



## MICKLEOVER PRIMARY SCHOOL

**Name of Policy:** Mental Health and Wellbeing Policy

**Date of Policy:** March 2020

**Member of Staff responsible:** K Halliday

**Review date:** March 2022

**Signature:** \_\_\_\_\_ **Chair of Governors**

**Date Approved:** \_\_\_\_\_

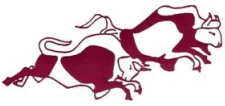
### At Mickleover Primary School

**We are:**

**Motivated to learn**

**Proud of our achievements**

**Successful and skilled for life**



## MENTAL HEALTH & WELLBEING POLICY

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

### POLICY STATEMENT

#### What is mental health and wellbeing?

At Mickleover Primary School we believe mental health and wellbeing is how we feel, think and act. It determines how we handle stress, manage relationships and make choices. It is important to all of us, at every stage of our lives from childhood through to adulthood. This definition will permeate our policy, ethos and whole school approach to mental health and wellbeing.

At our school, we aim to promote positive emotional health and mental wellbeing for all pupils, their families, members of staff and governors. We pursue this aim using whole school approaches, support for pupils going through recent difficulties and specialised targeted approaches aimed at pupils with more complex or long term difficulties. Mickleover Primary School has a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

In addition to promoting positive mental health, we recognise that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### POLICY AIMS

This policy aims to:

- Promote positive mental health
- Describe the school's approach to mental health and wellbeing
- Alert pupils and staff to mental health risk factors and warning signs
- Provide support and guidance to all staff dealing with pupils who suffer with mental health issues

#### At Mickleover Primary School we:

- help children to understand their emotions and feelings better
- create an environment where children, staff and parents feel comfortable sharing any concerns or worries
- help children to form and maintain relationships
- promote self-esteem for all
- encourage confidence
- help to develop emotional resilience and to manage setbacks

#### At Mickleover Primary School we promote a mentally healthy environment through:

- our school values and encouraging a sense of belonging
- staff, pupil and parent voice and opportunities to participate in decision-making
- the celebration of successes and achievements
- providing opportunities to develop a sense of worth by taking responsibility
- providing opportunities to reflect

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- access to appropriate support

### **Targeted support**

At Mickleover Primary School, we have an Inclusion Manager (Mrs Coyle) and Inclusion Teaching Assistant (Mrs Clare Stacey) who can offer targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources
- Managing emotions resources
- Therapeutic activities including Lego therapy, relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Pupil Wellbeing surveys
- The Boxall Profile

### **Lead staff members:**

All staff have a role in supporting mental health, promoting mental health, preventing mental ill-health and ensuring support for those who need it. In addition, staff with a specific, relevant remit include:

- Designated Safeguarding Lead: Mrs Lynne Gerver (Head teacher)
- Deputy Designated Safeguarding Lead : Mrs Kate Halliday & Mr Sean Welsh
- Safeguarding Officer: Mrs Helen Coyle (Child Protection and Inclusion)
- Designated Safeguarding Governor: Mrs Rachel Brailsford
- Designated Senior Mental Health Lead (DSMHL) : Mrs Kate Halliday (Assistant Head teacher)
- Designated Mental Health Governor: Mrs Ann Waez
- SEND Coordinator : Mrs Nicola Goozee
- Anti-Stigma Ambassador : Mrs Nicola Goozee
- Youth Mental Health First Aider: Mrs Rachael Fox
- PSHE subject lead : TBC

### **Risk Factors**

There are certain risk factors that make some children more likely to experience problems than other children, but they don't necessarily mean difficulties are bound to come up or are even probable.

Some of these high risk factors include:

- Having a long-term physical illness or siblings with disabilities

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- Having a parent who has mental health problems, problems with alcohol or has been in trouble with the law
- Experiencing the death of someone close to them
- Having parents who separate or divorce
- Having been severely bullied or physically or sexually abused
- Living in poverty or being homeless
- Experiencing discrimination, perhaps because of their race, sexuality or religion
- Acting as a carer for a relative, taking on adult responsibilities
- Having long standing educational difficulties
- Changing schools frequently

Those with day to day contact with pupils are likely to be best placed to spot any changes in behaviour which may indicate that a pupil is at risk of a mental health problem.

At Mickleover Primary School a pupil wellbeing survey will be completed at the start of each academic year. Staff will identify any needs and monitor the child as a result of the survey. All teachers will complete PSE notes on their pupils. School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the designated child protection and safeguarding officer or the Mental Health and Wellbeing Lead (DSL MH) as appropriate.

### **Warning signs**

There are often warning signs which indicate a child or young person is experiencing mental health or emotional wellbeing issues. While not exhaustive, the list below details possible warning signs as follows:

- Erratic behaviour
- Physical health deteriorating
- Irregular attendance and punctuality
- Change in academic progress
- Unusual play
- Unusual drawings
- Tendency to isolate themselves
- Compulsive lying
- Attention seeking
- Pulling hair out (self-harm)
- Hurting other children
- No empathy
- Anxiety
- Hiding inside clothes (making self invisible)
- Loud and disruptive
- Hiding lunch
- Over/under eating
- Soiling

### **Signposting**

We will endeavour to ensure that staff, pupils and parents are aware of what support is available and how to access further support.



