



Glasshouses School

PSHE, RHSE, CRC, SMSC & British Values Guidelines

(Updated February 2021)

To include statutory RHSE

Glasshouses School - PSHE and SMSC Guidelines

PSHE supports pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It also contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. In addition, it can help pupils to develop an understanding of themselves, manage their emotions, develop empathy and deal with change.

PSHE makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.

Overarching concepts developed through PSHE

- 1) **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these: understanding and maintaining boundaries around their personal privacy, including online)
- 2) **Relationships** (including different types and in different settings, including online)
- 3) **A healthy balanced lifestyle** (including physically, emotionally and socially)
- 4) **Risk** (identification, assessment and how to manage risk, rather than the simple avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5) **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

- 6) **Rights** (including the notion of universal rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7) **Change** (as something to be managed) **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8) **Power** (how it is used and encountered in a variety of contexts including online: how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation)

Ten Principles of PSHE Education (As suggested by The PSHE Association)

:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a

setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

The three core PSHE themes are:

• Core Theme 1 → Health and Wellbeing

This core theme focuses on:

- 1) What is meant by a healthy lifestyle.
- 2) How to maintain physical, mental and emotional health and wellbeing.
- 3) How to manage risks to physical and emotional health and wellbeing.
- 4) Ways of keeping physically and emotionally safe.
- 5) About managing change, including puberty, transition and loss.
- 6) How to make informed choices about health and wellbeing and to recognise sources of help with this.
- 7) How to respond in an emergency,
- 8) To identify different influences on health and wellbeing.

• Core Theme 2 → Relationships

This core theme focuses on:

- 1) How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- 2) How to recognise and manage emotions within a range of relationships.
- 3) How to recognise risky or negative relationships including all forms of bullying and abuse.
- 4) How to respond to risky or negative relationships and ask for help.
- 5) How to respect equality and diversity in relationships.

• Core Theme → Living in the Wider World (Economic wellbeing and being a responsible citizen)

This core theme focuses on:

- 1) About respect for self and others and the importance of responsible behaviour and actions.
- 2) About rights and responsibilities as members of families, other groups and ultimately as citizens.
- 3) About different groups and communities.
- 4) To respect diversity and equality and how to be a productive member of a diverse community.
- 5) About the importance of respecting and protecting the environment.
- 6) About where money comes from, keeping it safe and the importance of managing it effectively.
- 7) The part money plays in people's lives.
- 8) A basic understanding of enterprise.

CORE THEME 1: HEALTH AND WELLBEING

Key Stage 1

Pupils should have the opportunity to learn:

- H1** - What constitutes, and how to manage, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- H2** - to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- H3** - to think about themselves, to learn from their experiences, to recognise and celebrating their strengths and set simple but challenging goals.
- H4** - about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- H5** - about change and loss and the associated feelings (included moving home, losing toys, pets or friends)
- H6** - the importance of, and how to, maintain personal hygiene.
- H7** - how some diseases are spread and can be controlled; the responsibilities they have for their own health and that others; to develop simple skills to help prevent diseases spreading.
- H8** - about the process of growing from young to old and how people's needs change.
- H9** - about growing and changing and new opportunities and responsibilities that increasing independence may bring.
- H10** - the names for the main parts of the body (including external genitalia) and bodily similarities and differences between boys and girls.
- H11** - that household products are, including medicines, can be harmful if not used properly
- H12** - rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- H13** - about people who looks after them, their family networks, who to go to if they are worried and how to attract their attention.
- H14** - about the ways that pupils can help the people who look after them more easily protect them.
- H15** - to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes,' 'no,' 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.

January 2017 addition

- H16** - what is meant by 'privacy', their right to keep things 'private'; the importance of respecting others' privacy.

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- H1** - what positively and negatively affects their physical, mental and emotional health.
- H2** - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the consequences)
- H3** - to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
- H4** - to recognise how images in the media (and online) do not always reflect reality and how people feel about themselves.
- H5** - to reflect on and celebrate their achievements, identify their strengths and areas for improvements, set high aspirations and goals.
- H6** - to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings.
- H7** - to recognise that they may experience conflicting emotions and when they might need to listen to, to overcome these.
- H8** - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
- H9** - to differentiate between the terms 'risk', 'danger' and 'hazard.'
- H10** - to recognise, predict, and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- H11** - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe.
- H12** - that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- H13** - how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- H14** - to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- H15** - school rules about health and safety, basic emergency aid procedures, where and how to get help.
- H16** - what is meant by the term 'habit' and why habits can be hard to change
- H17** - which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some illegal to own, use and give to others.
- H18** - how their body will, and their emotions may, change as they approach and move through puberty.
- H19** - about human reproduction
- H20** - about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

H21 - strategies for keeping physically and emotionally safe including road safety (including cycle safety eg Bikeability) and safety in the environment (including rail, water and fire safety)

H22 - strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

January 2017 addition

H24 - the responsible use of mobile phones: safe keeping (looking after it) and safer user habits (time limits, use of passcode, turning off at night etc.)

