

PSHE FACTSHEET

Emotional Health and Well-being

Why is Emotional Health and Well-being important?

Mental and emotional health are fundamental to good general health and well-being. There are strong links between the emotional well-being of children and young people and their personal and social development and academic performance. They need healthy, supportive and stimulating environments with a clear focus on, and commitment to, helping them develop high self-esteem and good relationships and become confident, happy and ambitious people.

What should your school be doing?

- A school ethos of trust, integrity and democracy, which values all engaged in the care and supervision of children and young people, will help foster an environment of personal, social and emotional development
- Deliver well-designed and relevant curriculum programmes based on accepted and understood learning theories
- Work in partnership with children and young people, parents, carers and families, external agencies and local communities
- Look after the physical environment, including design, facilities, layout, supervision and sense of ownership
- Develop school policies that are negotiated and understood by the whole school community

What could be addressed through the curriculum?

- Implementing programmes of Emotional Literacy (e.g. SEAL)
Emotional literacy is the ability to understand ourselves and others and to be aware of, understand and to use information about the emotional states of others with competence. It includes the ability to understand, express and manage our own emotions, and respond to the emotions of others, in ways that are helpful to ourselves and others. Programmes should include opportunities for developing: **Self-understanding; Understanding and managing emotions; and Understanding social situations and making relationships.**
- Self-Esteem
Supporting children and young people in developing self-esteem should permeate every aspect of school life. People with low self-esteem often have low expectations for success and are unable to make the best use of their talents. Those with higher self-esteem are more likely to be autonomous, resist peer pressure, take up opportunities and achieve their goals
- Promoting Resilience
Resilience describes a person's capacity to cope with changes and challenges, and to bounce back during difficult times. A person who is resilient is likely to:
 - recognise and manage their own feelings and understand the feelings of others
 - have a sense of independence and self-worth
 - form and maintain positive, mutually respectful relationships with others
 - be able to solve problems and make informed decisions
 - have a sense of purpose and goals for the future
- Challenge Bullying – see Safety Education Factsheet
- Peer Education
As part of a whole-school approach, peer education initiatives can play a major role in helping schools foster positive relationships between pupils and teachers. They can help schools to create a caring and safe environment that promotes the health of all its members

Frequently Asked Questions

Q: Do schools have to implement SEAL?

A: No, is the short answer to this, though there is an expectation locally and nationally that schools will provide children and young people with opportunities to develop their social and emotional skills and using the SEAL programmes for Primary and Secondary schools are helpful ways of doing this.

Q: My school has replaced PSHE and Citizenship on the timetable with SEAL. Will this cover all that is needed for PSHE ?

A: Although the SEAL programmes are very well developed and comprehensive, they do not address the whole of the PSHE programmes of study for primary or secondary phases. You will need to ensure that your SEAL programme is supplemented to include aspects of Sex and Relationships Education, Drug, Alcohol and Tobacco Education, and Citizenship Education (in Key Stages 1 and 2), and Economic Well-being in Key Stages 3 and 4.

Q: Where can I obtain guidance about dealing with bereavement?

A: Kent Educational Psychology Service has produced helpful resources that can be obtained through your local LCSP contact.

Also contact: <http://www.kent-eps.org.uk/> and www.crusebereavementcare.org.uk

Q: We have been using 'A Box Full of Feelings' in the foundation stage. Is there a similar resource to use with Key Stage 1 children?

A: That resource is based upon the work of Ferre Laevers at the University of Leuven. Initially applied to Early Years settings, the project is now being extended into Primary schools with the Primary AST Team.

Q: I would like to do the Accredited PSHE CPD programme, but would like to focus on EHWP as a specialist option. Can I do this?

A: EHWP is one of the Optional Dimensions that was introduced into the PSHE CPD programme last year. It is proving to be a very popular area for teachers to focus on.

Resources and Support

- **SEAL** (Social and Emotional Aspects of Learning) for primary and secondary resources: www.bandapilot.org.uk
- **DCSF** Developing emotional health and well-being: Guidance for School Senior Leaders and Self-study materials from the Secondary National Strategy
http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/ba_core_tr4
- **Healthy Schools:** Comprehensive and guidance for schools to develop EHWP within the NHSP framework.
<http://www.healthyschools.gov.uk/>
- **Kent Safe Schools:** a range of services and resources are available to address a variety of needs from 'Anti-Bullying' to 'Peer Mentoring' etc. details via websites:
<http://www.kenttrustweb.org.uk/Children/safeschools.cfm>
www.kent.gov.uk/safeschools
- **Young Carers:** For schools' guidance and details of the Kent Young Carers strategy see:
http://www.kenttrustweb.org.uk/Children/young_carers.cfm