See Appendix 3

### **Managing disclosures**

We recognise how important it is that staff stay calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff should listen rather than advise. Staff need to be clear to pupils that the concern will be shared with the Designated Mental Health Lead and recorded in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file

#### **Have the conversation – with the child**

- Sit alongside the child
- Say – I've noticed you don't seem yourself – is there anything I can help you with?
- Stay calm
- Don't ask leading questions
- Sit with the silence (this allows them time to gather their thoughts)
- Listen without judgement (summarise what they have told you). Explain the confidentiality safe guarding terms
- Record the disclosure – include the date, child's name and member of staff to whom they disclosed, summary of the disclosure and next steps. All disclosures will be managed in accordance with the school's Child Protection & Safeguarding policy.
- Report the disclosure to the Designated Senior Mental Health Lead
- If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the Safeguarding Lead, Deputy Lead or Safeguarding Officer.

### **Working with Parents**

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis)

- Can the meeting happen face to face? This is preferable to a phone call.
- Where should the meeting happen? Consider using the Happy Room
- Who should be present? Consider the parents, pupil, other members of staff
- What are the aims of the meeting? Be clear about what you want to achieve from the meeting.

It can be shocking and upsetting for parents to learn about their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should signpost and share / highlight further sources of information and give them leaflets to take away where possible as they will find it hard to take much in whilst coming to terms with the news that you are sharing. Sharing sources of further support aimed specifically at parents can also be helpful e.g parent forums and helplines



We should always provide clear means of contacting us with further questions and consider booking a follow up meeting or phone call. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

### **Working with All Parents**

In order to support all of our parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school's termly Mental Health and Wellbeing Newsletter
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our Mental Health and Wellbeing policy accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- Counselling services
- Family support workers
- Therapists
- Children and Young People's Department (social care).

### **Teaching and Learning about Mental Health and Wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

At Mickleover Primary School we believe that mental health and wellbeing should not be viewed as a 'topic' to be delivered in isolation. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

### **The Curriculum**

At Mickleover Primary School we understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Our mental health and wellbeing curriculum is based on the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) & Health Education (Feb 2019) **See Appendix 1.**

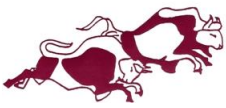


Our RSHE policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

## **PERSONAL, SOCIAL & HEALTH (PSHE) CURRICULUM**

At Mickleover Primary School we use the Derbyshire County Council's PSHE Matters: A PSHE Curriculum for Primary Schools scheme (2018). Mental health and wellbeing run through all core themes. The following table outlines how the scheme's modules work alongside the DfE Guidance for Health Education. PSHE Matters is divided into 12 themes for KS1, which are taught over a period of two years (6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

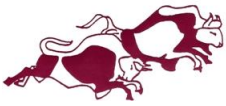
<p><b>Mental wellbeing</b></p> <p>PSHE Matters Units:</p> <p>Exploring Emotions</p> <p>Year 1</p> <p>Year 3</p> <p>Year 5</p>	<ul style="list-style-type: none"><li>• Mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including 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).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
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## Mickleover Primary School Mental Health & Wellbeing

<p><b>Internet safety and harms</b> E-safety work in Computing and PSHE Matters units:</p> <p>Being Safe Year 2 Year 4 Year 6</p> <p>Bullying Matters Year 1 Year 3 Year 5</p>	<ul style="list-style-type: none"> <li>• For most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
<p><b>Physical Health and Fitness</b> PE lessons and PSHE Matters Units:</p> <p>Being Healthy Year 1 Year 3 Year 5</p>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Health Eating</b> D&amp;T Food units, Science units in Year 2 Fighting Fit 9 Healthy Eating), Year 4 Animals including humans (Teeth &amp; Digestion)</p>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<p><b>Drugs alcohol and tobacco</b> PSHE Matters units: Drug Education Year 2 Year 4 Year 6</p>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and Prevention</b> D&amp;T Food units, Science units in Year 2 Fighting Fit (including Healthy Eating), Year 4 Animals including humans (Teeth &amp; Digestion)</p> <p>PSHE Matters unit Being Healthy Year 1 Year 3 Year 5.</p>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>





<p><b>Basic First Aid</b> Reception: People who help us Then KS2 St John’s Ambulance lessons</p>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Changing adolescent body</b> PSHE Matters units: Growing Up Year 2 Year 4 Year 6  Exploring Emotions Year 5  Science lessons on RSE for Year 4, Year 5 and Year 6</p>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**How else do we cover the statutory requirements at MPS?**