H25 - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

CORE THEME 2: RELATIONSHIPS

Key Stage 1

Pupils should have the opportunity to learn:

R1 - to communicate their feelings to others, to recognise how others show feelings and how to respond.

R2 - to recognise that their behaviour can affect other people.

R3 - the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

R4 - to recognise what is fair and unfair, kind and unkind, what is right and wrong.

R5 - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

R6 - to listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation)

R7 - to offer constructive support and feedback to others

R8 - to identify and respect the differences and similarities between people.

R9 - to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

R10 - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

R11 - that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12 - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

R13 - to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

R14 - strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help.

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

R1 - to recognise and respond appropriately to a wider range of feelings in others.

R2 - to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R3 - to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - to recognise different types of relationships, including those between acquaintances, friends, relatives and families.

R5 - that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

R6 - that marriage is a commitment freely entered by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.

R7 - that their actions affect themselves and others.

R8 - to judge what kind of physical contact is acceptable or unacceptable and how to respond.

R9 - the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'

R10 - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

R11 - To work collaboratively towards shared goals.

R12 - to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

R13 - that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the **Equality Act 2010**).

R14 - to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, trolling, how to respond and ask for help).

R15 - to recognise and manage 'dares.'

R16 - to recognise and challenge stereotypes

R17 - about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

January 2017 additions:

R19 - that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20 - that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21 - to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

CORE THEME 3: LIVING IN THE WIDER WORLD

Key Stage 1

Pupils should have the opportunity to learn:

L1 - how they can contribute to the life of the classroom and school

L2 - to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

L3 - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

L4 - that they belong to different groups and communities such as family and school

L5 - what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

L6 - that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

L7 - about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

January 2017 additions:

L8 - ways in which they are all unique; understand that there has never been and will never be another 'them'

L9 - ways in which we are the same as all other people; what we have in common with everyone else

L10 - about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

Key Stage 2

Building on Key Stage 1, pupils should have the opportunity to learn:

- L1** - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2** - why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L3** - to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- L4** - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- L5** - to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- L6** - to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L7** - that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8** - to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9** - what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10** - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L11** - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12** - to consider the lives of people living in other places, and people with different values and customs
- L13** - about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- L14** - to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- L15** - that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- L16** - what is meant by enterprise and begin to develop enterprise skills

L17 - to explore and critique how the media present information

January 2017 additions:

L18 - to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

**Relationships Education, Relationships and Sex Education
(RSE) and Health Education**

Relationships Education, Relationships and Sex Education (RSE) and Health Education is divided into 13 sections.

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms
- Healthy Eating
- Mental Wellbeing
- Drugs, Alcohol and Tobacco
- Basic First Aid
- Physical Health & Fitness
- The Changing Adolescent Body
- Health and Prevention

Families and People who care for me - By the end of primary school, pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for

children and other family members, the importance of spending time together and sharing each other's lives.

- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage * represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships - By the end of primary school, pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships - By the end of primary school, pupils should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.

- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships - By the end of primary school, pupils should know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe - By the end of primary school, pupils should know:

- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and the confidence to do so.
- Where to get advice e.g. school and/or other sources.

Internet Safety & Harms - By the end of primary school, pupils should know:

- Know that for most people, the internet is an integral part of life and has many benefits.
- Know 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.
- Know why social media, some computer and online gaming, for example, are age restricted.
- Know how to consider the effect of their online action on others and how to recognize and display respectful behavior online and the importance of keeping personal information private.
- Know 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.
- Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Know where and how to report concerns and get support with issues online.

Healthy Eating - By the end of primary school, pupils should know:

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know the principles of planning and preparing a range of healthy meals.
- Know the characteristics of a poor diet and risk associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviors (e.g. the impact of alcohol on diet and health)

Mental Wellbeing - By the end of primary school, pupils should know:

- Know mental health is a normal part of daily life, in the same way as physical health.

- Know there are a range of emotions and scale of emotions that all human experience in relation to different experiences and situations.
- Know how to recognise and talk about emotions including having a varied vocabulary of words to use when talking about their own and others' feelings.
- Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Know simple self-care techniques, including the importance of rest, time with friends and family and the benefits of hobbies and interests.
- Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Know where and how to seek support (including recognizing the triggers for seeking support)
- Know 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)
- Know it is common to experience mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Drugs, Alcohol and Tobacco - By the end of primary school, pupils should know.

- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

Basic First Aid - By the end of primary school, pupils should know;

- Know the concepts of basic first aid, for example dealing with common injuries.
- Know how to make a clear and efficient call to emergency services if necessary.

Physical Health and Fitness- By the end of primary school, pupils should know.

- Know the characteristics and mental and physical benefits of an active lifestyle.

- Know 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.
- Know the risks associated with an inactive lifestyle including obesity.
- Know how and when to seek support including which adults to speak to in school if they are worried about their health.

