

MICKLEOVER PRIMARY SCHOOL

Name of Policy: Mental Health and Wellbeing Policy

Date of Policy: March 2022

Member of Staff responsible: K Halliday

Review date: March 2024

Signature: _____ **Chair of Governors**

Date Approved: _____

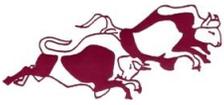
At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



MENTAL HEALTH & WELLBEING POLICY

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

POLICY STATEMENT

What is mental health and wellbeing?

At Mickleover Primary School, we believe mental health and wellbeing is how we feel, think and act. It determines how we handle stress, manage relationships and make choices. It is important to all of us, at every stage of our lives from childhood through to adulthood. This definition will permeate our policy, ethos and whole school approach to mental health and wellbeing.

At our school, we aim to promote positive emotional health and mental wellbeing for all our pupils, their families, members of staff and governors. We pursue this aim using whole school approaches, support for pupils going through recent difficulties and specialised targeted approaches aimed at pupils with more complex or long-term difficulties. Mickleover Primary School has a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

In addition to promoting positive mental health, we recognise that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. We recognise that mental health and wellbeing is important to our lives in just the same way as physical health.

POLICY AIMS

This policy aims to:

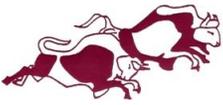
- Promote positive mental health and well being
- Describe the school's approach to mental health and wellbeing
- Alert pupils and staff to mental health risk factors and warning signs
- Provide support and guidance to all staff dealing with pupils who suffer with mental health issues

A whole school approach to promoting positive mental health

At Mickleover Primary School, we take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses:

- Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands
- Helping children to develop social relationships, support each other and seek help when they need it
- Helping children to be resilient learners
- Teaching children social and emotional skills and awareness of mental health
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
- Effectively working with parents and carers
- Supporting and training staff to develop their skills and their own resilience



We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

Targeted support

At Mickleover Primary School, we have an Inclusion Manager (Mrs Coyle) and Inclusion Teaching Assistants (Mrs Sharon Massey and Mrs Sally Whitmore) who can offer targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources
- Managing emotions resources
- Therapeutic activities including Lego therapy, relaxation and mindfulness techniques.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour, attendance and teacher notes reported via CPOMS (out online referral tool for safeguarding and behaviour)
- Pupil Questionnaires
- Using different scales to identify children who need support (e.g. Boxall Profile)
- Staff report concerns about children to relevant lead persons, including use of CPOMS
- Pupil Progress Review meetings
- Gathering information from a previous school at transfer
- Parental Meetings
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff.

Lead staff members:

All staff have a role in supporting mental health, promoting mental health, preventing mental ill-health and ensuring support for those who need it. In addition, staff with a specific, relevant remit include:

- Designated Safeguarding Lead: Mrs Lynne Gerver (Head teacher)
- Deputy Designated Safeguarding Lead : Mrs Kate Halliday & Mr Sean Welsh
- Safeguarding Officer: Mrs Helen Coyle (Child Protection and Inclusion)
- Designated Safeguarding Governor: Mrs Rachel Brailsford
- Designated Senior Mental Health Lead (DSMHL) : Mrs Kate Halliday (Assistant Head teacher)
- Designated Mental Health Governor: Mrs Ifza Shakoor
- SEND Coordinator : Mrs Nicola Goozee



- Youth Mental Health First Aider: Mrs Rachael Fox
- PSHE subject lead : Mrs Kate Halliday

Risk Factors

There are certain risk factors that make some children more likely to experience problems than other children, but they don't necessarily mean difficulties are bound to come up or are even probable.

Some of these high risk factors include:

- Having a long-term physical illness or siblings with disabilities
- Having a parent who has mental health problems, problems with alcohol or has been in trouble with the law
- Experiencing the death of someone close to them
- Having parents who separate or divorce
- Having been severely bullied or physically or sexually abused
- Living in poverty or being homeless
- Experiencing discrimination, perhaps because of their race, sexuality or religion
- Acting as a carer for a relative, taking on adult responsibilities
- Having long standing educational difficulties
- Changing schools frequently

Those with day-to-day contact with pupils are likely to be best placed to spot any changes in behaviour, which may indicate that a pupil is at risk of a mental health problem.

At Mickleover Primary School, a pupil wellbeing survey will be completed each academic year. Staff will identify any needs and monitor the child as a result of the survey. All teachers will complete PSHE notes on their pupils. School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should complete a CPOMS Log, which will communicate their concerns to the designated child protection and safeguarding officer, the Mental Health and Wellbeing Lead (DSL MH) as well as Senior Leaders.

Warning signs

There are often warning signs which indicate a child or young person is experiencing mental health or emotional wellbeing issues. While not exhaustive, the list below details possible warning signs as follows:

- Erratic behaviour
- Physical health deteriorating
- Irregular attendance and punctuality
- Change in academic progress
- Unusual play
- Unusual drawings
- Tendency to isolate themselves
- Compulsive lying
- Attention seeking
- Pulling hair out (self-harm)
- Hurting other children
- No empathy

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- Anxiety
- Hiding inside clothes (making self invisible)
- Loud and disruptive
- Hiding lunch
- Over/under eating
- Soiling

Signposting

We will endeavour to ensure that staff, pupils and parents are aware of what support is available and how to access further support.

See Appendix 3

Managing disclosures

We recognise how important it is that staff stay calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff should listen rather than advise. Staff need to be clear to pupils that the concern will be shared with the Designated Mental Health Lead and recorded in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file

Have the conversation – with the child

- Sit alongside the child
- Say – I've noticed you don't seem yourself – is there anything I can help you with?
- Stay calm
- Don't ask leading questions
- Sit with the silence (this allows them time to gather their thoughts)
- Listen without judgement (summarise what they have told you). Explain the confidentiality safeguarding terms
- Record the disclosure – include the date, child's name and member of staff to whom they disclosed, summary of the disclosure and next steps. All disclosures will be managed in accordance with the school's Child Protection & Safeguarding policy.
- Report the disclosure to the Designated Senior Mental Health Lead
- If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Safeguarding Lead, Deputy Lead or Safeguarding Officer.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis)

- Can the meeting happen face to face? This is preferable to a phone call.
- Where should the meeting happen? Consider using the Happy Room
- Who should be present? Consider the parents, pupil, other members of staff



- What are the aims of the meeting? Be clear about what you want to achieve from the meeting.

It can be shocking and upsetting for parents to learn about their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should signpost and share / highlight further sources of information and give them leaflets to take away where possible as they will find it hard to take much in whilst coming to terms with the news that you are sharing. Sharing sources of further support aimed specifically at parents can also be helpful e.g parent forums and helplines

We should always provide clear means of contacting us with further questions and consider booking a follow up meeting or phone call. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

In order to support all of our parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school's termly Mental Health and Wellbeing Newsletter
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our Mental Health and Wellbeing policy accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

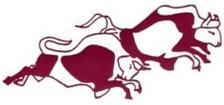
Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- Counselling services
- Family support workers
- Therapists
- Children and Young People's Department (social care).

Teaching and Learning about Mental Health and Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.



At Mickleover Primary School we believe that mental health and wellbeing should not be viewed as a ‘topic’ to be delivered in isolation. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The Curriculum

At Mickleover Primary School we understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Our mental health and wellbeing curriculum is based on the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) & Health Education (Feb 2019, updated 2020) **See Appendix 1.**

Our RSHE policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

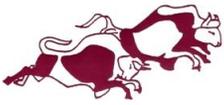
PERSONAL, SOCIAL & HEALTH (PSHE) CURRICULUM

At Mickleover Primary School we use the Derbyshire County Council’s PSHE Matters: A PSHE Curriculum for Primary Schools scheme (2021). Mental health and wellbeing run through all core themes. The following table outlines how the scheme’s modules work alongside the DfE Guidance for Health Education. PSHE Matters is divided into 12 themes for Early Years, 12 themes for KS1, which are taught over a period of two years (6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

<p>Mental wellbeing</p> <p>PSHE Matters Units:</p> <p>Exploring Emotions EYFS Year 1 Year 3 Year 5</p>	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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<p>Internet safety and harms E-safety work in Computing and PSHE Matters units:</p> <p>Being Safe EYFS Year 2 Year 4 Year 6</p> <p>Bullying Matters EYFS Year 1 Year 3 Year 5</p>	<ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online
<p>Physical Health and Fitness PE lessons and PSHE Matters Units:</p> <p>Being Healthy EYFS Year 1 Year 3 Year 5</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy Eating D&T Food units, Science units in Year 2 Fighting Fit 9 Healthy Eating), Year 4 Animals including humans (Teeth & Digestion)</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs alcohol and tobacco PSHE Matters units: Drug Education EYFS Year 2 Year 4 Year 6</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



<p>Health and Prevention D&T Food units, Science units in Year 2 Fighting Fit (including Healthy Eating), Year 4 Animals including humans (Teeth & Digestion)</p> <p>PSHE Matters unit Being Healthy EYFS Year 1 Year 3 Year 5.</p>	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
<p>Basic First Aid Being Safe EYFS & People who help us Year 2 Year 4 Year 6 Reception St John's Ambulance lessons</p>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Changing adolescent body PSHE Matters units: Growing Up Year 2 Year 4 Year 6</p> <p>Exploring Emotions Year 5</p> <p>Science lessons on RSE for Year 4, Year 5 and Year 6</p>	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

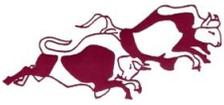
At Mickleover Primary School, we also acknowledge that learning linked to physical and mental wellbeing does not just exist within the curriculum of individual subjects. We offer a range of activities and experiences beyond the curriculum to our pupils. In November of each year we have a whole school theme week for Anti-bullying, we participate in Mental Health and Wellbeing days and Internet Safety Day. Our curriculum is also supported by links with the community e.g. Resilient Rammie (Derby County Community Trust), Winning Minds -SATs Survival Guide (Derby County Community Trust) and Nuffield Health Swap sessions.

Please see Appendix 2 for our RSHE Curriculum Progression Map.

CURRICULUM DELIVERY

At Mickleover Primary School, we aim to teach mental health and emotional wellbeing issues within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. Effective teaching should aim to reduce stigma attached to health issues, in particular

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those to do with mental health. We aim to engender an atmosphere that encourages openness so that pupils feel they can check their understanding and seek necessary help and advice as they gain knowledge about how to promote good health and wellbeing. It is important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable 1:1 setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Teaching staff will be mindful of how topics could act as a trigger for pupils, as some topics raise very sensitive issues.

It is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Possible Ground Rules may include:

- We will not ask each other personal questions
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution
- We will listen to each other without interrupting

The PSHE Matters scheme promotes the following strategies for the teaching of PSHE:

Distancing techniques: using third person such as characters from a story, names that are different to the children in your class, scenarios, role play and depersonalised discussions and anonymous question boxes.

School staff should not promise confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. Please refer to school's Child Protection & Safeguarding Policy.

ASSESSMENT within the Curriculum

At Mickleover Primary School, teachers have access to the assessment materials within the PSHE Matters: A PSHE Curriculum for Primary Schools 2021. Summative Assessment for all pupils in PSHE is to be introduced in September 22.

Training

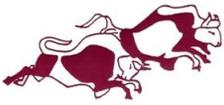
As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training.

The MindEd learning portal provided free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Equality

At Mickleover Primary School, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.



Inclusion

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Monitoring and review

Monitoring of mental health and wellbeing and policy implementation will be via:

- Continuing professional development (CPD) sessions delivered to staff relating to mental health and wellbeing
- Personal, Social and Health Education (PSHE) topics relating to mental health
- Pupil, Staff and Parent voice

This policy will be reviewed on a biannual basis by the Designated Senior Lead for Mental Health, Head teacher and governors. The next scheduled review date for this policy is **March 2024**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletter and the school website.

This policy links with the following other school policies and documents:

Behaviour policy

Safeguarding policy

Inclusion policy

Attendance policy

Anti-bullying policy

E Safety Policy

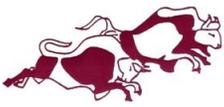
PE/ Sports Premium action plan

SEND policy

Drugs Policy

Equality policy

Relationships, Sex and Health Education (RSHE)



Appendix 1 - Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) & Health Education (Feb 2019)

By the end of primary school

<p>Mental wellbeing</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
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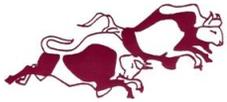
<p>Mental wellbeing (Continued)</p>	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.
<p>Health and prevention</p>	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



Appendix 2 – Progression of Skills and Knowledge in Relationships, Sex & Health Education at Mickleover Primary School

At Mickleover Primary School, pupils are taught RSHE as part of a timetabled PSHE programme. We use PSHE Matters: A PSHE Curriculum for Primary Schools (2021) - Derbyshire County Council. The scheme is divided into 12 modules for KS1, which are taught over a period of 2 years (6 units per year). Then these themes are revisited during Year 3 and 4 and finally again in Year 5 and 6. This is also the case for EYFS. Our PSHE learning in EYFS includes a range of activities taken from the 12 modules within the PSHE Matters scheme. The activities selected are based on our pupil and community needs.

Drug Education		Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 - Year 4	KS2 - Year 6	
Early Learning Goal	Knowledge	Knowledge	Knowledge	
<ul style="list-style-type: none"> Talk about ways to keep healthy and safe. Work as part of a group /class and follow rules 	<ul style="list-style-type: none"> Explore the role of medicines (use when we are ill / prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not properly used. 	<ul style="list-style-type: none"> Describe the different purposes that medicines have Explain the importance of taking medicines correctly and using household products safely 	<ul style="list-style-type: none"> Understand that there are rules and laws surrounding the use of medicines, drugs and household products Reflect on the risks/effects that legal drugs common to everyday life can have on health 	
	Managing Risk	Managing Risk	Managing Risk	
	<ul style="list-style-type: none"> Explore that medicines come in different forms and are used in different ways Understand that things that people put into their body or on their skin can affect how they feel Talk about some simple rules for staying safe around medicines and other household substances/products Identify people they can go to if they are ill, worried or to help them / others stay healthy 	<ul style="list-style-type: none"> Describe risks in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm Explore the possible risks and consequences of using / misusing legal drugs / household products in everyday situations Identify a circle of support and how to ask for help Demonstrate what to do in an emergency situation 	<ul style="list-style-type: none"> Describe some ways in which alcohol, tobacco and other substances can affect the body / decision making Explain why some substances are harmful for growing bodies Analyse mixed message in the media relating and recognising how they might influence opinions/ behaviour Identify a range of strategies to better manage situations involving peer influence / approval Research reliable sources of information/support for children adults affected by their own or someone else's drug use. 	