For mental health and wellbeing pupils in Years 1 to 6 have a termly lesson unit on mental health and wellbeing from the PSHE Association in addition to our PSHE units Exploring Emotions in Year 1, Year 3 and Year 5.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

The PSHE Association units cover the following themes:

**Lessons in key stage 1 and 2 include teaching about:**

- Identifying and talking about feelings
- Understanding how feelings affect behaviours
- Strategies to manage feelings
- The link between mental and physical health
- Managing the transition to secondary school / key stage 3

In November each year we have a whole school theme week for Anti-bullying and Mental Health and Wellbeing. Our curriculum is also supported by links with the community e.g. Resilient Rammie (Derby County Community Trust), Winning Minds -SATs Survival Guide (Derby County Community Trust) and Nuffield Health Swap sessions

**Please see Appendix 2 for our curriculum overview.**



## **CURRICULUM DELIVERY**

At Mickleover Primary School we aim to teach mental health and emotional wellbeing issues within a safe, secure and supportive learning environment where children's genuine questions and concerns can be sensitively addressed. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental health. We aim to engender an atmosphere that encourages openness so that pupils feel they can check their understanding and seek necessary help and advice as they gain knowledge about how to promote good health and wellbeing. It is important to think carefully about the possibility of disclosures from pupils who, as a result of the lesson, may develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. Whilst this is not to be discouraged, it is very important that if pupils make personal disclosures to school staff, they do so in a suitable 1:1 setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom in front of peers. Teaching staff will be mindful of how topics could act as a trigger for pupils, as some topics raise very sensitive issues.

It is good practice before teaching PSHE to have clear ground rules introduced at the start of the lesson.

Possible Ground Rules may include:

- We will not ask each other personal questions
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution
- We will listen to each other without interrupting

The PSHE Matters scheme promotes the following strategies for the teaching of PSHE:

Distancing techniques: using third person such as characters from a story, names that are different to the children in your class, scenarios, role play and depersonalised discussions and anonymous question boxes.

School staff should not promise confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. Please refer to school's Child Protection & Safeguarding Policy.

## **ASSESSMENT within the Curriculum**

At Mickleover Primary School, teachers have access to the assessment materials within the PSHE Matters: A PSHE Curriculum for Primary Schools 2018.

### **Training**

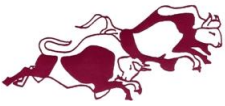
As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training.

The MindEd learning portal provided free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

### **Equality**

At Mickleover Primary School, we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations. The Equality Act provides us with a framework to support our



commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

### **Inclusion**

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

### **Monitoring and review**

Monitoring of mental health and wellbeing and policy implementation will be via:

- Continuing professional development (CPD) sessions delivered to staff relating to mental health and wellbeing
- Personal, Social and Health Education (PSHE) topics relating to mental health
- Pupil, Staff and Parent voice

This policy will be reviewed on a biannual basis by the Designated Senior Lead for Mental Health, Head teacher and governors. The next scheduled review date for this policy is **March 2022**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils by newsletter and the school website.

This policy links with the following other school policies and documents:

Behaviour policy

Safeguarding policy

Inclusion policy

Attendance policy

Anti-bullying policy

E Safety Policy

PE/ Sports Premium action plan

SEND policy

Drugs Policy

Equality policy

Relationships, Sex and Health Education (RSHE)



## Appendix 1 - Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) & Health Education (Feb 2019)

By the end of primary school

Mental wellbeing	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li></ul>
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Mental wellbeing (Continued)	<ul style="list-style-type: none"><li>• where and how to seek support (including recognising the triggers for seeking support), including 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).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
Internet safety and harms	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>
Physical health and fitness	<ul style="list-style-type: none"><li>• the characteristics and mental and physical benefits of an active lifestyle.</li></ul>
Health and prevention	<ul style="list-style-type: none"><li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li></ul>
Changing adolescent body	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li></ul>

*Teacher guidance: teaching about mental health and emotional wellbeing*  
*PSHE Association guidance Appendix 1*





**Appendix 2 – Curriculum overview**  
**How Mickleover Primary School covers the statutory content of relationships and health education across the school’s curriculum**