The Changing Adolescent Body - By the end of primary school, pupils should know;

- Know key facts about puberty and the changing adolescent body, particularly from age 9 through 11, including physical and emotional changes.
- Know about menstrual wellbeing including the key facts about the menstrual cycle.

Health and Prevention - By the end of primary school, pupils should know:

- Know how to recognise early signs of physical illness, such as weight loss or explained changes to the body.
- Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including sun cancer.
- Know about dental health and dental flossing, including regular checkups at the dentist.
- Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- Know the facts and science relating to allergies, immunization and vaccinations.

SMSC

What is SMSC?

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values: enjoy learning about oneself others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict; engage with British values of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influence; appreciate the role of Britain's parliamentary system; participate in culture opportunities, understand, accept, respect and celebrate diversity.

SOCIAL	01	Use a range of social skills in different contexts.
	02	Participate in a variety of communities and social settings.
	03	Co-operate well with others and be able to resolve conflicts effectively.
	04	Know the rule of law protects the rights of individual citizens and is essential for their wellbeing and safety.

CULTURAL	01	Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.
	02	Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life in modern life.
	03	Know about Britain's democratic parliamentary system and its central role in shaping our history and values and continuing to develop Britain.
	04	Participate and show respect for different faiths, religions, ethnic and socio-economic groups, national and global communities.
	05	Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities.
SPIRITUAL	01	Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples' faiths, feelings and values.
	02	Sense enjoyment and fascination when learning about themselves, others and the world around them.
	03	Use imagination and creativity in their learning.
	04	Reflect willingly on their experiences.
MORAL	01	Recognise the differences between right and wrong and readily apply this to their understanding in their lives.
	02	Understand legal boundaries and, in doing so, respect the civil and criminal law in England.
	03	Understand the consequences of their behaviour and actions.
	04	Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.
	05	Know about and respect the public institutions and services in England.
	06	Develop an acceptance of other people, understanding and the importance of identifying and combating discrimination.

Fundamental British Values

The Government set out its definition of British Values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Glasshouses School, these values are reinforced regularly and in the following ways:

Democracy

Glasshouses is a UNICEF Rights Respecting School. Each year the children decide on their class charter and the rights associated with these. All the children contribute to the drawing up of the charter. Children have many opportunities for their voices to be heard.

We also have Pupil Leadership Teams to meet regularly to discuss issues around school and how to make school a better place for everyone, including keeping everyone safe. We have a Fundraising Team, Health & Safety Team, E-Safety Team and an Eco Team. The children run these groups, facilitated by the adults in school. The children are able to genuinely affect change within school.

Children have an annual questionnaire when they can put forward their views about school and how to improve it.

The rule of law

The importance of Laws, whether they be those that govern the class, the school,, or the country, are consistently reinforced throughout regular school days as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when rules and laws are broken. Visits from authorities such as the Police and Fire Service help to reinforce this message.

Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely through our e-safety and PSHE lessons. There are a wide range of extra-curricular clubs and opportunities when pupils are given the freedom to make choices, including Glasshouses University.

Mutual Respect

As a Rights and Respects school, mutual respect is at the heart of all our values. Children learn that their behaviour has an effect on their own rights and those

of others. Our CHAMPS values reiterate this. All members of the school community treat with other with respect.

Tolerance of those different faiths and beliefs and for those without faiths

Glasshouses School is situated in an area which is not very culturally diverse; therefore we place a great emphasis on promoting diversity with the children. Assemblies and visitors are regularly planned to address this issue wither directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE, PSHE and RRSa teaching reinforces this. Children visit places of worship that are important to different faiths.

The Department for Education states that schools should do this through their spiritual, moral, social and cultural (SMSC) development that includes promoting the fundamental British values

Rights and Responsibilities in School

Article 1 - (definition of the child)

- Everyone under the age of 18 has all the rights in the conventions.

Article 2 - (without discrimination)

- The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 - (best interests of the child)

- The best interests of the child must be a top priority in all things that affect children.

Article 4 - (protection of rights)

- Governments must do all they can to make sure every child can enjoy their rights.

Article 5 - (Parental Guidance)

- Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up, so that they enjoy their rights properly.

Article 6 - (Survival and development)

- Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 7 - (registration, name, nationality, care)

- Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

Article 8 - (Preservation of Identity)

- Governments must respect and protect every child's right to an identity and prevent their name, nationality or family relationships from being changed unlawfully. If a child has been denied part of their identity illegally, governments must act quickly to protect and assist the child to re-establish their identity.

Article 9 - (Separation from parents)

- Children must not be separated from their parents unless it is in the best interests of the child (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 - (family reunification)

- Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

Article 11 - (kidnapping and trafficking)

- Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

Article 12 - (respect for the views of the child)

- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 - (freedom of expression)

- Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14 - (freedom of thought, belief and religion)

- Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15 - (freedom of association)

- Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 - (right to privacy)

- Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 17 - (access to information from mass media)

- Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 18 - (parental responsibilities; state assistance)

- Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

Article 19 - (protection from all forms of violence)

- Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 - (children deprived of a family)

- If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

Article 21 - (adoption)

- If a child is adopted, the first concern must be what is best for the child. All children must be adopted and kept safe, whether they are adopted in the country where they were born or in another country.