Exploring Emotions			
EYFS	KS1 - Year 1	KS2 - Year 3	KS2 - Year 5
Early Learning Goal <ul style="list-style-type: none"> • Talk about how they and others show feelings • Talk about their own and others' behaviour and its consequences • Know that some behaviour is unacceptable 	Exploring Emotions <ul style="list-style-type: none"> • Name a range of words to describe feelings • Understand that all feelings are ok. • Understand that feelings can affect how our bodies feel and behave 	Exploring Emotions <ul style="list-style-type: none"> • Use a wider vocabulary to describe how they feel • Describe feelings that can be comfortable / uncomfortable • Recognise that feelings can differ in intensity 	Exploring Emotions <ul style="list-style-type: none"> • Use a varied vocabulary when talking about feelings • Understand that sometimes we can have conflicting feelings • Explain that feelings can change over time and range in intensity
	Recognising Emotions <ul style="list-style-type: none"> • Explore how to recognise different feelings • Talk about how we recognise what others might be feeling • Understand that not everyone feels the same about the same things 	Recognising Emotions <ul style="list-style-type: none"> • Explore how everyday things can affect how we think, feel and behave • Describe what supports good mental/physical health • Identify that not everyone feels the same about the same things 	Recognising Emotions <ul style="list-style-type: none"> • Understand that feelings can impact our mental and physical health • Recognise the importance of taking care of mental health and wellbeing • Discuss the signs that suggest that someone might be struggling with their mental health
	Managing Emotions <ul style="list-style-type: none"> • Talk about ways to manage big and uncomfortable feelings • Identify who they can ask for help and can demonstrate how to ask for help 	Managing Emotions <ul style="list-style-type: none"> • Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings • Understand the importance of not bottling up how you are feeling • Understand the importance of asking for help if feelings become too uncomfortable • Explain how they can access help 	Managing Emotions <ul style="list-style-type: none"> • Identify strategies that they could use to respond to feelings, including conflicting feelings • Record strategies and behaviours that support mental health and wellbeing • Explain how to seek support for themselves and for others



Being Healthy	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 - Year 3	KS2 - Year 5
Early Learning Goal <ul style="list-style-type: none"> • Talk about how they and others show feelings • Talk about their own and others' behaviour and its consequences • Know that some behaviour is unacceptable 	Factors of a Healthy Lifestyle <ul style="list-style-type: none"> • Explore what 'being healthy' means and why it is important • Understand that food is necessary to keep our bodies healthy • Identify that food choices can vary for families /cultures • Name / describe different physical activities and identify ones they enjoy • Explain how physical activity can help us to stay healthy • Understand that sleep and relaxation are important for growing and keeping healthy • Talk about healthy ways to feel good, calm down or change their mood 	Factors of a Healthy Lifestyle <ul style="list-style-type: none"> • Explain what a healthy lifestyle is and why it is important • Understand what a healthy, balanced diet may include • Understand what an informed choice is • Identify opportunities for physical activity within their everyday lives • Describe some consequences of being physically inactive, on the mind and body • Identify routines that support good quality sleep • Explore strategies and behaviours that support mental health 	Factors of a Healthy Lifestyle <ul style="list-style-type: none"> • Identify things that can affect someone's physical/mental health • Explain what constitutes a healthy diet and the risks associated with not having one • Reflect on what may influence our choices to have a balance lifestyle • Identify what good physical health means and how to seek help if they are worried about their health • Recognise habits that can have both positive/negative effects on a healthy lifestyle • Understand routines/strategies that support good quality sleep; the effects of lack of sleep • Identify strategies and behaviours that support mental health
	Hygiene, Health and Prevention <ul style="list-style-type: none"> • Demonstrate how to brush teeth • Explain what good dental care is- understanding the food /drinks that support it • Demonstrate simple hygiene routines that stop germs from spreading • Begin to recognise different ways of staying healthy in the sun • Understand what it means to take a break and how this is important for our health 	Hygiene, Health and Prevention <ul style="list-style-type: none"> • Explain what good dental health means, including how to brush and floss • Identify the effects of different foods/drinks on the teeth • Identify the everyday hygiene routines that can limit the spread of infection • Identify the benefits/risks of sun exposure • Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance 	Hygiene, Health and Prevention <ul style="list-style-type: none"> • Identify the everyday routines that improve dental health • Identify the everyday routines/habits that can limit the spread of infection • Understand the wider importance of personal hygiene and how to maintain it • Explain how to keep safe from sun damage and reduce the risk of skin cancer • Identify the benefits of the internet and strategies for managing / balancing time online/offline