	<p align="center"><b>Relationships, Sex and Health Education Curriculum Overview for Mickleover Primary School</b>  <b>At MPS pupils are taught specific PSHE units through PSHE Matters, Derbyshire Scheme of work for PSHE.</b>  <b>All units are linked to work by the PSHE Association and follow the statutory requirements for RSE from September 2020.</b></p> <p align="center"><b>The unit objectives are linked to the PSHE Association long term overview.</b></p>					
<p><b>Reception</b></p>	<p>Within Reception classes pupils are currently taught the SEAL units for Reception, with support from TWINKL PSHE units. From September 2020 Reception classes will also use new PSHE Matters units.</p>					
<p><b>Year 1</b></p>	<p><b>New Beginnings</b></p> <p><b>Being Healthy</b>  <b>H1</b> - Exploring what a healthy lifestyle means.  <b>H1</b> - Identifying the benefits of a healthy lifestyle.  <b>H2</b> - Identifying ways of keeping healthy.  <b>H2</b> - Recognising what they like and dislike.  <b>H2</b> - Recognising that choices can have good and not so good consequences.  <b>H3</b> - Setting simple goals.  <b>H6</b> - Recognising the importance of personal hygiene.  <b>H7</b> - Developing simple skills to help prevent diseases spreading.</p>	<p><b>Getting on and Falling Out and Say No to Bullying</b></p> <p><b>Difference and Diversity</b>  <b>L4</b> - Understanding that they belong to different groups.  <b>L8</b> - Identifying ways in which they are unique.  <b>R5</b> - Sharing opinions on things that matter using discussions.  <b>R8</b> - Identifying and respecting the differences and similarities between people.</p>	<p><b>Good to be Me</b></p> <p><b>Exploring Emotions</b>  <b>R1</b> - Recognising a range of feelings in ourselves and other people.  <b>R1</b> - Recognising how others show feelings and how to respond.  <b>R2</b> - Recognising that their behaviour can affect others.  <b>H1</b> - Communicating feelings to others.  <b>H4</b> - Developing simple strategies for managing feelings.  <b>H4</b> - Using words to describe a range of feelings.</p>	<p><b>Going for Goals</b></p> <p><b>Relationships</b>  <b>R2</b> - Recognising our behaviour can affect others.  <b>R4</b> - Recognising what is fair and unfair, kind and unkind, what is right and wrong.  <b>R6</b> - Listen to other people and play and work co-operatively (including strategies to resolve simple arguments through negotiation).  <b>R7</b> - Offering constructive support and feedback to others.  <b>R9</b> - Identifying their special people (family, friends, carers) and how they should care for each other.</p>	<p><b>Relationships</b></p> <p><b>Being Responsible</b>  <b>L1</b> - Identify how they can contribute to the life of the classroom and school.  <b>L2</b> - Construct and explore the importance of rules.  <b>L3</b> - Explore and understand that everyone has rights and responsibilities.  <b>L5</b> - Identify what improves and harms their environments.  <b>R4</b> - Recognise what is fair/unfair, right/wrong, kind/unkind.</p>	<p><b>Changes</b></p> <p><b>Bullying Matters</b>  <b>R2</b> - Recognising their behaviour can affect others.  <b>R6</b> - Listening to others and working cooperatively.  <b>R11</b> - Identifying that people’s bodies can be hurt.  <b>R12</b> - Recognising when people are being unkind to them or others, who to tell and what to say.  <b>R13</b> - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.  <b>R14</b> - Identifying strategies to resist teasing/bullying if experienced or witnessed.</p>



