

PSHE and Public Health Newsletter

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1. PSHE

New PSHE Association Planning Framework —

For SEND pupils in both special and mainstream settings.

All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.



The PSHE Association has today (7.7.20) launched the fully updated version of the PSHE Association Planning Framework for Pupils with SEND (Key Stages 1–4). This framework will support school staff working with SEND pupils in both special and mainstream settings.

It is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). The PSHE Association has mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for pupils with SEND.

- **The Planning Framework is free to download** [PSHE education planning framework for pupils with SEND](#)
- **Please also see the PSHE Association SEND Hub.** The PSHE Association will be adding case studies, a webinar, and all other SEND-related materials soon. To access the recent webinar, *'Relationships, Sex and Health Education for pupils with special educational needs and disabilities'* please click [here](#).

PSHE education has a key role to play in any 'recovery curriculum' and in getting pupils back on their feet. The PSHE Association has added a 'recovery curriculum' webinar recording to their site and also contributed to a new NAHT briefing on supporting pupils' mental health and return to school in light of Covid-19. They are also highlighting the 2020 version of the 'Education for a Connected World' which will support you when developing effective strategies for understanding and handling online risks.

Developing a recovery curriculum webinar video:

The latest webinar recording from the PSHE association provides a starting point to get you thinking about what a 'recovery curriculum' means in your school and what you can do to start planning for it. The session covers key concerns for pupils' return to school; the role of PSHE education vs pastoral care; and provides recommendations for immediate, medium and long-term approaches. To assess the webinar please click [here](#).



['A Recovery Curriculum: Loss and Life for our children and schools post pandemic'](#), proposed by Barry Carpenter (CBE, Professor of Mental Health in Education, Oxford Brookes University) and Matthew Carpenter (Principal, Baxter College, Kidderminster, Worcestershire, UK).

The Recovery Curriculum identifies the loss that many young people (and school staff) are likely to have experienced – loss of structure, routine, friendship, opportunity and freedom, possibly leading to feelings of anxiety, resentment and trauma, as well as bereavement.

The curriculum is built on five 'levers' - *Relationships, Community, Transparent Curriculum, Metacognition and Space* - as a systematic, relationships-based approach to reigniting the flame of learning in each child.

The Recovery Curriculum is a construct for thinking and planning to promote the wellbeing of those in the school community upon return; the content of each school's plan will be informed by their inherent understanding of their own children and community. Current thinking and ideas, specific to each school, can be mapped onto the framework now, to build the foundations for when children return to school (see link above for more information).

1.1 - New PSHE Association Planning Framework for pupils with SEND (KS1-4)

1.2 - A Recovery Curriculum (PSHE Association)

1.2 - A Recovery Curriculum (Barry Carpenter)

1.3 - A message from Lucy Emmerson, Sex Education Forum

***'Flexibility around the implementation of relationships and sex education does not mean it has been delayed'* - A message from Lucy Emmerson, Sex Education Forum**



Flexibility around the implementation of relationships and sex education does not mean it has been delayed. So you best be prepared, says Lucy Emmerson.

We are repeatedly asked at our teacher training webinars, why has RSE been delayed to 2021? I'd like to set the record straight: it hasn't. The Department for Education reiterated that the new subjects – relationships education, RSE and health education – will still be statutory from September 1 this year, but it has allowed some flexibility. Recognising the impact of Covid-19 and school closures on teachers' ability to prepare, those schools who might need extra time can introduce different relationships, sex and health topics in phases. Nothing more. Nothing less. All schools must be delivering the subject fully by summer term, 2021.

Providing this leeway makes sense. The disruption caused by the pandemic has eaten into the time that is necessary to properly assimilate this broader curriculum range and the rigorous approach expected in delivering it.

One area which schools will be particularly anxious to get right is engaging with parents. Events that would have allowed those discussions about RSE have simply not been able to take place during lockdown. But conversely, parents' involvement in their children's education has increased as a result, and they are likely to appreciate open conversations about any subject, not least one as important to wellbeing – and which many have strongly held views on – as RSE.

The new government guidance requires that schools involve parents and carers in planning and recommends ongoing communication with them about what will be taught and when.