Growing Up	Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 -Year 4	KS2 - Year 6
Early Learning Goal <ul style="list-style-type: none"> • Talk about how they and others show feelings • Talk about their own and others' behaviour and its consequences • Know that some behaviour is unacceptable 	Growing and Changing <ul style="list-style-type: none"> • Name the main parts of the body including the vagina and penis • Recognise the difference between male and female body parts • Understand the human life cycle and that people grow from young to old • Describe ways that people's needs and bodies change as they grow • Talk about some ways to keep clean • Understand that babies grow in their mother's body and have particular needs when they are born • Recognise what makes them special and unique 	Growing and Changing <ul style="list-style-type: none"> • Name external genitalia and some reproductive organs: penis, testicles, penis, vagina, womb, ovaries • Explore physical and emotional changes that happen during puberty • Explain how daily hygiene helps to reduce the spread infection • Explain how adults care for a baby during and after pregnancy • Recognise that individuality and personal qualities contributes to who we are 	Growing and Changing <ul style="list-style-type: none"> • Identify the physical and emotional changes that happen when approaching/during puberty • Know some key facts about menstruation • Identify the importance of keeping clean and how to maintain personal hygiene • Reflect on the responsibilities of being a parent /carer and how having a baby changes someone's life • Identify and value personal strengths, skills, achievements and interests
	Privacy, Boundaries & Consent <ul style="list-style-type: none"> • Understand that some parts of the body are private • Identify different types of touch and how they make people feel • Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help 	Privacy, Boundaries & Consent <ul style="list-style-type: none"> • Explain what is meant by privacy and personal boundaries • Recognise uncomfortable/comfortable behaviour online/offline • Know when it is right to break or keep a confidence or share a secret. Know how to ask for help 	Privacy, Boundaries & Consent <ul style="list-style-type: none"> • Understand what consent means and how to seek and give / not give permission in different situations • Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Respond appropriately, if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help



Changes	Pupils will be able to:		
	EYFS	KS1 - Year 2	KS2 – Year 4
Early Learning Goal <ul style="list-style-type: none"> Talk about changes Adjust their behaviour to different situations and take changes of routine in their stride 	About Loss and Change <ul style="list-style-type: none"> Identify examples of loss and change Begin to recognise that loss and change can affect the way we think, feel and behave Understand that changes can produce big feelings 	About Loss and Change <ul style="list-style-type: none"> Recognise that loss/change are a normal part of life Describe how change and loss, can affect feelings, thoughts and behaviours Recognise that feelings associated with loss/change can change over time and range in intensity 	About Loss and Change <ul style="list-style-type: none"> Explore that loss, bereavement and change are part of the human life cycle Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone Recognise that internal conflicting emotions can be normal when dealing with loss and change
	Managing Loss and Change <ul style="list-style-type: none"> Identify feelings associated with loss and change Recognise some simple ways to prepare for change/transition Identify different things that may help to manage big feelings Talk about some ways to help others when they are affected by change Know that it is important to talk to someone if you are worried. Identify people who can help us if we feel worried/unhappy. 	Managing Loss and Change <ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings associated with loss and change Identify self-help strategies and the importance of support when preparing for change/transitions Describe everyday things that affect feelings and understand the importance of expressing feelings Develop some ways of responding to others and showing support if they are affected by loss/change. Know why it is important to talk about our feelings and not bottle them up Know who to talk to if you are worried or have strong feelings. 	Managing Loss and Change <ul style="list-style-type: none"> Describe a range of emotions and intensities associated with loss and change Identify problem solving strategies to manage transitions between classes and key stages Identify strategies to respond to feelings, including intense or conflicting feelings Recognise the signs when someone may be struggling and understand how to seek support Explore some barriers to asking for help and some ways to address them Know who to talk to and where to go for help.



Bullying Matters		Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 – Year 3	KS2- Year 5	
Early Learning Goal <ul style="list-style-type: none"> Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions 	About Bullying <ul style="list-style-type: none"> Explore what is bullying and what is not Recognise kind and unkind behaviour in themselves and others Identify that bodies and feelings can be hurt by words and actions Understand that hurtful behaviour is not acceptable 	About Bullying <ul style="list-style-type: none"> Describe different types of bullying including the role of a bystander Recognise that our behaviour can affect others Identify how the body may react to unhappy or uncomfortable feelings Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable 	About Bullying <ul style="list-style-type: none"> Explain what direct, indirect and cyberbullying means Identify when banter or other behaviour becomes unkind Analyse ways to identify and manage uncomfortable feelings online /offline Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it. 	
	Strategies and Support <ul style="list-style-type: none"> Explore simple strategies to resolve arguments between friends Understand how to report bullying and who they can talk to 	Strategies and Support <ul style="list-style-type: none"> Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline Recognise the importance of seeking support and identify how they might do this 	Strategies and Support <ul style="list-style-type: none"> Identify positive strategies that may help to resolve disputes in friendships Describe some barriers to accessing support Recognise the importance of seeking support if feeling lonely, excluded or unsafe 	