<p><b>Year 2</b></p>	<p><b>Drug Education</b>  <b>H1</b> - Exploring the importance of physical, mental and emotional health.  <b>H2</b> - Exploring how to make informed choices.  <b>H11</b> - Understanding the role of drugs as medicines.  <b>H11</b> - Identifying alternatives to taking medicines.  <b>H11</b> - Identifying that household products, including medicines, can be harmful if not used properly.  <b>H12</b> - Identifying rules for and ways of keeping safe.  <b>H15</b> - Recognising they have a shared responsibility for keeping themselves and others safe.</p>	<p><b>Being Safe</b>  <b>H11</b> - Identifying household products are hazards if not used properly.  <b>H12</b> - Exploring rules for and ways of keeping safe in a range of situations.  <b>H13</b> - Knowing who to go to if they are worried.  <b>H14, H15</b> - Recognising that they share a responsibility for keeping themselves and others safe.  <b>H16</b> - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.  <b>L2</b> - Understanding why rules are important in keeping us safe.  <b>L10</b> - Identifying people who work in the community and how to ask for help.</p>	<p><b>Money Matters</b>  <b>L6</b> - Recognising what money looks like.  <b>L6</b> - Identifying how money is obtained.  <b>L6</b> - Understanding the ways money can be used.  <b>L7</b> - Understanding how to keep money safe and what influences choices.</p>	<p><b>Being Me</b>  <b>L4</b> - Recognise they belong to different groups and communities such as family and school.  <b>L8</b> - Explore ways in which they are all unique.  <b>L9</b> - Identify ways in which we are the same as all other people; what we have in common with everyone else.  <b>R7</b> - Offer constructive support to others.  <b>R9</b> - Identify what makes them special.</p>	<p><b>Growing Up</b>  <b>H8</b> - The process of growing from young to old.  <b>H9</b> - Exploring growing and changing and becoming independent.  <b>H10</b> - The correct names for the main parts of the body (including external genitalia).  <b>H13</b> - Identifying people who they can ask for help and think about how they might do that.  <b>H15, R3</b> - Identifying ways of keeping safe and knowing they do not keep secrets.  <b>H16</b> - About privacy in different contexts.  <b>H16</b> - About respecting the needs of ourselves and other people.  <b>R8</b> - Identifying similarities and difference.  <b>R10</b> - What physical contact is acceptable.  <b>L8</b> - That everybody is unique.</p>	<p><b>Changes</b>  <b>H5</b> - Exploring what change means.  <b>H5</b> - Exploring loss and change and the associated feelings.  <b>H8</b> - Exploring the changes of growing from young to old.  <b>H9</b> - Managing change positively.  <b>H13</b> - Identifying strategies and where to go for help.</p>
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<p><b>Year 3</b></p>	<p><b>Being Healthy</b></p> <p><b>H1</b> - Exploring what affects their physical, mental and emotional health.  <b>H2</b> - Understanding the concept and benefits of a balanced healthy lifestyle.  <b>H2</b> - Identifying how to make informed choices.  <b>H3</b> - Understanding what is included in a balanced diet.  <b>H3</b> - Understanding what may influence our choices.  <b>H5</b> - Setting goals.</p>	<p><b>Difference and Diversity</b></p> <p><b>R10</b> - Identifying how to listen and respond respectfully to a wide range of people.  <b>R13</b> - Recognising the differences and similarities between people, but understand everyone is equal.  <b>R14</b> - Recognising the nature and consequences of discrimination.  <b>R16</b> - Recognising and challenging stereotypes.</p>	<p><b>Exploring Emotions</b></p> <p><b>R1</b> - Recognising a wide range of emotions in themselves and others.  <b>R1</b> - Responding appropriately to a range of emotions in themselves and others.  <b>R7</b> - Understanding their actions affect themselves and others.  <b>R12</b> - Developing strategies to resolve disputes.  <b>R12</b> - Identifying strategies to manage emotions.  <b>H1, H6</b> - Deepening their understanding of good and not so good feelings.  <b>H6</b> - Extending vocabulary to help explain the range and intensity of feelings.  <b>H7</b> - Recognising conflicting emotions.</p>	<p><b>Relationships</b></p> <p><b>R2</b> - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.  <b>R3</b> - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  <b>R4</b> - Recognising different types of relationship.  <b>R7</b> - Understanding that actions affect themselves and others.  <b>R9</b> - Understanding when it is right to 'break a confidence' or 'share a secret'.  <b>R10</b> - Listening and responding respectfully.  <b>R21</b> - Understanding personal boundaries.</p>	<p><b>Being Responsible</b></p> <p><b>L1</b> - Research, discuss and debate topical issues.  <b>L2</b> - Identify why rules are needed in different situations.  <b>L3, L4</b> - Understanding that there are human rights to protect everyone.  <b>L7</b> - Explore rights and responsibilities, rights and duties at home, school, community and the environment.  <b>L7</b> - Develop skills to carry out responsibilities.  <b>L8</b> - Explore how to resolve differences and respect others' points of view.  <b>L9</b> - Explore what being part of a community means and how they belong.</p>	<p><b>Bullying Matters</b></p> <p><b>R7</b> - Understanding that their actions affect themselves and others.  <b>R11</b> - Identifying the importance of working towards shared goals.  <b>R12</b> - Developing strategies for getting support for themselves or for others at risk.  <b>R13</b> - Identifying that differences and similarities arise from a number of factors.  <b>R14, L6</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').  <b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p>
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Year 4	Being Me	Changes	Money Matters	Being Safe	Drug Education	Growing Up
	<p><b>L7</b> - Exploring different kinds of responsibilities at school and in the community.</p> <p><b>L9</b> - Identifying what being part of a community means.</p> <p><b>L11</b> - Appreciate the range of identities in the UK.</p> <p><b>R10</b> - Listen and respond respectfully.</p> <p><b>R13</b> - Identifying that differences and similarities between people arise from a number of factors.</p>	<p><b>H6</b> - Understanding good and not so good feelings including their range and intensity.</p> <p><b>H7</b> - Developing an understanding that change can cause conflicting emotions.</p> <p><b>H7</b> - Acknowledging, exploring and identifying how to manage change positively.</p> <p><b>H8</b> - Exploring changes.</p> <p><b>H14</b> - Knowing where to go for help and how to ask for help.</p>	<p><b>L10</b> - Identify the role of voluntary and charity groups.</p> <p><b>L12</b> - Understanding different values and customs.</p> <p><b>L13</b> - Exploring how to manage money.</p> <p><b>L13</b> - Explaining the importance of money in people's lives and how money is obtained.</p> <p><b>L14</b> - Understanding the concepts of interest, loan, debt and tax.</p> <p><b>L16</b> - Understanding enterprise and begin to develop enterprise skills.</p>	<p><b>H2</b> - Understanding how to make informed choices.</p> <p><b>H10</b> - Exploring how to recognise, predict and assess risks in different situations.</p> <p><b>H11</b> - Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p><b>H15</b> - Understanding how rules can keep them safe.</p> <p><b>H15</b> - Identifying where and how to get help.</p> <p><b>H21</b> - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p><b>H22</b> - Understand the importance of protecting information particularly online.</p> <p><b>H23, H24, H25</b> - Understand how to become digitally responsible.</p>	<p><b>H2</b> - Recognising how to make informed choices.</p> <p><b>H9</b> - Understanding that people have different attitudes to risk.</p> <p><b>H10, H11</b> - Recognising, predicting and assessing risks in different situations.</p> <p><b>H14</b> - Where to get help and how to ask for help.</p> <p><b>H17</b> - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p><b>H21, H23</b> - Learning rules about staying safe.</p>	<p>Including puberty talk for girls</p> <p><b>H4</b> - That images in the media do not always reflect reality.</p> <p><b>H5</b> - Celebrate our strengths/qualities.</p> <p><b>H8</b> - About the kind of changes that happen in life and the associated feelings.</p> <p><b>H12</b> - That simple hygiene routine can prevent the spread of bacteria.</p> <p><b>H18</b> - About the changes that happen as they grow up.</p> <p><b>H20</b> - The right to protect our bodies.</p> <p><b>R4</b> - About differences and similarities between people, but understand everyone is equal.</p> <p><b>R8</b> - About the difference between acceptable and unacceptable physical contact.</p> <p><b>R13</b> - Knowing the names of the body parts.</p> <p><b>R16</b> - Recognise and challenge stereotypes.</p>