Article 22 - (refugee children)

- If a child is a refugee or seeking refuge, governments must ensure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

Article 23 - (children with a disability)

- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 24 - (Health and Health Services)

- Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 25 - (Review of treatment of care)

- If a child has been placed away from home (in care, hospital or prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

Article 26 - (Social security)

- Governments must provide extra money for the children of families in need.

Article 27 - (Adequate standard of living)

- Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

Article 28 - (Right to an education)

- Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29 - (Goals of Education)

- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - (Children of minorities)

- Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 - (Leisure, play and culture)

- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 32 - (Child Labour)

- Governments must protect children from work that is dangerous or might harm their health or education.

Article 33 - (Drug use)

- Governments must protect children from the use of illegal drugs.

Article 34 - (Sexual exploitation)

- Governments must protect children from sexual abuse and exploitation.

Article 35 - (Abduction)

- Governments must ensure that children are not abducted or sold.

Article 36 - (Other forms of exploitation)

- Governments must protect children from all other forms of bad treatment.

Article 37 - (Detention)

- No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested only as a last resource and for the shortest possible time. Children must not be put in a prison with adults and they must be able to keep in contact with their family.

Article 38 - (War and armed conflicts)

- Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39 - (Rehabilitation of child victims)

- Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

Article 40 - (Juvenile Justice)

- A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

Article 41 - (Respect for better national standards)

- If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

Article 42 - (Knowledge of Rights)

- Governments must make the Convention known to children and adults

Teacher Guidance: Preparing to teach about Mental Health and Emotional Wellbeing - Taken from The PSHE Association

WHY TEACH ABOUT MENTAL HEALTH AND EMOTIONAL WELLBEING ISSUES?

Teaching pupils about mental health and emotional wellbeing as part of a developmental PSHE education curriculum can play a vital role in keeping pupils safe. The introduction of such a curriculum has many benefits. It is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people. Additionally, we can use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

While the specific content of lessons will be determined by the specific needs of the cohort we're teaching, there should always be an emphasis on enabling pupils of any age to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We can help them to understand when this help might be needed, what help is available, and the likely outcome of seeking support. Additionally, talking openly with children and young people about mental health issues is a simple and effective means of breaking down any possible associated stigma.

Teaching about mental health and emotional wellbeing raises significant challenges for teachers, however: we know that schools want to cover these issues and recognise the imperative to do so, but without sufficient background knowledge teachers can find it daunting. It is vital that staff collaborate if they feel daunted.

The guidance is clear that schools must access training and support before teaching the more challenging and sensitive areas of mental health and emotional wellbeing. Teachers must be supported by their colleagues, and must work on the basis that in any class about mental health and emotional wellbeing, at least one pupil will be affected by the issues being addressed. Schools should work on the principle 'first do no harm', explored in detail in this guidance. The PSHE Association (www.pshe-association.org.uk) has a lot of good advice and resources on their website.

WHY THIS LEARNING IS IMPORTANT IN ALL KEY STAGES

When learning related to mental health and emotional wellbeing makes it into the taught curriculum, it is often only taught to older pupils - frequently only at key stage 4 and beyond, as this is when the need is perceived to be most acute. While there is much we can do in the later key stages in terms of supporting young people to recognise and respond to specific conditions that they, or their

friends, may be facing, there is a place for wider teaching in the earlier key stages too.

As with any subject, learning about mental health must be developmental: it must build up from early learning if it is to be most effective. With very young children, for example, rehearsing ways of asking an adult for help, and persevering if their requests are not listened to, lays the foundations for confidently accessing sources of support when they are older.

It is also worth noting that primary school pupils are not immune to developing mental health issues. According to data collected by the Nuffield Foundation, in 2013, 80,000 children and young people in the UK were clinically depressed; 10% of these were under 10 years of age. They also found that 290,000 children and young people in the UK had a diagnosed anxiety disorder, and one in three of these was under 10.

By incorporating learning related to emotional wellbeing and good mental health into our broader curriculum from key stage 1, we can help to promote positive behaviours and strategies which pupils can adopt and adapt throughout their school careers. They may draw on this learning at points when they find themselves facing physical or emotional adversity. We do not have to teach explicitly about mental health conditions in the early key stages, but we can develop a curriculum that promotes the skills, knowledge, understanding and language that will enable pupils to adopt healthy thoughts, behaviours and strategies and to seek appropriate and timely support when they or a friend need it. We also know that, with the high prevalence of mental health issues in wider society, even young pupils may be learning about emotional health through their own experiences at home or in their community. It is right that this should be covered, just as physical health would be covered at an early stage.