Ultimately, involving them will improve pupils' learning. We know from research that young people have long wanted their parents to take a greater role in educating them about sex, relationships and growing up, but that for varied and complex reasons, many parents have not taken this on.

Evidence also suggests that RSE is more effective when home and school have a shared role in meeting children and young people's needs, yet it is important to note that what the pupil population requires from RSE cannot be established on assumptions. The government recommends giving pupils a voice in how the subject is delivered: something that could be illuminating for any parents with their heads in the sand.

The Ofsted handbook sets out that inspectors will consider the provision of relationships, sex and health education as part of a wider judgment of pupils' personal development. When routine inspections restart, RSE will be part of the inspectorate's scrutiny, albeit with sensitivity to the context and circumstances of schools.

Updating RSE to ensure it is relevant to young people's lives, supported by their families and provided in a timely and inclusive way, is long overdue. This was true before the reality of the Covid-19 pandemic. It is even truer now that in light of the sometimes harsh emotional experiences it will have caused for some, and the new dynamics in friendships, family and intimate relationships we have all developed.



Working together for quality relationships and sex education

You can revisit the **RSE policy templates** and **parent guide power point presentations** (for primary, secondary, catholic and C of E schools) produced by WBC in the **health and policies information** section of the My School Services website.

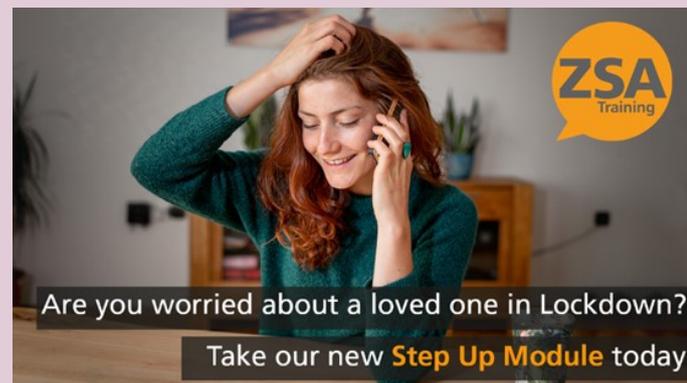
2. Mental Health Updates

Due to the coronavirus and closures, schools who are not in a position to implement fully from September have been granted some leeway — and now have until Summer term 2021 to do so. In such cases, the DfE suggests a phased approach to ensure teaching begins as soon as possible, and that **schools should consider prioritising curriculum content on mental health and well-being**, as supporting their own and others' wellbeing will be important for pupils as they return to school.

2.1– Zero Suicide Alliance - 'Step Up' Social Isolation

The Zero Suicide Alliance (ZSA) has recently launched a new online training module, which takes 5-10 minutes to complete. The new Social Isolation Module aims to help people:

- Identify signs that isolation is affecting someone negatively
- Provide suggestions to reduce stress and anxiety
- Recognise when action is needed to keep someone safe
- Put in place strategies for dealing with the new normal.



The ZSA also offers two, free, suicide prevention modules, the ZSA Gateway Module (which takes 5-10 minutes to complete); and the ZSA Suicide Awareness Module (which takes 20 minutes). More details about this training can be found on the [ZSA's website](#). Details of other free, online training relating to mental health and wellbeing can be found on the [Happy? OK? Sad? site](#).

2.2 - Happy OK Sad and local support services

As the ZSA training is national, it doesn't include signposting to local support services and resources, but you can find details of these on www.happyoksad.org.uk. Happy? OK? Sad? is a mental health site for people who live or work in Warrington.

Bereavement section for children and young people on Happy? OK? Sad?