Being Me		Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 – Year 4	KS2- Year 6	
Early Learning Goal <ul style="list-style-type: none"> Have the confidence to try new activities Say why they like some activities more than others 	Being Unique and Special <ul style="list-style-type: none"> Recognise and share facts about themselves Identify their likes and dislikes and what they are good at Talk about some ways that they are special 	Being Unique and Special <ul style="list-style-type: none"> Explore what contributes to who we are Identify and talk about their own strengths and interests Recognise what makes them unique and understand that being different is something to celebrate 	Being Unique and Special <ul style="list-style-type: none"> Identify a range of factors that contribute to their identity Express their talents and strengths with confidence. Set goals for how they would like to develop them Explain ways in which they respect and value other people's differences 	
	Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences	



	<ul style="list-style-type: none"> Recognise how friends can have both similarities and differences Show some simple ways to respect and celebrate other's differences 	<ul style="list-style-type: none"> Identify visible / invisible differences between people Explain why it is important to respect and celebrate the differences and similarities between people 	<ul style="list-style-type: none"> Respect the differences and similarities between people Reflect on how discrimination and our own behaviour can affect others.
	Being Part of a Community	Being Part of a Community	Being Part of a Community
	<ul style="list-style-type: none"> Name some groups that they belong to Talk about how being part of a group makes them feel 	<ul style="list-style-type: none"> Identify the different groups that make up their community Recognise that they belong to different communities as well as their school community 	<ul style="list-style-type: none"> Explain some of the benefits of communities Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities Explore how shared events and experiences can create a stronger community

Diversity Matters	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 – Year 3	KS2- Year 5
Early Learning Goal	Similarities and Differences	Similarities and Differences	Similarities and Differences
<ul style="list-style-type: none"> Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions Show sensitivity to others' needs and feelings 	<ul style="list-style-type: none"> Recognise ways they are the same as and different to others Talk about some ways that they are special Express their thoughts and opinions and recognise that others can be different 	<ul style="list-style-type: none"> Discuss a range of the similarities/differences between people Explore what contributes to who we are Listen actively to others' views and explore how they similar or different to their own. 	<ul style="list-style-type: none"> Reflect on diversity and what it means; the benefits of living in a diverse community Recognise their individuality and identify their personal qualities Understand that their views and opinions come from their different backgrounds and experiences Model how to discuss or debate respectfully
	Respecting others	Respecting others	Respecting others
	<ul style="list-style-type: none"> Talk about some ways to treat themselves and others with kindness 	<ul style="list-style-type: none"> Recognise the importance of self-respect and demonstrate ways to respect others 	<ul style="list-style-type: none"> Explain the importance of having respect and compassion for self and others



<ul style="list-style-type: none"> Form positive relationships with adults and other children 	<ul style="list-style-type: none"> Know what it means if something is fair or unfair 	<ul style="list-style-type: none"> Recognise and challenge stereotypes Explain the concept of being equal 	<ul style="list-style-type: none"> Recognise how stereotypes are perpetuated and have some strategies to challenge positively Identify different types of discrimination and recognise the impact they can have Understand that there are laws about discrimination so that we can live in a fair society.
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Being Responsible	Pupils will be able to:		
EYFS	KS1 – Year 1	KS2 – Year 3	KS2 – Year 5
Early Learning Goal	Rules and Responsibilities	Rules and Responsibilities	Rules and Responsibilities
<ul style="list-style-type: none"> Play cooperatively, taking turns with others Work as part of a group or class Understand and follow rules 	<ul style="list-style-type: none"> Understand what a rule is and that we follow rules to help each other Understand that rules need to be fair Give examples of rules from different situations. Identify simple responsibilities they have Describe some simple ways to manage waste 	<ul style="list-style-type: none"> Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them Describe some basic human rights Understand that rights come with responsibilities Describe what climate change is and some ways we can all help to reduce the effects 	<ul style="list-style-type: none"> Explore how law protects our rights and how to respond respectfully if something is not within the law Recognise that human rights are there to protect everyone Understand the relationship between rights and responsibilities, providing examples Explain the importance of protecting the environment and set personal everyday actions
	Community and Care	Community and Care	Community and Care
	<ul style="list-style-type: none"> Recognise that people have different needs Describe some ways to care for people, animals and other living things 	<ul style="list-style-type: none"> Explore what is meant by a community and the differences between needs and wants within a community Explore and identify the welfare needs of animals and humans 	<ul style="list-style-type: none"> Recognise how we can support others within a community Identify diversity within a community and explore how we can celebrate this Recognise the importance of having compassion towards others and explain how to show care and concern.
Being Safe	Pupils will be able to:		
EYFS	KS1 – Year 2	KS2 – Year 4	KS2 – Year 6
Early Learning Goal	Keeping Safe	Keeping Safe	Keeping Safe



