Emotional Wellbeing & Mental Health awareness – holistic approaches across educational settings
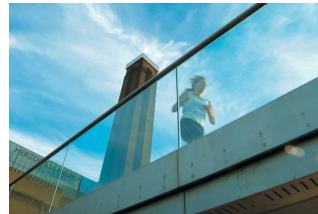
Southwark's Leading
Healthy Schools Champions

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www.schools.southwark.gov.uk/
pshe-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**

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**

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

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

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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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. **Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking** (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively **managing change including setbacks and stress**) 7. **Self-regulation (including managing strong emotions e.g. negativity and impulse)** 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. **Recognising and utilising strategies for managing pressure**, 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 http://www.ryerson.ca/~jgingras/pdf/ Feeling%20Vocabulary.pdf 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	• What are we trying to achieve in this series of lessons?	
Baseline assessment	• What knowledge, understanding, experience, skills, beliefs and attitudes do the learners already have? • Do they have any special needs? • What implications does this have for my planning?	
Learning objectives	• What do I intend the learner to learn? • Is this developing a skill, exploring, challenging, confirming or clarifying attitudes, beliefs or values, expanding a concept or increasing knowledge?	
Learning outcomes	• What will the learner be able to do as a result of the learning? List..? Describe..? Manage..? Analyse..? Evaluate..? • Which learning activities will best achieve this?	
Assessment	• How will I incorporate Assessment *for Learning* and give opportunities for reflection? • How will we know that we have achieved the objectives? • How can we *demonstrate* progress? • Do we need to *measure* progress? How can we measure this? • Is self-, peer- or teacher assessment the most appropriate and useful in this case? • What will 'good' look like (what are our success criteria)?	

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)**

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 obs 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 Spr 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 look. Planning in Y3, Y4, Y5, Y6 needs differentiation clear – even through ons	Teachers	Aut 1 3,4,5,6 need differentiation support – add this into planning support for y56. Buddied up year 3,4 with y1. Spr 1 lessons obs – year 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**

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

- **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**

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