The section listing bereavement support has recently been updated and expanded. On the children and young people's page the services listed now include:

- Bereavement support specifically for children and young people
- More general bereavement support
- Support following suicide
- Free booklets and leaflets on bereavement



To find this information:

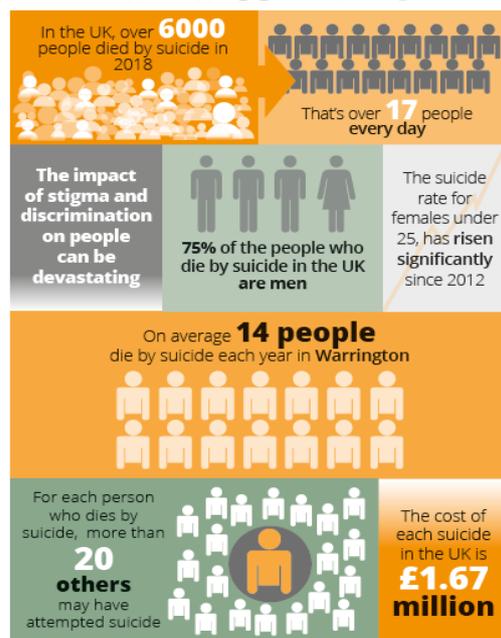
- Go to the [children and young people's page](#)
- Then click the drop down heading "organisations which offer support when someone has died".

2.3 - Local Suicide Prevention Infographics

The local suicide prevention infographics have just been updated with the new Freephone number for the Mental Health Crisis Line. The aim of the infographics is to enable people to feel more confident to help someone who is suicidal, get the support they need. Both infographics:

- Provide details of local and national mental health support services.
- Include some basic statistical information about suicide.
- Give an outline of free suicide prevention training.

LET'S TALK ABOUT SAVING LIVES



SUICIDE IS PREVENTABLE

When a person's feeling suicidal, simple things can make all the difference, such as a workmate asking how they are and taking the time to listen.

You could make that difference and help save lives. Here's how:



The general (orange) infographic is aimed at everyone, especially people who may be new to suicide prevention.

The workplace (blue) infographic is aimed at people who may be worried about a colleague, especially people working within the construction industry. To complement this infographic there is a page on [workplace mental wellbeing](#) on the Happy? OK? Sad? site. This has a particular focus on the construction industry, but a lot of the information will be relevant to people in different industries and organisations.

You can download both infographics by clicking [here](#) and looking under the dropdown heading "suicide prevention resources".

2.4 - PAPHYRUS' HOPELINK

PAPHYRUS' HOPELINK



PAPHYRUS' HOPELINEUK is a helpline which provides confidential support and advice to young people with thoughts of suicide, and anyone worried about a young person.

Young people who call PAPHYRUS' HOPELINEUK can now create online suicide safety plans, using the digital platform HOPELINK. The HOPELINK safety plan is simple to set up, secure, confidential and available 24/7. The aim of the safety plan is to help young people stay safe when they have thoughts of suicide. Once a young person has set up their safety plan, they can revisit and update it by clicking the HOPELINK button on PAPHYRUS' homepage.

PAPHYRUS' site has a [resources page](#), with downloads which focus on helping young people cope, including:

- Details of how to create a hope box or hope book
- Suggested distraction techniques & coping strategies
- Apps for wellbeing.

2.5 - Mental Health Crisis Line & Mental Health Support Team

Mental Health Crisis Line: New Freephone number

The local 24/7 Mental Health Crisis Line, run by North West Borough Healthcare (NWBH), has changed its number to **0800 051 1508** and is now free to call. The Crisis Line is:

- Available **24 hours a day, seven days a week**
- For people experiencing a **mental health crisis**, who need **urgent support**
- For people who **live in Warrington**, Halton, Knowsley or St Helens
- For **people of all ages**, including children and young people.
- More details can be found on [NWBH's site](#).

Mental Health Support Team (MHST):

The MHST provides direct mental health support to 40 primary schools, secondary schools and colleges in Warrington. The service aims to promote the early detection and prevention of mental health problems across the whole school, and strengthen links between schools and mental health services.

For schools that are not yet involved in this programme, you can continue to refer to Warrington CAMHS. On a temporary basis, during the Covid-19 outbreak, you can also contact the MHST service directly for telephone support and consultation. For more information on MHST, please click [here](#).

NHS
North West
Boroughs Healthcare
NHS Foundation Trust

Need urgent help with your mental health?

Live in **Halton, Knowsley, St Helens or Warrington?**
Call us on our new **Freephone number!** We can help.