BUILDING TEACHING ABOUT MENTAL HEALTH INTO A PLANNED PSHE EDUCATION PROGRAMME

Mental health and emotional wellbeing should not be viewed as a 'topic' that can be delivered in isolation in a lesson or series of lessons. The skills, language and understanding needed to promote positive mental health should underpin much of what we teach in PSHE, and it is good practice for us to consider where pupil wellbeing fits into most of our teaching in PSHE.

It is important that our PSHE education programme develops the relevant knowledge, understanding, skills and attributes progressively in an age- and stage-appropriate way from early years onwards. This will sometimes take the form of discrete lessons with a focus on mental health or emotional wellbeing, but it will also form part of almost all our wider PSHE teaching, to which emotional health is integral.

Mental health and emotional wellbeing run through all the core themes, especially Health and Wellbeing and Relationships. In our planning, it is important to consider not only where they are mentioned *explicitly* but also where there is *implicit* learning that is crucial to pupils' understanding and skills development in this area.

PROMOTING EMOTIONAL WELLBEING AND RESILIENCE FROM AN EARLY AGE

We can support pupils in developing their resilience and emotional wellbeing from an early age by incorporating key skills across the curriculum. There are a series of protective factors which can reduce the risk of pupils turning to unhealthy coping mechanisms such as self-harm, eating disorders or substance misuse, which can be developed through our PSHE education curriculum. These protective factors include:

- good communication skills
- good problem-solving skills
- healthy coping skills, including healthy responses to moments of crisis
- the knowledge, skills and confidence to seek help
- the ability to recognise, name, describe and understand a range of emotions
- the ability to manage difficult emotions in a healthy way
- friends and social engagement and interaction
- positive self-esteem and appreciation of difference and uniqueness experience of, and ability to manage, failure.

These protective factors can be addressed in a generic way, across the curriculum, from an early age. When we support younger learners to become better communicators or when we help them develop the skills of independent learning or help-seeking in any context, we are laying the foundations for better, healthier coping strategies and resilience as they work their way through school.

We can also actively promote a 'growth mindset' culture in our classrooms - the belief that we are not innately good or bad at things, but rather that we are in control of our skills and abilities and that, with effort and perseverance, we can change things. This can prevent a feeling of helplessness and inevitability in children and young people and can be important in developing both academic and emotional resilience.

WHAT TO TEACH WHEN

The learning opportunities from the Programme of Study set out above give a good idea of the skills, knowledge and understanding we should aim to promote

at each key stage, but it is important to be flexible in our curriculum development and delivery, and adapt our PSHE education programme to meet the needs of our specific learners, in our specific environment, at any specific point in time.

For example, while we do see self-harm and mental health issues in younger children, children become increasingly vulnerable from about age 12, with a peak in onset of self-harm and eating disorders at about age 14-15. Therefore it is important not to leave this learning too late and we may begin to explore issues related to mental health and wellbeing more explicitly, in an age- and stage-appropriate way, once children enter secondary school.

Unless there are specific issues amongst our pupil population or in our local context that we feel a need to address, the primary school years can be usefully spent developing protective skills, knowledge and understanding as outlined above. A focus on healthy coping, stress management and help-seeking can be especially useful in Years 6 and 7 as children make the transition from primary to secondary school.

Classroom ground rules

When teaching areas of the curriculum such as mental health, it is important to think carefully about the possibility of personal disclosures from pupils who, as a result of the lesson, may develop the skills, language, knowledge and understanding to make a disclosure about their own mental health or emotional wellbeing. While this is not to be discouraged, and appropriate disclosures should be seen as a positive impact of the learning, it is very important that if pupils make personal disclosures to school staff they do so in a suitable, one-to-one setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom.

Before teaching about mental health issues and emotional wellbeing, clear 'ground rules' should be established or reinforced, and the concepts of confidentiality and anonymity should be covered at the start of the lesson. Ground rules need to be consistently kept to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher should lead the way by modelling the ground rules in their own communications with the class.

Ground rules are most effective when they have been negotiated and agreed with the pupils, rather than imposed by the teacher. Teachers tell us that the most effective ground rules are:

written in pupils' own words

- visually displayed in the classroom

- physically signed by pupils in some cases (like an informal contract)
- monitored by pupils themselves
- kept to consistently by the teacher as well as the pupils.

Openness

An important part of breaking down the stigma that surrounds mental health issues is to encourage an ethos of openness, but within specific boundaries. These should be governed by your school's safeguarding policy. Mental health should not be a taboo topic. It should be openly and honestly discussed in the classroom setting, which should feel like a safe and supportive environment for discussions on mental health that are positive and affirming, but give pupils the opportunity to share their concerns.

However, it needs to be agreed with pupils that lesson time is not the appropriate setting to directly discuss their own personal experiences or the private lives of others. General situations can be used as examples, but names and identifying descriptions should be left out.

