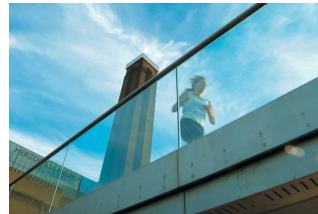


## Emotional Wellbeing & Mental Health awareness – holistic approaches across educational settings

Southwark's Leading  
Healthy Schools Champions



[www.southwark.gov.uk](http://www.southwark.gov.uk)

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[www.schools.southwark.gov.uk/  
pse-healthy-schools/mental-  
health-wellbeing](http://www.schools.southwark.gov.uk/pse-healthy-schools/mental-health-wellbeing)

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## Aims

- To understand the Southwark Framework and resource bank
- To consider how to use these in schools to enhance Emotional Wellbeing and Mental Health (**EWHM**)
- To ensure effective use of these including quality assuring work/teaching and learning
- To promote the benefit of small-scale action research projects and collaborations

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## Emotional Wellbeing and Mental Health in Schools

- Sadly, often tends to focus on 'circle time', solving a problem at lunch etc
- Effective PSHE and **EWMH** is discrete and well planned
- PSHE and **EWMH** doesn't stop there – within the 4 walls of the class during the planned, scheduled weekly lesson –whole school approach
- Plus careful changes / additions in response to observations –not blindly followed units
- Plus targeted work for identified groups – Healthy Schools London (HSL), councillors, art therapy, external contributors
- Lends itself to small-scale action research projects

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## Understanding Southwark's PSHE & Wellbeing Curriculum Framework

- Framework is in 2 formats – '3 themes a term model' and '1 theme a term model' to support your planning
- 3 themes a term: allows for regular revisiting and building spiral, preferred by PSHE Association
- 1 theme a term: allows for half termly planning and longer per theme
- Shows links to safeguarding – teaching children how to safeguard themselves (Keeping Children Safe, Sep 16)
- Links to National Curriculum and OfSTED links
- Links to Emotional Wellbeing & Mental Health (EWMH)
- Includes Essential Skills as set out by PSHE Association
- Flexible and supports small-scale action research projects

[www.southwark.gov.uk](http://www.southwark.gov.uk)

## Southwark's PSHE & Wellbeing Resource Bank

- Organised into themes
- Lists agencies and resources
- QA - Lists GoGivers and PSHE Association resources (subscription free to Southwark schools)
- Book lists

[www.southwark.gov.uk](http://www.southwark.gov.uk)

## How can I use the framework?

- Teachers can use as a year group plan
- Can pick and choose and fit with topics/needs using 3 themes a term format
- Should aim to embed all of the Essential Skills throughout the school life of the child
- External contributors can use to create a whole programme or enhance a school's planned programme
- PDC/Nurture group etc can use as added extra – guidance to craft sessions

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Key Stage 2/Year 6	National Curriculum target links: <ul style="list-style-type: none"> <li>• SAFEGUARDING LINKS Healthy and safe - Emotional Wellbeing &amp; Mental Health (EWMH) - Science/RE/Drugs, alcohol and Tobacco [biology/chemistry] in italics - Anti-bullying</li> <li>- Citizenship &amp; British values - Values &amp; SMSC - Inc, diversity and equal opportunities - PE/sport</li> </ul>		
	Health and Wellbeing - Autumn Term	Relationships - Spring Term	Living in the wider world - Summer Term
Half term 1	<p><b>Self-confidence</b> – valuing others            Citizenship &amp; British values – financial capability, rights and responsibilities            Children will learn:  <ul style="list-style-type: none"> <li>• about taking on more personal responsibility (Working scientifically)</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• be able to demonstrate how their actions affect others</li> </ul> </p> <p>• Drug education            Healthy and safe            Children will learn:  <ul style="list-style-type: none"> <li>• effects and risks of drugs and the consequences of use (Working scientifically, biology)</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• be able to describe effects and risks, understand consequences of drug use and know where to go for help (Working scientifically, biology)</li> </ul> </p>	<p><b>Conflict resolution</b>            EWMH Children will learn:  <ul style="list-style-type: none"> <li>• about how to deal with conflicts as they arise</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• be able to suggest strategies for handling conflict</li> <li>• be able to recognise and manage 'clones'</li> <li>• be able to recognise how 'peer acceptance' may be influential in their actions and behaviours</li> </ul> </p> <p><b>Secrets and dilemmas</b>            Values &amp; SMSC            Healthy and safe            Children will learn:  <ul style="list-style-type: none"> <li>• about handling moral dilemmas and when to tell</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• show understanding through role-play or other scenario activities</li> </ul> </p> <p>• Strong emotions            EWMH Children will learn:  <ul style="list-style-type: none"> <li>• what is appropriate and inappropriate</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• be able to express what it means to be in charge</li> </ul> </p>	<p><b>Citizenship &amp; British values challenge / our neighbours</b>            Citizenship &amp; British values – sense of community            Children will learn:  <ul style="list-style-type: none"> <li>• more about people in their community (Working scientifically, biology)</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc. (Working scientifically, biology)</li> </ul> </p> <p><b>Money and Me</b>            Citizenship &amp; British values – financial capability, rights and responsibilities world of work            Children will learn:  <ul style="list-style-type: none"> <li>• about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• about enterprise and the skills that make someone 'enterprising'</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• develop an initial understanding of the concepts of interest, loan, 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>• explore and critique how the media present information, structure and conduct interviews and compare results (Working scientifically, biology)</li> </ul> </p>
Half term 2	<p>• Sex and relationship education – what do we mean by love?            Healthy and safe &amp; Emotional Health            Children will learn:  <ul style="list-style-type: none"> <li>• that there is nothing that they should be afraid to ask about</li> <li>• that there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM)</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• evaluate questions about SRE (Working scientifically, biology)</li> </ul> </p> <p>• Moving on            Healthy and safe (EWMH) Citizenship &amp; British values – rights and responsibilities            Children will learn:  <ul style="list-style-type: none"> <li>• about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones, internet etc – in reference possibly to 'grooming', cyber bullying, gang culture and possibly sexting</li> <li>• have a range of coping strategies</li> </ul> </p>	<p>• Arguments and families            EWMH Children will learn:  <ul style="list-style-type: none"> <li>• about how families behave</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• recognise that reaching positive solutions usually involves negotiation and compromise</li> </ul> </p> <p>• Sex and relationship education – what do we mean by love?            Healthy and safe            Children will learn:  <ul style="list-style-type: none"> <li>• about parenting and love</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• appreciate there are different types of love e.g. parental love, partner love, friendship love etc.</li> <li>• be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so</li> </ul> </p> <p>• Racism and its consequences            Values &amp; SMSC – diversity and equal opportunities            Children will learn:  <ul style="list-style-type: none"> <li>• about aggressive behaviour</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• understand about bullying and racism</li> </ul> </p>	<p><b>Democracy and decisions</b>            Citizenship &amp; British values            Children will learn:  <ul style="list-style-type: none"> <li>• learn about government and parliament</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• show understanding via letter writing</li> </ul> </p> <p>• Celebration – supporting each other            Citizenship &amp; British values – sense of community            Healthy and safe            Children will learn:  <ul style="list-style-type: none"> <li>• about the people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• about supporting each other</li> <li>• produce a Year 4 resource</li> </ul> </p> <p>• Racism and its consequences            Values &amp; SMSC – diversity and equal opportunities            Children will learn:  <ul style="list-style-type: none"> <li>• that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong</li> </ul>           Children should:  <ul style="list-style-type: none"> <li>• understand about bullying and racism</li> </ul> </p>

Essential Skills		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. <b>Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking</b> (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively <b>managing change including setbacks and stress</b> ) 7. <b>Self-regulation (including managing strong emotions e.g. negativity and impulse)</b> 8. Recognising and managing the need for peer approval 9. Self-organisation (including time	1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. <b>Recognising and utilising strategies for managing pressure,</b> persuasion and coercion 7. Responding to the need for positive affirmation for self and others	1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives

LQ:	Main session	Resources	Sensitivity	Evaluation
LQ: Can you develop a vocabulary for very strong feelings and know that having strong feelings might make people act in a way they normally wouldn't?	Rules: Game: cross the circle (see games list) Round: a strong feeling is... Main: using sorting hoops and a range of feelings words – sort the words into positive and negative feelings. As a group pick out some words and feelings we might not know the definition of and use a dictionary to create word cards with the feeling and definition. A good list to take words from is <a href="http://www.rverson.ca/~jqingras/pdf/Feeling%20Vocabulary.pdf">http://www.rverson.ca/~jqingras/pdf/Feeling%20Vocabulary.pdf</a> words they might focus on are hate, jealousy, aggravated, defiant, disgusted, spiteful or powerless. Discuss how they might look and what we might do if feeling these ways. How do they differ from less strong feelings such as dislike, envy, annoyed, disinterested etc? Round: a strong feeling is... Game: cross the circle	Sorting hoops Feelings words	Use words based on feeling let down too	Many of the boys found it very difficult to approach the idea of feelings.
LQ: Do you know what conflicting feelings are and some strategies that you can use to deal with these?	Rules: Game: pass the smile Round: a conflicting feeling is... Main: Share a scenario/story about children experiencing conflicting feelings e.g. a new teacher coming who is nice but all the teachers leave. What feelings are associated with this? Happiness and excitement but dread of being left again etc. These things happen regularly. What advice would you give to the character to try and manage these 'double dip' feelings? Ensure that asking others for help, being able to explain your conflict, speaking to those involved etc. is covered. Round: a conflicting feeling is... Game: pass the smile	Double Dip feelings: Stories to help children understand emotions, second edition – Barbara S Kain	The children are facing this, provide question box and support networks	Children in Gold class, boys, finding it difficult to engage with this...rethink approach

**Lesson Planning Tool** - adapted from the Scheme of Work Planning Toolkit for PSHE education

Planning steps	Thought process	Specific lesson notes
Aim of this series of lessons	<ul style="list-style-type: none"> <li>What are we trying to achieve in this series of lessons?</li> </ul>	
Baseline assessment	<ul style="list-style-type: none"> <li>What knowledge, understanding, experience, skills, beliefs and attitudes do the learners already have?</li> <li>Do they have any special needs?</li> <li>What implications does this have for my planning?</li> </ul>	
Learning objectives	<ul style="list-style-type: none"> <li>What do I intend the learner to learn?</li> <li>Is this developing a skill, exploring, challenging, confirming or clarifying attitudes, beliefs or values, expanding a concept or increasing knowledge?</li> </ul>	
Learning outcomes	<ul style="list-style-type: none"> <li>What will the learner be able to do as a result of the learning? List...? Describe...? Manage...? Analyse...? Evaluate...?</li> <li>Which learning activities will best achieve this?</li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>How will I incorporate Assessment for Learning and give opportunities for reflection?</li> <li>How will we know that we have achieved the objectives?</li> <li>How can we demonstrate progress?</li> <li>Do we need to measure progress? How can we measure this?</li> <li>Is self-, peer- or teacher assessment the most appropriate and useful in this case?</li> <li>What will 'good' look like (what are our success criteria)?</li> </ul>	

## Scenarios

- **Work as a group/pair to consider the scenario**
- **How might you use the framework and resource bank to support the Emotional Well-Being and Mental Health of pupils?**

## Key Enablers to High Quality Provision

- **Baseline** – can use ‘PSHE rich’ school doc
- **Disseminate materials to all** –meeting/INSET
- **Tailor your support** – outstanding staff, good staff and those that need support
- **Monitor for QA and impact**– can use RAG plan system to log support and movement
- **Draw and Write**
- **STAR assessment and monitoring tool, links to Science (SRE, Drugs Education, skills, etc)**

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Rag rated plan		PSHE RAG plan –linked to action plan, Sept 2016				
Red = not happening/serious setback						
Amber = on the way/not yet embedded						
Green = Achieved and making impact						
Objective	Actions	Led by	Evidence	Who	Evaluation	RAG
All staff use new framework to plan lessons	Introduce new framework in staff meeting. Show coverage across year and 2 different formats. Provide a model of how to plan from the framework. Set expectations. MS to view planning half termly.	MS and Curriculum SLT	Staff meeting taken place – see notes on staff MS is supporting. See planning scrutiny	MS, Teachers	Aut 1MS working with Y2,5&6 Buddied up year 1&2 for modelling –year 2 now using framework effectively Spring- continue to work with year 5&6	Amber
All staff to use AfL in their lessons	Model during staff meeting and show where this fits on planning proforma. MS to take in draw and writes at beginning and end of unit to see where learning has taken place, misconceptions tackled etc. MS to observe lessons and provide support where needed MS to hold informal conversations with staff.	MS and Assessment lead	Staff meeting taken place – see notes on staff MS is supporting. MS spoken to Y3,Y5 and provided feedback on AfL not seen in lessons. Set up q&as of Y1 outstanding practice	MS, Teachers	Aut draw and writes show learning and misconceptions tackled in EYFS, Y1, Y2, Y4, Y6 – Ms to go into Y3, Y5 q&as 1- continue to meet,	Red
All staff to differentiate their lessons	Model during staff meeting and show where this fits on planning proforma –including key questioning. MS to take in draw and write at beginning and end of unit to see where learning has taken place for all groups. MS to observe lessons and provide support where needed. MS to view planning. MS to hold informal conversations with staff. MS to ask school council if they all do the same.	MS and Assessment lead	Aut1 planning q&as, Planning in Y3, Y4, Y5, Y6 needs differentiation clear – even through q&as	Teachers	Aut 1 3, 4, 5, 6 need differentiation support – add this into planning support for y56. Buddied up year 3,4 with y1. q&as 1 lessons q&as – y5&6, 3 &4 now differentiating – provide light touch support. Year 5,6 need me still	Red

## Creating a holistic programme of PSHE & Wellbeing

- Discrete planned sessions following scheme so content and essential skills are covered
- A whole school approach – assemblies, values, rules, lunchtimes, playtimes, interactions
- Targeted work – learning mentors, inclusion manager, councillors, art therapy, external contribution
- Considering school needs – stress, wellbeing, belonging, home interaction, deprivation, weight, gangs, safety in/outside of school, wellbeing groups, coaching sessions, mindfulness, meditation, sound baths, PDC

[www.southwark.gov.uk](http://www.southwark.gov.uk)

## Where can I find the framework and resource bank and further support?

- [www.schools.southwark.gov.uk/pshe-healthy-schools/pshe-sex-relationship-education-sre-wellbeing-2](http://www.schools.southwark.gov.uk/pshe-healthy-schools/pshe-sex-relationship-education-sre-wellbeing-2)
- **Guidance & Evidence reports and T&L resources**
- **GoGivers and PSHE Association resources (subscription free to Southwark schools)**
- **Leading Healthy Schools Champions**
- **CPD programme and PSHE Certificate**

[www.southwark.gov.uk](http://www.southwark.gov.uk)



## **Aims**

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