

Yorke Mead Primary School
Emotional Well-being and Mental Health
and PSHE Curriculum
November 2019



Our School Vision Statement
BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination
A - Ambition
R - Resilience
E – Enjoyment

T - Trust
O - Openness

The need for children to be effectively supported in developing positive self -image, sense of identity and resilience has been greatly highlighted in recent years. At Yorke Mead we are committed to the development of the whole child, which includes a curriculum that allows our children to develop emotionally as well as academically. In order to achieve this we recognise the essential role PSHE (Personal, Social, Health and Economic Education) plays in enabling our children to grow into well rounded individuals.

By incorporating learning related to emotional well- being and good mental health into our broader curriculum from key stage 1 we can help children to develop positive behaviours and strategies they can adopt and adapt throughout their school careers. This does not mean we will teach specifically about mental health issues, it simply means that our curriculum should promote the skills, knowledge, understanding and language that will enable children to adopt healthy thoughts, behaviours and strategies to seek appropriate and timely support when they or a friend may need it.

This document highlights the key learning in terms of Emotional Wellbeing and Mental Health in PSHE across Yorke Mead. For ease throughout this document this will be referred to as PSHE.

EMOTIONAL WELLBEING and MENTAL HEALTH LEAD

Future in Mind (Dept. for Health/NHS England 2015) recommends that all schools should appoint a lead contact and co-ordinator for mental health.

At Yorke Mead School this person is **Lucille Pollard** (Head teacher). We have a second Mental Health Lead **Joanne South** (Pastoral Support Team)

In this work the mental health leads are effectively supported by the other members of the Pastoral Support Team –Jo Floyd and Jo Adams.

Purpose of study

PSHE education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. PSHE education develops in children the qualities and attributes needed to thrive as individuals, family members and members of society.

PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, improving their capacity to learn and achieve, and 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.

Effectively taught PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. It supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education 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. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

Schools are in a unique position, as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils. A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including:

- culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment;*
- teaching: using the curriculum to develop pupils' knowledge about health and wellbeing; and*
- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing*

(DFE Mental Health & Behaviour in Schools November 2018)

Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge related to personal development
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify an, if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

We can support children in developing their resilience and emotional well-being from an early age by incorporating key skills across the curriculum. These are effectively protective factors which can reduce the risk of pupils turning to unhealthy coping mechanisms. 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 interaction
- positive self-esteem and appreciation of difference and uniqueness
- experience of, and ability to manage, failure.

These key skills are embedded in the 'Yorke Mead Way' and whilst we may choose to have some lessons focused on these skills, they are embedded as part of our broader approach to learning. A key part of this is that we recognise and expand on these moments when they naturally occur.

Core Themes

The PSHE Association has identified three core themes as a basis for the effective teaching of PSHE. These are:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Over Arching Concepts

The PSHE Association has also identified the following over-arching concepts that run through PSHE teaching and the three core themes:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity and equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **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 persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

How PSHE is delivered at Yorke Mead

Day to Day Teaching

Emotion Coaching – All staff at Yorke Mead are trained in Emotion Coaching. This approach ensures that, before there is a reflection on the behaviour, the emotion that led to this behaviour is identified, named and empathised with. After this has happened the member of staff will reflect and problem solve with the child to consider how they could act if this emotion or incident should arise again for them.

Mind Up Curriculum – Over the past few years we have embedded mindful practise and core breathing using the MindUP curriculum. With the introduction of the Jigsaw PSHE scheme, which has mindful practise embedded within in, we have adopted some key aspects from the MindUP programme. Children will still learn about the different parts of the brain and continue to practise the daily core breathing at least three times each day, which supports children in emotional regulation and preparing the brain for learning.

Philosophy 4 Children – P4C teaches children to think about issues using 4 key types of thinking (Caring, Collaborative, Creative and Critical). By thinking in these ways we can explore ideas and concepts more fully and begin to understand that people will hold differing opinions on matters; that we can respectfully challenge opinions; that conflict can be resolved through discussion and we can come to a consensus of agreement and that it is acceptable for us to change our opinions on the basis of an argument presented by someone else. P4C encourages children to keep an open mind and to listen to other peoples' opinions respectfully.

Learning and Teaching The Yorke Mead Way- The day to day approach to learning and teaching at Yorke Mead places an emphasis on valuing challenge and being stuck or 'in the pit' as a positive opportunity to learn something new, and seeing mistakes as an essential part of learning. *Please refer to our Learning and Teaching Policy for further details.*

Penn Resilience Programme – Following an initial trial in 2018-19 we now are delivering the Penn Resilience Programme (PRP) to all children in Year 6. This programme runs for 18 weeks and is delivered to a group of children. Ideally we aim for a group of 15-20 children, depending on the needs of the group.

Teaching Through the Jigsaw Scheme (Core Teaching)

From September 2019 the core PSHE teaching at Yorke Mead is delivered through the Jigsaw scheme. These units guide the focus for whole school assemblies and for the PSHE teaching.

