take this one step at a time.”

“You do not have to manage this alone.”

Creating Calm and Supportive Environments

Small adjustments can make a meaningful difference during SATs week.

Supportive strategies may include:



Quiet recovery time after school



Opportunities for movement and sensory regulation



Low demand moments throughout the day



Familiar routines and predictable transitions



Access to calming activities or preferred interests



Reduced demands outside of school while children recover from the additional cognitive load of the day.



There is no single “right” approach.

Support should be guided by the individual child’s needs, communication and wellbeing.

Notes:

