

Wellbeing in the PSHCE curriculum policy - the teaching of MHEW

Introduction – why MHEW is important within the curriculum

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHCE curriculum. There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Objectives – purpose of the policy

This policy sets out how we, through the PSHCE curriculum:

- promote positive mental health
- aim to prevent mental health problems
- identify and support pupils with mental health needs
- support students to understand mental health issues by providing key information about some common mental health problems
- signpost students about where advice and support can be accessed

Definition

Within PSCHE, we use the World Health Organisation's definition of mental health and wellbeing: "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

Safe and supportive environment

- **Ground Rules**
 - When learning about mental health and wellbeing, an agreed set of ground rules will be put in place and discussed at the start of every lesson. These ground rules need to consider concepts of confidentiality and anonymity. Ground rules are essential to ensure that students are protected from possible distress, feel comfortable when exploring values and attitudes and to enable students to express themselves and consider the opinions of others. The discussion of sensitive and personal matters should not be encouraged in a classroom setting, and should be discussed in a suitable, one to one setting and then referred to the DSL.
 - The ground rules could include (from PSHE Association):

- *We will be open and honest, but not discuss directly our own or others' personal lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.*
 - *We will keep the conversation within the room and we know that our teacher will not repeat what is said in the classroom unless they are concerned someone is at risk, in which case they will follow the school's safeguarding policy.*
 - *It is okay for us to disagree with another person's point of view but we will not judge anyone, make fun of anyone, or put anyone down. We will 'challenge the opinion not the person'.*
 - *Taking part is important. However, we have the right to pass on answering a question or participating in an activity.*
 - *We will listen to the other person's point of view and expect to be listened to*
 - *We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher.*
 - *We know that no question is a stupid question. We will not ask questions that deliberately seek to embarrass anyone else. There is a question box for anonymous questions.*
 - *If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.*
- **Distance the learning**
 - We will distance the students from the course content that that of the individual students. This will enable the able students to engage with and discuss issues relating to mental health. If pupils are asked to reflect on and share their own experiences, they may feel strong emotions that hinder the ability to learn from, or derive insight from the example. Students will be asked to reflect on someone 'like them'. Throughout the course content, distancing techniques will be used such as:
 - using fictional scenarios and case studies which pupils may identify with but which are distanced from them as individuals
 - role play and storyboarding
 - images
 - short film clip

When drawing on case studies or video resources, we will ensure that these do not inadvertently provide a 'how to' guide for students at risk of vulnerabilities. For example, explicit discussion of means of self-harming or weight loss can be instructional rather than preventative.

Curriculum content

Mental health and wellbeing is taught throughout the 5 years in PSHCE lessons. The lessons are planned according to the requirements outlined in the RSHE statutory curriculum (2020/21). For Millais' MHEW roadmap, please see appendix 1

Pupils should know:

Mental wellbeing KS3 and KS4	<ul style="list-style-type: none">• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.• that happiness is linked to being connected to others.• how to recognise the early signs of mental wellbeing concerns• common types of mental ill health (e.g. anxiety and depression).• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
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Pupils should have the opportunity to learn:

Health and Wellbeing KS3	<ul style="list-style-type: none">• to recognise their personal strengths and how this affects their self-confidence and self-esteem• to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem• to be able to accept helpful feedback or reject unhelpful criticism• to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment• the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up (including consolidation and reinforcement of key stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)• the importance of balance between work, leisure and exercise• what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)• what might influence their decisions about eating a balanced diet
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	<ul style="list-style-type: none"> • how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self • about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it • ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations • about how to access local health services
Health and Wellbeing KS4	<ul style="list-style-type: none"> • to evaluate the extent to which their self-confidence and self-esteem are affected by the judgements of others • to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism • the characteristics of emotional and mental health and the causes, symptoms and treatments of some mental and emotional health disorders (including stress, anxiety and depression) • strategies for managing mental health including stress, anxiety, depression, self-harm and suicide, and sources of help and support • where and how to obtain health information, advice and support (including sexual health services) • to recognize and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes • about health risks and issues related to this, including cosmetic procedures

Signposting

We will ensure that lessons that require signposting have information shared at the end of the lesson. This information could include (depending on the context):

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

During lessons about mental health and wellbeing (or in any lessons), staff may become aware of warning signs which indicate a pupil 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 communicate their concerns with one of our Designated Safeguarding Leads. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits – students may appear lacking in energy, unable to think clearly
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement or engagement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour

Managing disclosures

Staff will respond to a disclosure relating to mental health or wellbeing according to the school's Safeguarding policy.

Working with parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health through the curriculum. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on the wellbeing page on Frog and our Parent Support and Information – PD themes Frog page
- Make our **Wellbeing in the PSHCE curriculum policy - the teaching of MHEW** easily accessible to parents
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns through signposting on Frog
- Share ideas about how parents can support positive mental health in their children on Frog
- Keep parents informed about the mental health topics their children are learning about in PSHCE

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 in order to enable them to keep pupils safe.

Staff will also consider issues of mental health and wellbeing within staff meetings, INSET days and by accessing wider training as appropriate. Free, online training is available via the MindEd learning portal for staff wishing to know more about a specific issue.

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