Keep the conversation in the room

Pupils need to feel safe discussing general issues related to mental health in the lesson without fear that these discussions will be repeated by teachers or pupils beyond this setting. Pupils should feel confident exploring their misconceptions or questions about mental health in this safe setting. But it is important to make it clear that if you become concerned that a child may be at risk then you will need to follow the school's safeguarding policy, and that you personally cannot completely guarantee that no other pupil will repeat what has been said outside the classroom.

Non-judgemental approach

When we tackle issues surrounding mental health and emotional wellbeing, we often find that pupils have a lot of existing beliefs, misunderstandings and inappropriate attitudes towards the topics concerned. It is important that these can be explored within the classroom environment without fear of being judged or ridiculed. Discuss with pupils the idea that it is okay - and often healthy - to disagree with another person's point of view, but it is never okay to judge, make fun of or put down other pupils. Where pupils disagree with another's point of view, they should challenge the belief and not the person.

Right to pass

Although participation in the lesson is important, every pupil has the right to choose not to answer a question, or not to participate in an activity. Pupils may

choose to pass on taking part if a topic touches on personal issues which they should not disclose in a classroom setting, or if the topic of the activity or discussion makes them feel uncomfortable in any way. They could be invited to discuss their concerns with the teacher individually. Teachers can prepare the class by letting them know the nature of the topic beforehand and offering pupils the opportunity to let the teacher know, either anonymously or directly, if they have any concerns about themselves or a friend. This will enable you to ensure that your teaching is as inclusive as possible and is matched to the pupils' needs.

Make no assumptions

In addition to not judging the viewpoints of others, pupils must also take care not to make assumptions about the attitudes, life experiences, faith values, cultural values or feelings of their peers.

Listen to others

Every pupil in the class has the right to feel listened to, and they should respect the right of their peers to feel listened to as well. You might choose to revisit what active listening to others means. It is okay to challenge the viewpoint of another pupil, but we should always listen to their point of view, in full, before making assumptions or formulating a response.

Ideas for Ground rules	
	What this might mean to pupils
Openness	<i>We will be open and honest, but not discuss directly our own or others' personal/private 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'.</i>
Keep the conversation in the room	<i>We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i>

Non-judgemental approach	<i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion not the person'.</i>
Right to pass	<i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity.</i>
Make no assumptions	<i>We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.</i>
Listen to others	<i>We will listen to the other person's point of view and expect to be listened to.</i>
Using language	<i>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.</i>
Asking questions	<i>We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.</i>
Seeking help and advice	<i>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.</i>

Signposting support

Although it is important that pupils do not make personal disclosures during the course of the lesson, the appropriate means for seeking support and advice need to be clearly signposted in the lesson. This will mean being familiar with, and sharing appropriate parts of, the school's safeguarding, or other relevant, policies. You should be aware of any internal support available in the school, such as counselling services or pastoral care, and be able to explain to pupils how to access that support.⁸ The Department for Health/NHS England taskforce report on children and young people's mental health and wellbeing, *Future in Mind*,⁹ recommends that schools should consider appointing a lead contact or coordinator for mental health issues, and if your school does adopt this model, you will want to work with them on advice to pupils about accessing support. You should also share details of relevant external websites and helplines where pupils can seek confidential advice and support. Pupils should be encouraged to support their friends in seeking help where they think it is needed too. While clarifying that during a lesson is not the appropriate moment to seek support, you should ensure that pupils understand the importance of sharing with a trusted adult any concerns they have about their own mental health or emotional wellbeing, or that of another person. This is the quickest and best way to ensure that support is received where it is needed. Pupils should be reassured that they will always be taken seriously, will never be judged and will always be listened to if they choose to make a disclosure at school. It is important not only to signpost sources of support but also to make sure pupils know how to access it, both in terms of the practical mechanisms and, especially with younger pupils, what they might say to someone to get the help they need. Make sure you are fully aware of the policies and procedures you should follow if a pupil confides in you or gives you cause for concern. It is important not to promise confidentiality if information is disclosed which suggests a child is at risk. If policies are not fit for purpose or procedures are out of date or unclear, this should be highlighted with the relevant member of staff.

Distancing the learning

Use distancing techniques to prevent the lesson feeling too personal for pupils.

Ideas that work well include:

- case studies and scenarios
- role play and storyboarding
- puppets
- images
- short film clips.

Pupils can be encouraged to provide advice to characters in these fictional scenarios - this exploration of 'something happening to someone else' is very

different from talking about their own experiences. Any personal disclosures should be supported in a safe context outside of the main lesson.

Reflection and assessment

It is important for pupils to have opportunities to draw together and reflect on their learning, for teachers to feel confident that learning has taken place, and for both pupils and teachers to identify future learning needs. Clear learning objectives (the aims and purposes of the lesson) and intended learning outcomes (what pupils will be able to demonstrate at the end of the lesson) should be the starting point of each lesson you intend to teach. Pupils' existing knowledge, understanding, skills, beliefs and attitudes should be identified and used both to plan relevant learning, ensuring the lesson objectives and intended learning outcomes are meaningful, and to assess pupils' progress.

Assessment in PSHE education should not simply focus on factual knowledge. It should provide opportunities to assess:

- an increase in knowledge (Before I only knew ..., now I also know ...)
- an increase in understanding (I always knew ... but now I can see how it connects to ... and now I can see how I could use this in my life)
- a change or reconfirmation of a belief (*I used to feel ... but I now feel ...*)
- a richer vocabulary (Before I would have said ... but now I can say ...)
- increased competence in skills (Before I didn't know how to ... but now I know how to ...)
- new strategies acquired (Before I wouldn't have known how to ... but now I know new/more effective ways to ...)
- an increased confidence (Before I could/would say and do ... but now I feel I am able to say and do ...)
- changed and challenged assumptions (Before I thought that ... but now I realise that was just a myth or a stereotype).

Teachers may also include more formal activities to assess and gather evidence of pupils' progress at the end of a lesson or series of lessons. An effective way of doing this is to carry out and later revisit a baseline activity where pupils share everything they understand about a topic. While it should not be 'marked', personal reflection in PSHE education lessons is essential, especially when learning about issues such as emotional wellbeing and mental health. Pupils need opportunities to consider how new learning will be relevant in their own lives, both now and in the future. Reflection is therefore a valid and valuable component of PSHE assessment. Sometimes pupils may reflect in writing or through discussion, but it is often more appropriate for their thoughts not to be recorded. Equally, it is important to recognise and respect that pupils may

not feel comfortable sharing all of their personal reflections with peers or staff.

Teaching in a non-judgemental way

It is a **key principle of PSHE education** that there is a positive approach to learning which does not attempt to induce shock or guilt but focuses on what pupils can do to keep themselves and others healthy and safe. However, in encouraging pupils to share their existing understanding about mental health, teachers may identify some preconceived ideas on the subject, based on personal experience or what they have heard or seen from friends, family or the media.

Teachers should not be judgemental when confronted with young people's pre-existing views on mental ill health, some of which may directly contradict the aims of our teaching. The aim should be to 'take young people on a journey', encouraging them to understand mental health and emotional wellbeing and why promoting and supporting good mental health in ourselves and in others is so important. However, there may be instances when what pupils say raises such concern that you are obliged to share it with others in line with the school's safeguarding policy, as set out above.

Confidentiality and school policies

Consider:

- Might any young person be upset by this input?
- What if a young person becomes upset or reveals something disturbing about their own or another person's personal experience?

PSHE education, perhaps more than any other area of the curriculum, works in the young person's immediate reality and helps them explore how they feel about it. For this reason we need to be sensitive to their prior experiences and be ready for them to share their present experiences and feelings. It is wise to have a protocol in place to support any young person who becomes distressed. It is essential that safeguarding policies are adhered to.

IMPACTING ON YOUNG PEOPLE'S EMOTIONAL WELLBEING

To be able to provide relevant information and support to our pupils, it's vital that we understand the pressures that they are currently under. In a survey of over 2,000 adolescents in 2014, Young Minds - a charity which provides information and support about young people's mental health issues - found that the following issues were the key factors causing concern to school-aged children.

Fear of failure

Children and young people are expressing fear of failure at increasingly younger ages. Many schools report an increase in emotional wellbeing issues in Years 5 and 6 as some pupils prepare to take secondary school entrance exams, or where there is an emphasis on success in SATS and other key stage tests. It is very common for schools to report an increase in issues as pupils approach major examinations as well. High expectations are often internally driven by pupils themselves in addition to any external pressure which may be present from parents or the school.

Bullying

Bullying is a key trigger for mental health and emotional wellbeing issues, as well as being a key maintaining factor (that is to say that young people who are attempting to overcome difficulties find it far harder to do so in a context of teasing and bullying). Bullying can be both face-to-face or online - and in many cases both. It's important to understand that sometimes what is meant in good humour or jest is very easily misinterpreted or can escalate rapidly, causing distress and emotional pain to vulnerable pupils.

Body image

Body image is a real concern amongst all young people - not just young women as is often believed - and low self-esteem and poor body image are a leading cause of pupils opting out of extracurricular activities or failing to engage in class. The pressure to look a certain way or weigh a certain amount is felt keenly by many pupils, regardless of their gender, and these pressures can contribute to the development of eating disordered behaviour as well as a range of other emotionally and physically harmful responses.

The online environment

In 2015, pupils see little or virtually no division between the online and offline world. They may have many friends who they know purely in an online context and they do not see this as problematic or unusual. However, our teaching of PSHE education does not always fully embrace this online world. Much of what

we teach in an offline context with regard to developing healthy relationships and staying safe can be readily adapted to address the online context too. Potential dangers to pupils online include online abuse and grooming, cyberbullying and becoming involved in dangerous communities which advocate harmful behaviours.