0800 051 1508

www.nwbh.nhs.uk/help-in-a-crisis

2.6 - Social Media Posts: Children & Young People

To help you raise awareness of mental health support services for children and young people, we've compiled suggested wording for social media posts. To download wording and graphics to post online, click [here](#), then scroll down to the dropdown heading "**suggested wording for social media posts**".

2.7 - Coram Life Education— Free Toolkit

Coram Life Education have recently launched a **FREE teaching toolkit for primary school children (aged 4-11 years)** to support children's health and wellbeing when schools reopen <https://www.coramlifeeducation.org.uk/back-to-school-with-scarf>.

There are 5 weekly units - one for each of the **SCARF** values (Safety, Caring, Achievement, Resilience and Friendship). In addition to the values, "Wearing my Scarf" is a virtual resource cupboard with:

- Additional teaching materials
- Songs & Activities
- Reflective journal templates
- Certificates
- Stories celebrating all the SCARF values, suggested by [Coram Beanstalk](#).
- Support for teachers and more plans for home learning for children not yet back at school.



Time to Change:



1 in 8 young people will experience a mental health problem; that's roughly 3 students in every classroom. **It's time to change how we talk about mental health in schools.**

Last month Time to Change launched their 'Action Plans' - a range of free resources about mental health for five different areas of the school community. Hundreds of schools and colleges have signed up already, but there's still time to [get involved](#). By devoting even just a lesson or assembly to changing how your school community thinks and acts about mental health, you can make a huge difference. Talking about mental health is easier than you think.

We know that the changes to lockdown have been at the forefront of many people's minds, particularly worries about safely returning to schools and colleges. **Please see the information below designed for young people about managing feelings around lockdown easing, made by our partner charity Mind.**



Key information:

- **Resources for schools** - With your help we can ensure that this generation is more open to mental health than any before. Please find the links to resources below to download.
- **Assemblies and lessons** - This year, the assembly and lesson plan are based around our mental-health themed rap battle video <https://www.youtube.com/watch?v=kwAjr6ARO04&feature=youtu.be>
- **National Campaigns** - Time to Change **In Your Corner** Campaign runs every year in November, which 838 schools took part in. Save the date in your school calendar for next year's **Time to Talk Day**, on Thursday 4 February 2021, and join the nation talking about mental health. New resources will be available to get your whole school involved on the day.
- **Young Campaigners** - They have lots of resources available for students who want to get involved with campaigning against mental health stigma. See campaign ideas and resources on our young campaigners webpage. Make your own Time to Change leaflets and posters using our templates. Students could even make their own versions of our **In Your Mate's Corner** videos.
- **Parents** - We have resources available for parents who are looking for guidance on speaking to their children about mental health. Download the time to change parents leaflet. Watch the videos of a father and daughter and father and son talking about mental health. <https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources>
- **Staff** - We know that it's important to open up the conversation about mental health in the staff room too. We have resources available for staff <https://www.time-to-change.org.uk/get-involved/tackle-stigma-workplace/support-employees>. There is also information about looking out for each other during Coronavirus - [time-to-change.org.uk/coronavirus](https://www.time-to-change.org.uk/coronavirus)

Get in touch - If you have any questions about these resources or are unable to download them, please email cyp@time-to-change.org.uk.

‘Active in Mind’ Programme


Active in Mind (funded through Sport England National Lottery funding) offers support to young people experiencing mental wellbeing issues, using psycho-social tools and stress-busting strategies for young people - as well as creating innovative peer mentoring and physical activity opportunities. It is an integral part of the Greater Manchester Mentally Healthy Schools and Colleges programme.

The projects create a ‘nurture group’ environment for those young people most in need of support, using sport and physical activity as the vehicle for change. They increase physical activity and provide an alternative approach to simply addressing the mental health of the participant and look to also address their lifestyle, mindset and support network. The primary outcomes are to address inactivity and develop positive behaviours but also to provide a safe environment with their peers for young people to share personal insight, experiences and support of mental health issues.

The projects are supported by a named and trained Wellbeing Champion (lead adult member of staff) and delivered through a small team of Young Mental Health Champions (young people aged 15-18) who receive advanced training in developing strategies to improve mental wellbeing and reduce stress and anxiety in their peers.