<p><b>Year 5</b></p>	<p><b>Being Healthy</b></p> <p><b>H1</b> - Exploring what affects their physical, mental and emotional health.  <b>H2</b> - Understanding the concept and benefits of a balanced healthy lifestyle.  <b>H3</b> - Exploring how we make choices about the food we eat.  <b>H3</b> - Identifying how to make informed choices.  <b>H3</b> - Developing skills to make their own choices.  <b>H4</b> - Recognising how images in the media do not always reflect reality.  <b>H5</b> - Setting simple but challenging goals.  <b>H16</b> - Exploring what is meant by the term habit and why habits can be hard to change.</p>	<p><b>Difference and Diversity</b></p> <p><b>R10</b> - Identifying how to listen and respond respectfully to a wide range of people.  <b>R13</b> - Recognising the factors that make people the same or different.  <b>R14</b> - Recognising the nature and consequences of discrimination.  <b>R16</b> - Recognising and challenging stereotypes.  <b>R17</b> - Understanding the correct use of the terms sex, gender identity and sexual orientation.</p>	<p><b>Bullying Matters</b></p> <p><b>R7</b> - Understanding that their actions affect themselves and others.  <b>R12</b> - Developing strategies for getting support for themselves or for others at risk.  <b>R13</b> - Identifying that differences and similarities arise from a number of factors.  <b>R14</b> - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').  <b>R18</b> - Knowing how to recognise bullying and abuse in all its forms.</p>	<p><b>Being Responsible</b></p> <p><b>L1</b> - Research, discuss and debate topical issues.  <b>L2</b> - Identify why rules are needed in different situations.  <b>L3, L4</b> - Understanding that there are human rights to protect everyone.  <b>L5</b> - To understand there are some cultural practices against British law.  <b>L7</b> - Explore rights and responsibilities at home, school, community and the environment.  <b>L7</b> - Develop skills to carry out responsibilities.  <b>L8</b> - Explore others' points of view.  <b>L9</b> - Explore what being part of a community means and how they belong.</p>	<p><b>Relationships</b></p> <p>Including changes as we grow from baby to adult (pupils make a baby book).  <b>R2</b> - Recognising what a healthy relationship is.  <b>R3</b> - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.  <b>R4</b> - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.  <b>R5, R6</b> - Understanding the true meaning behind civil partnerships and marriage.  <b>R12</b> - Resolving conflicts.  <b>R20</b> - Recognising that forcing anyone to marry is a crime.  <b>R21</b> - Understand about confidentiality and about times when it is necessary to break a confidence.</p>	<p><b>Exploring Emotions</b></p> <p><b>R1</b> - Recognising a wider range of feelings in others and how to respond appropriately.  <b>R7</b> - Recognising that their actions can affect themselves and others.  <b>R12</b> - Developing strategies to resolve disputes.  <b>H6</b> - Deepening their understanding of good and not so good feelings.  <b>H6</b> - Extending emotional vocabulary.  <b>H6</b> - Exploring the intensity and range of feelings.  <b>H7</b> - Recognising when they experience conflicting emotions and how to manage these.</p>
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<p><b>Year 6</b></p>	<p><b>Drug Education</b>  <b>H2</b> - Knowing how to make informed choices.  <b>H10, H17</b> - Identifying a range of drugs/substances and assessing some of the risks/effects.  <b>H13</b> - Identifying influences and when an influence becomes a pressure.  <b>H14</b> - Developing skills of how to ask for help.  <b>H15</b> - Identify basic emergency procedures.  <b>H16</b> - Understanding the term 'habit' and why habits can be hard to change.</p>	<p><b>Being Me</b>  <b>L7</b> - Exploring different kinds of responsibilities at school and in the community.  <b>L9</b> - Identifying what being part of a community means.  <b>R13</b> - Identifying that differences and similarities between people arise from a number of factors.</p>	<p><b>Being Safe</b>  <b>H2</b> - Understanding how to make informed choices.  <b>H10</b> - Exploring how to recognise, predict and assess risks in different situations.  <b>H11</b> - Understanding that increased independence brings increased responsibility to keep themselves safe.  <b>H15</b> - Explaining how rules can keep them safe.  <b>H15</b> - Identifying where and how to get help.  <b>H16</b> - Understanding the term 'habit.'  <b>H21</b> - Developing strategies for keeping physically and emotionally safe in different situations.  <b>H22</b> - Understand the importance of protecting information particularly online.  <b>H23, H24, H25</b> - Understand how to become digitally responsible.</p>	<p><b>Money Matters</b>  <b>L10</b> - Identify the role of voluntary and charity groups.  <b>L12</b> - Understanding different values and customs.  <b>L13</b> - Exploring how to manage money.  <b>L13</b> - Explaining the importance of money in people's lives and how money is obtained.  <b>L14</b> - Understanding the concepts of interest, loan, debt and tax.  <b>L16</b> - Understanding enterprise and begin to develop enterprise skills.</p>	<p><b>Changes</b>  Pupils learn about changes to boys and girls as they grow.  Resources to help these units include excerpts from Channel 4 'Living and Growing' DVD and new resources from Christopher Walker RSE scheme of work.  <b>H6</b> - Explaining intensity of feelings.  <b>H6</b> - Exploring and managing the difficult emotions.  <b>H7</b> - Acknowledging and managing change positively.  <b>H8</b> - Managing transition to secondary school.  <b>H8</b> - Exploring and managing loss, separation, divorce and bereavement.  <b>H14</b> - Practising asking for help and knowing where to go for help.</p>	<p><b>Growing Up</b>  Work on 'Alright Charlie' on protecting pupils from online dangers is included in this term.  <b>H4</b> - Exploring how images in the media and online do not always reflect reality.  <b>H6</b> - Identify the intensity of feelings.  <b>H7</b> - Recognising conflicting feelings.  <b>H12</b> - That simple hygiene routine can prevent the spread of bacteria.  <b>H13</b> - Identify pressures and influences.  <b>H18</b> - Understanding changes that happen at puberty.  <b>H19</b> - Understanding what puberty and human reproduction is.  <b>R2</b> - Identifying qualities of a healthy relationship  <b>R5</b> - About committed loving relationships.  <b>R13</b> - About differences and similarities between people, but understand everyone is equal.  <b>L1</b> - Debate topical issues.</p>
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PSHE Matters is divided into 12 themes for KS1, which are taught over a period of two years ( 6 units per year). Then these themes are revisited over Year 3 and 4 and finally again in Year 5 and 6.

**How else do we cover the statutory requirements at MPS?**

For mental health and wellbeing pupils in Years 1 to 6 have a termly lesson on mental health and wellbeing from the PSHE Association in addition to our PSHE units Exploring Emotions in Year 1, Year 3 and Year 5. In November each year we have a whole school theme week for Anti-bullying and Mental Health and Wellbeing.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans>

The PSHE Association units cover the following themes:

**Lessons in key stage 1 and 2 include teaching about:**

- Identifying and talking about feelings
- Understanding how feelings affect behaviours
- Strategies to manage feelings
- The link between mental and physical health
- Managing the transition to secondary school / key stage 3

Year group	Lesson 1 completed during Autumn theme week	Session 2 completed during Spring term	Session 3 completed during Summer term
Year 1 and Year 2	<p><b>We all have feelings</b></p> <p><b>Learning objective</b> Pupils will learn To recognise and describe different feelings in themselves and others</p> <p><b>Learning outcomes</b> By the end of the lesson, pupils will be able to: recognise and name some feelings that they might have explain how feelings can make their bodies feel inside describe how other’s might be feeling identify who can help them</p>	<p><b>Good and not so good feelings</b></p> <p>Learning objective Pupils will learn: that feelings change and that not everyone experiences the same feeling in the same situation</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: identify feelings that are good and not so good recognise that people feel differently about things and situations explain what can change their feelings (from good to not so good and from not so good to good) suggest things that can help them and others to feel better</p>	<p><b>Big Feelings</b></p> <p>Learning objective Pupils will learn: about ‘big’ feelings and how to manage them</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: recognise that feelings can intensify (get stronger) describe how big feelings can affect their behaviour identify what can help them feel better when they have a big feeling (including talking to trusted adults) use words or phrases to ask for help with feelings</p>