<ul style="list-style-type: none"> • Stop and think before acting • Wait for things they want • Be resourceful in finding support when they need help 	<ul style="list-style-type: none"> • Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision • Talk about examples of rules and age restrictions that are there to keep them safe • Identify possible risks/hazards in the home and outside • Explore how to keep safe and reduce risks at home and in their local environment 	<ul style="list-style-type: none"> • Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report • Identifying situations where age restrictions apply • Identify and assess risk online/offline. (including in the home and when playing out) • Discuss ways to reduce risks at home and in the local environment in order to stay safe 	<ul style="list-style-type: none"> • Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline • Explain reasons for age restrictions/regulations • Predict, assess and manage risks online and offline (including road and water safety)
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Relationships	Pupils will be able to:		
EYFS	KS1 –Year 1	KS2 – Year 3	KS2 – Year 5
Early Learning Goal <ul style="list-style-type: none"> • Take account of one another's ideas about how to organise their activity • Show sensitivity to others' needs and feelings • Form positive relationships with adults and other children 	Friendships <ul style="list-style-type: none"> • Explain what make a good friend/friendship • Talk about some ways to make friends • Explain basic techniques for resisting pressure • Recognise kind / unkind behaviour • Name the special people in their lives. • Resolve conflict in simple ways e.g. choosing to share, take turns etc. • Tell someone if you are worried about something in a relationship/family 	Friendships <ul style="list-style-type: none"> • Identify what makes a positive healthy or unhealthy friendship • Identify strategies to build friendships • Understand the difference between persuasion, influence and pressure • Explain how kindness can support wellbeing • Recognise there are different types of relationships • Explain what can cause arguments with friends and describe some ways to resolve them • Recognise the importance of asking for help if we feel worried, lonely or excluded 	Friendships <ul style="list-style-type: none"> • Reflect on what the qualities of a good friendship/relationship are and are not • Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval • Explore what a loving caring relationship means • Understand what marriage and civil partnership means • Understand that forced marriage is a crime. • Use strategies to positively resolve disputes and reconcile differences in friendships • Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options



	<p>Families</p> <ul style="list-style-type: none"> • Talk about some ways that their family is the same or different to others • Describe some things they enjoy doing with their family and how it makes them feel 	<p>Families</p> <ul style="list-style-type: none"> • Recognise that there are different types of family structures • Explain what it means to be part of a family 	<p>Families</p> <ul style="list-style-type: none"> • Explore and respect that there are different family structures in society • Reflect on how being part of a family provides stability and love
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Money Matters		Pupils will be able to:		
EYFS	Y2	Y4	Y6	
<p>Maths:</p> <ul style="list-style-type: none"> • Count objects to 10 • Begin to count beyond 10 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Understand what money is and its different forms • Describe some ways money can be looked after • Recognise that people make different choices about how to spend /save money • Talk about some things we all need and some things we want but don't need 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Explain some different ways to pay for things • Explain some different ways to keep track of money • Identify that people have different attitudes towards saving/spending • Recognise that people make spending decisions based on needs, wants and priorities • Identify the ways that money can impact on people's feelings • Recognise that people's spending decisions can affect others and the environment 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Understand what a bank account is and how this is linked to payment • Understand the risks associated with money and ways of keeping money safe • Identify the risks involved in gambling activities • Explain some ways to get help if they are concerned about gambling or other financial risks • Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving • Identify the impact that having or not having money can have on a person's wellbeing • Explain some ways that money is/can be distributed to benefit the community. 	
	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> • Know that everyone has different strengths and talents, in and out of school • Name some different jobs that people do 	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements • Identify some of the skills that may help them in their future careers 	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> • Identify how skills can help them with their future career • Identify jobs that they might like to do in the future • Discuss their views on how or why someone may or may not choose a certain career 	



			<ul style="list-style-type: none"> Recognise a variety of routes into careers Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations
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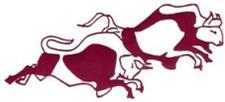
In addition to the PSHE Matters scheme, teachers have access to additional mental health and wellbeing resources which they can utilise at their discretion should an aspect of mental health and wellbeing need further development within the context of their class or year group. The resources are available on the staff share server within the Curriculum Folder and sub folder entitled: Mental Health and Wellbeing Pack,

The units within the Mental Health and Wellbeing Pack cover the following themes:

Lessons in key stage 1 and 2 include teaching about:

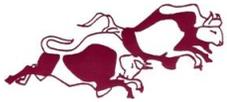
- Identifying and talking about feelings
- Understanding how feelings affect behaviours
- Strategies to manage feelings
- The link between mental and physical health
- Managing the transition to secondary school / key stage 3

Year group			
Year 1 Year 2	<p>We all have feelings</p> <p>Learning objective Pupils will learn</p> <ul style="list-style-type: none"> To recognise and describe different feelings in themselves and others <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> recognise and name some feelings that they might have explain how feelings can make their bodies feel inside describe how other's might be feeling identify who can help them 	<p>Good and not so good feelings</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> that feelings change and that not everyone experiences the same feeling in the same situation <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> identify feelings that are good and not so good recognise that people feel differently about things and situations explain what can change their feelings (from good to not so good and from not so good to good) suggest things that can help them and others to feel better 	<p>Big Feelings</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about 'big' feelings and how to manage them <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> recognise that feelings can intensify (get stronger) describe how big feelings can affect their behaviour identify what can help them feel better when they have a big feeling (including talking to trusted adults) use words or phrases to ask for help with feelings