Sexual pressures

Ready access to pornography has led to an increase in the sexual pressures felt by the current generation of children and young adults. Young people talk about pressures to look and behave a certain way when in a relationship, as they are used to viewing the way that people look and behave in pornography. This access to pornography may also be one factor contributing to an increase in abuse in teenage relationships, as it often portrays relationships where consent is neither given nor sought. Further information and guidance about sexual pressures, healthy relationships, consent and pornography are provided in the PSHE Association's consent guidance for schools.

Employment prospects

As well as worrying about academic pressures and exams, young people often voice their concerns about their job prospects when they finish school.

COMMON TRIGGERS FOR UNHEALTHY RESPONSES

There is not always a clear cause or trigger for mental health or emotional wellbeing issues. But it is certainly true that children and young people are more likely to develop issues such as anxiety or depression, or harmful behaviours such as self-harm or alcohol or drug misuse, at times of particular stress. It is worth being aware of these trigger points so that we can increase our prevention through learning in PSHE education and early intervention efforts around these times, and keep an eye on pupils who may be more vulnerable to developing issues than their peers due to their current circumstances. When planning PSHE education schemes of work it is important that this forms part of a whole-school approach and that lines of communication are open between the PSHE Lead and colleagues with pastoral responsibility. While PSHE education lessons should not simply be a response to things that are happening in school or in the community, or issues individual pupils are experiencing, it is important to bear these things in mind and allow for some flexibility.

Common triggers for unhealthy responses in school-aged children include:

Family relationship difficulties

Difficulties at home can take a huge toll on a young person's emotional wellbeing. The difficulties may be between the parents or may concern the young person directly, such as a difficult falling out with a family member. Stable family relationships are a fantastic source of emotional support for young people, so it's important to think about where that support is coming from, and what extra support might be needed when things are difficult at home.

Peer relationship difficulties

Similarly, difficult relationships at school can leave young people feeling desperate and with no one to turn to. In these instances they are far more likely to turn to unhealthy coping mechanisms such as self-harm, disordered eating or substance abuse.

Trauma

Experiencing trauma, for example a bereavement or being involved in an accident or suffering abuse, will leave a young person very vulnerable and in huge need of support. It is important to bear in mind that this is about the pupil's perception of trauma, not our own - so difficulties may be triggered by something seemingly insignificant but which has had a deep impact on the child or young person concerned, such as the death of a pet.

Being exposed to unhealthy coping mechanisms in other pupils or the media

When young people are exposed to self-harm, eating disorders or other unhealthy coping mechanisms, either by witnessing them first-hand or by watching them on TV or the internet, they are more likely to replicate such behaviours themselves. Teachers should be especially vigilant and respond proactively if popular or high-profile programmes watched by a large number of pupils run stories involving eating disorders or self-harm.

Difficult times of year, such as anniversaries

The anniversary of a significant event such as the death of a parent is often a very difficult time for a young person. It is sensible to keep a note of any such dates on their files as it is not uncommon for problems to arise seemingly out of the blue many years after the trauma as a pupil marks a milestone anniversary or if a pupil is also contending with other difficulties (e.g. exam stress). An anniversary or birthday of a lost loved one can be the final straw which renders them unable to cope. This is an example of when good communication between class teachers/form tutors, pastoral leads and PSHE teachers (if they are not one and the same person) are so important.

Transition to a new school

Transition to a new school can be very difficult for children and young people, who may miss the familiarity of their old setting and may need to establish new friendship groups. This is true of pupils who are making the natural progression 'up to big school' even if they are accompanied by some of their friends, and is even more acute for children who move schools part way through a school year due to a family move or following a permanent exclusion, for example. PSHE education schemes of work should include learning to support pupils' resilience and coping strategies for transition at all relevant points, building on prior learning from their previous transition point.

Illness in the family

If a parent or sibling falls seriously ill, this can put a huge pressure on a young person, who is likely to take on some form of caring role while inevitably receiving less time and attention from loved ones due to the focus on the family member who is unwell. They may also be harbouring deep worries about the wellbeing of their relative. In this situation, young people often feel unable to voice their worries or concerns for fear of being a burden, and may instead turn to other coping mechanisms such as alcohol, drugs or self-harm.

Vulnerable groups

Some young people are more vulnerable than their peers to developing mental health or emotional wellbeing issues. These include:

- children in care
- children who have been adopted
- LGBT pupils
- children whose family have a history of mental health issues
- young carers
- young offenders.

SIGNPOSTING: FURTHER INFORMATION ABOUT SPECIFIC CONDITIONS

There is a huge range of mental health and emotional wellbeing issues which might have an impact on your pupils and their families, and it is beyond the scope of this guidance to provide detailed information on all of them. In this section, we have provided signposting to information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but we have listed them here because we think they are useful for school staff too.

Support on all of these issues can be accessed via **Young Minds** (www.youngminds.org.uk) , **Mind** (www.mind.org.uk) and (for e-learning opportunities) **Minded** (www.minded.org.uk).