The Jigsaw Structure: Themes					
Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Within each lesson the Jigsaw Scheme follows the same structure as outlined below:



Teaching Through Themed Weeks

In addition to our core teaching through the SEAL themes throughout the year there are a number of themed focus weeks to support effective PSHE learning. These themed weeks enable children to focus on aspects PSHE. Whilst the table below highlights the core learning in these themed weeks effective PSHE teaching requires flexibility to include content to meet the needs of our children at any one specific point in time.

	Transition Week	
Anti-Bullying Week	TEACHING THROUGH THEMED WEEKS  YORKE MEAD	Safety Week
Knowing Me, Knowing You		Feel Good Week
	Health and Wellbeing Week	

	Knowing You, Knowing Me (First week of a new academic year)		
	KS1	Lower KS2	Upper KS2
Health & Well being	Learning about ourselves, celebrating our strengths and setting goals	Reflecting further on what affects us positively and negatively Celebrating our strengths and achievement. Setting aspirational goals	Reflecting further on what affects us positively and negatively Celebrating our strengths and achievement. Setting aspirational goals
Relationships	Recognising how our behaviours affect others	Understanding how our actions affect others and ourselves – girl talk	How do we talk to others – how does this impact on them
Living in the Wider World	Responsibilities living in a community- class rules	Responsibilities living in a community- class/ school/ playground rules Impact of our actions on others	Responsibilities living in a community- class/ school/ playground rules Impact of our actions on others

	Safety Week (Autumn Term)		
	KS1	Lower KS2	Upper KS2
Health & Well being	Keeping ourselves physically and emotionally safe including simple online safety People who look after us- family networks , who to go to if you are worried	Keeping ourselves physically safe on the roads Keeping ourselves safe online	Road safety Online safety
Relationships	Difference between secrets and surprises- importance of not keeping adults' secrets	People responsible for keeping us safe	What is a friend – social media Protecting ourselves and being responsible for the messages we send on social media
Living in the Wider World	Stranger awareness People who help us in the community		Knowing how to deal with a crisis/ emergency

	Anti- Bullying Week (November)		
	KS1	Lower KS2	Upper KS2
Relationships	That peoples feeling can be hurt as well as their bodies. Feeling comfortable and uncomfortable Recognising unkindness and responding to this Understanding types of teasing and how to resist teasing What is bullying? What to do if someone is teased or bullied.	What is bullying? Bullying or falling out? What to do if someone is teased or bullied. Keeping secrets or something confidential – when should we not agree to this/ break a confidence	What is bullying? Bullying or falling out? What to do if someone is teased or bullied. Prejudiced based language what is it? Our responsibilities and how it affects people

	Feel Good Week (Spring Term)		
	KS1	Lower KS2	Upper KS2
Health & Wellbeing	Valuing the importance of doing things just for enjoyment Being able to be ourselves	Recognising when we feel anxious and worried Valuing the importance of doing things just for enjoyment Being able to be ourselves	Recognising when we feel anxious and worried Valuing the importance of doing things just for enjoyment Being able to be ourselves Managing ourselves without negative comparisons with others

	Health & Well-being Week (Summer Term)		
	KS1	Lower KS2	Upper KS2
Health & Well being	Good and difficult feelings – vocabulary to describe our feelings. Simple strategies to manage feelings Healthy Eating Physical health and emotional health	Health Eating Physical health and emotional health	Health Eating – importance of balanced diet Physical health and emotional health Change for Life Images and the media – how these impact on how people feel
Relationships	Working with others – co-operation	Team work and team challenges	Team work and team challenges

	Transition Week (End June/ Early July)		
	KS1	Lower KS1	Upper KS1
Health & Well being	Understanding feelings of change and loss – how do we feel when we move house or lose a favourite toy?	Key transitions and changes including loss of a pet or family member , family changes	Key transitions and changes including loss of a pet or family member , family changes – moving to a new school
Relationships	Establishing new relationships with new people	Establishing new relationships with new people	Establishing new relationships with new people People who can help us in our new setting. Maintaining relationships as we move on
Living in the Wider World	Growing and changing responsibilities	Growing and changing responsibilities	Growing and changing responsibilities

In addition Key Stage 2 children organise their own Christmas Café and Charity Stalls which helps develop economic awareness

	Christmas Café/ Charity Stalls (End Autumn Term/ End Summer Term)		
	KS1	Lower KS2	Upper KS2
Living in the Wider World	Beginning to manage money	Economic awareness – money where does it come from/ how much do things cost Thinking of others and supporting them	Profit and understanding money Thinking of others and supporting them

Classroom Ground Rules

When teaching areas of the curriculum such as emotional well-being and 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 emotional well-being or mental health or that of someone they know. 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.

Asking Questions

Fostering an environment where children feel safe to ask questions and explore their preconceptions about a topic is important. No question should be considered a silly question, though children should understand it is important not to ask questions in order to deliberately make someone laugh or embarrass someone.

Teachers encourage children to learn the following ground rules established through the PSHE and P4C sessions.

Ground rule	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>