<p>Year 3 and Year 4</p>	<p><b>Everyday feelings</b></p> <p>Learning objective Pupils will learn: about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: identify that feelings/emotions are part of a person's health and wellbeing recognise that feelings usually change throughout the day give examples of everyday things that can affect feelings describe what can help people to feel good/better</p>	<p><b>Expressing feelings</b></p> <p>Learning objective Pupils will learn: about ways of expressing feelings and emotions and why this is important</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: name a wide range of feelings and emotions match feelings to a scale of intensity and identify strong feelings describe different feelings and how they are experienced in the body recognise why it is important for people to express their feelings</p>	<p><b>Managing Feelings</b></p> <p>Learning objective Pupils will learn: about managing feelings and emotions in different situations about getting help, advice and support with feelings and emotions</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: explain how feelings and emotions can influence actions and behaviour identify ways of coping with feelings in different situations explain why it is important to talk about feelings and describe how this can feel recognise that help, advice and support about feelings comes from different sources</p>
<p>Year 5 and Year 6</p>	<p><b>Mental Health and Keeping Well</b></p> <p>Learning objective Pupils will learn: about mental health; what it means and how we can take care of it</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: explain what is meant by the term 'mental health' identify everyday behaviours that can help to support mental (and physical) health recognise that we can take care of our mental health (as well as our physical</p>	<p><b>Managing Challenges and Change</b></p> <p>Learning objective Pupils will learn: about how feelings and emotions are affected and can be managed at changing, challenging or difficult times</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected recognise conflicting emotions and when these might be experienced explain how feelings and emotions change over time</p>	<p><b>Feeling common anxieties when transitioning to secondary school</b></p> <p>Learning objective Pupils will learn: about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school ways of managing these feelings.</p> <p>Learning outcomes By the end of the lesson, pupils will be able to: identify feelings people might experience when starting a new school / moving to secondary school (KS3) recognise common causes of worry, challenges and opportunities that may be part of this transition identify and evaluate the usefulness</p>



Mickleover Primary School  
Mental Health & Wellbeing

	health)	identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network	and reliability of different sources of support and information available; explain how to access them identify ways to positively manage the move to secondary school (KS3)
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### Appendix 3 – Support & Signposting

The following is a list of resources and supportive websites related to Mental Health and Wellbeing.

#### Pupils



Free, safe and anonymous  
online support for young people

Monday - Friday 12pm - 10pm  
Saturday - Sunday 6pm - 10pm

- **Kooth** is a free online Mental Health and Wellbeing resource for children aged 11 + (Year 6) and young people in Derby and Derbyshire that requires no formal referral, instead only requiring the user to set up an account on the website. Available 365 days of the year via mobile, tablet and desktop devices from 12 noon to 10pm Monday-Friday and 6pm-10pm at weekends. <https://www.kooth.com/>
- **Child Line** – a free, private and confidential service where children can talk about anything. <https://www.childline.org.uk/>
- **Think you know** - Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. Explore one of the six Thinkuknow websites for advice about staying safe when **you're** on a phone, tablet or computer. <https://www.thinkuknow.co.uk/>

#### Teachers

- [The Charlie Waller Memorial Trust](#) – CWMT provide free mental health resources and training to school staff
- [MindEd](#) – an online learning portal covering a huge range of mental health issues suitable for all adults working with children. Modules vary from beginner to advanced and most are up to about half an hour to complete. Written by experts, funded by Health Education England
- [PSHE Association](#) – the subject association for PSHE; a membership organisation but many of their resources are free. Their Department for Education funded [guidance around the safe teaching of mental health issues](#) in PSHE + accompanying lesson plans is worth checking out.

#### Parents/carers

- **NSPCC**- the UK's leading children's charity preventing abuse – the website also has advice on children's mental health, advice on how to help children build up independence at their pace. [www.nspcc.org.uk/keeping-children-safe/](http://www.nspcc.org.uk/keeping-children-safe/)





- **The Sleep Council**  
Lots of practical advice and leaflets for parents relating to many different sleep scenarios. <https://sleepcouncil.org.uk/>
- **Relax Kids**  
This resource is available for free to support you and your family with managing anxieties and worries, [www.relaxkids.com/calm-pack](http://www.relaxkids.com/calm-pack)
- **MindEd for Families**  
<https://mindedforfamilies.org.uk/>
- **Young Minds**  
<https://youngminds.org.uk/> – the UK's leading child and adolescent mental health charity. The info for [parents](#) is especially good.
- **Qwell** - Free online services provided by the Clinical Commissioning Group approved by the NHS that children and parents can access from home <https://www.qwell.io/>
- **Talk to your GP**

#### Support for staff

- **Education Support Partnership** - The UK's only charity providing mental health and wellbeing support services to all education staff and organisations. [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

- **Trent PTS – self referral for counselling** <https://www.trentpts.co.uk/>      **01332 265 659**

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Online counselling and well-being for adults

Monday - Friday 12pm - 10pm  
Saturday - Sunday 6pm - 10pm

<https://www.qwell.io/>

- **Schools Advisory Service – counselling and stress awareness sessions** [www.schooladvice.co.uk](http://www.schooladvice.co.uk)