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<p>Year 3 Year 4</p>	<p>Everyday feelings</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about the different feelings and emotions people experience how feelings and emotions change and what helps people to feel good <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> identify that feelings/emotions are part of a person's health and wellbeing <p>recognise that feelings usually change throughout the day</p> <ul style="list-style-type: none"> give examples of everyday things that can affect feelings describe what can help people to feel good/better 	<p>Expressing feelings</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about ways of expressing feelings and emotions and why this is important <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings describe different feelings and how they are experienced in the body recognise why it is important for people to express their feelings 	<p>Managing Feelings</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about managing feelings and emotions in different situations about getting help, advice and support with feelings and emotions <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> explain how feelings and emotions can influence actions and behaviour <p>identify ways of coping with feelings in different situations</p> <ul style="list-style-type: none"> explain why it is important to talk about feelings and describe how this can feel <p>recognise that help, advice and support about feelings comes from different sources</p>
<p>Year 5 Year 6</p>	<p>Mental Health and Keeping Well</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about mental health; what it means and how we can take care of it <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> explain what is meant by the term 'mental health' identify everyday behaviours that can help to support mental (and physical) health 	<p>Managing Challenges and Change</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about how feelings and emotions are affected and can be managed at changing, challenging or difficult times <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected recognise conflicting emotions and when these might be experienced 	<p>Feeling common anxieties when transitioning to secondary school</p> <p>Learning objective Pupils will learn:</p> <ul style="list-style-type: none"> about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school <p>ways of managing these feelings.</p> <p>Learning outcomes By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> identify feelings people might experience when starting a new school / moving to secondary school (KS3) <p>recognise common causes of worry, challenges and opportunities that may be part of this transition</p>



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	<ul style="list-style-type: none">recognise that we can take care of our mental health (as well as our physical health)	<p>explain how feelings and emotions change over time</p> <ul style="list-style-type: none">identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network	<ul style="list-style-type: none">identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them <p>identify ways to positively manage the move to secondary school (KS3)</p>
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Appendix 3 – Support & Signposting

The following is a list of resources and supportive websites related to Mental Health and Wellbeing.

Pupils



Free, safe and anonymous
online support for young people

Monday - Friday 12pm - 10pm
Saturday - Sunday 6pm - 10pm

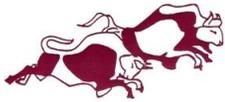
- **Kooth** is a free online Mental Health and Wellbeing resource for children aged 11 + (Year 6) and young people in Derby and Derbyshire that requires no formal referral, instead only requiring the user to set up an account on the website. Available 365 days of the year via mobile, tablet and desktop devices from 12 noon to 10pm Monday-Friday and 6pm-10pm at weekends. <https://www.kooth.com/>
- **Child Line** – a free, private and confidential service where children can talk about anything. <https://www.childline.org.uk/>
- **Think you know** - Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. Explore one of the six Thinkuknow websites for advice about staying safe when **you're** on a phone, tablet or computer. <https://www.thinkuknow.co.uk/>

Teachers

- [The Charlie Waller Memorial Trust](#) – CWMT provide free mental health resources and training to school staff
- [MindEd](#) – an online learning portal covering a huge range of mental health issues suitable for all adults working with children. Modules vary from beginner to advanced and most are up to about half an hour to complete. Written by experts, funded by Health Education England
- <https://pshe-association.org.uk/> – the subject association for PSHE; a membership organisation but many of their resources are free.

Parents/carers

- **NSPCC**- the UK's leading children's charity preventing abuse – the website also has advice on children's mental health, advice on how to help children build up independence at their pace. www.nspcc.org.uk/keeping-children-safe/
- **The Sleep Council**
Lots of practical advice and leaflets for parents relating to many different sleep scenarios. <https://sleepcouncil.org.uk/>



MindEd for Families

<https://mindedforfamilies.org.uk/>

- **Young Minds**

<https://youngminds.org.uk/> – the UK's leading child and adolescent mental health charity. The info for [parents](#) is especially good.

- **Qwell** - Free online services provided by the Clinical Commissioning Group approved by the NHS that children and parents can access from home <https://www.qwell.io/>
- **Talk to your GP**

Support for staff

- **Education Support Partnership** - The UK's only charity providing mental health and wellbeing support services to all education staff and organisations. www.educationsupport.org.uk
- **Trent PTS – self referral for counselling** <https://www.trentpts.co.uk/> **01332 265 659**



Online counselling and well-being for adults

Monday - Friday 12pm - 10pm
Saturday - Sunday 6pm - 10pm

<https://www.qwell.io/>

- Schools Advisory Service – counselling and stress awareness sessions www.schooladvice.co.uk