Free Digital Resources: Due to the growing concern we have for young people experiencing increased stress and anxiety during the COVID-19 lockdown; we have made the Active in Mind poster available as a free download and worked with our Athlete Mentors to produce a suite of top-tips videos for managing mental health. We hope these resources not only help young people now, but also prepare them for when they eventually return to school.

Please visit the [website](#) for more information and to access the free content.


**Assess where your school is now with mental health delivery to help you plan for
 September**

As featured in last months’ newsletter, schools may find it useful to revisit the WBC primary school / secondary school RSE tick sheet previously circulated in Summer Term 2019 (via Head Teachers and PSHE Primary & PSHE Secondary co-ordinators). **You may find it particularly useful to at least complete the ‘mental wellbeing’ section, to see if there are any gaps in your school’s teaching which will allow you to plan and gather any necessary content ready for September.**

The tick sheets have been copied directly from the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance; with the addition of two columns for schools to complete: the first column (Yes or No - covered in school) and the second column (year group).

It is hoped that schools might find this useful to complete as a mapping exercise, which can be used to evidence relationship education, health and mental wellbeing delivery in their school setting.

You will find these in the [health and policies information](#) section.

Bereavement support – Upcoming webinar & key resources/ services for schools

3. Bereavement support

Although **'bereavement'** isn't included specifically within the RSHE curriculum content, under the *'Physical health and mental wellbeing'* section for secondary schools, it is recommended: *'Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, **bereavement** and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects'*.

Lessons on death, grief and bereavement fit with the new Ofsted framework and PSHE curriculum focus on wellbeing. Emotional literacy, empathy and resilience are all essential qualities which can be developed through the teaching of this topic. It is good practice to inform parents and carers before teaching a lesson on death and grief.

Given the numbers of children who will experience bereavement during childhood, there is a strong case for them to learn about some of the common feelings associated with loss. Learning about loss and bereavement equips pupils to support themselves now or in the future, and to respond kindly and supportively to bereaved peers.

Please refer to the Happy? Ok? Sad? Bereavement information in section 2.2 of this newsletter for further information on support services and resources.

Warrington Borough Council's Public Health team has produced a **bereavement policy template** for you to adapt and implement in your school. The Public Health team will be delivering a **Bereavement Webinar** (in conjunction with the Educational Psychology team), discussing the importance of bereavement education in schools, the template policy in detail and the teaching resources and support available to schools.

This will be available as a recorded presentation initially and uploaded onto the [health and policies information](#) section. We hope to deliver a bereavement webinar in October, when we can use the Council's live streaming training package.

4. Substance Misuse & Young People

Nitrous Oxide (also known as 'laughing gas')

Small silver canisters littered on streets, near parks and across communities have become a common sight.

These discarded canisters are the evidence of nitrous oxide use (also known as 'laughing gas', 'Noz' or 'hippy crack'). Whilst this chemical compound is something legitimately used in baking or in hospitals as a pain killer, it is frequently used by clubbers, festival-goers and in the community by those who enjoy the fits of laughter and euphoria it induces.



The gas is inhaled, typically by discharging the nitrous gas canister into another object, such as a balloon, or directly into the mouth. Inhaling nitrous oxide produces a rapid rush of euphoria and feeling of floating or excitement for a short period of time.

According to statistics (the Home Office Crime Survey), nitrous oxide is now the second most popular drug among 16 to 24-year-olds. Experts warn that too many teenagers and parents are naive about the dangers of inhaling laughing gas, and that too many people view laughing gas as a harmless and soft drug. Risks associated with its use include that breathing problems may occur when large amounts of the gas is inhaled over a short amount of time or in an enclosed space if the person cannot breathe in enough oxygen. It may also cause burns due to coldness if inhaled directly from a canister.

While people may experiment with nitrous oxide for all kinds of different reasons - to try something new, to do something they think will be fun, to fit in with a group, or to help them cope with difficult experiences and emotions – it is vital that everyone understands the potential risks associated with its use.

For further information, see [Talk to Frank](#) , [DrugWise](#) or the following [fact sheet](#) from Drug Sense UK.

5. Upcoming Campaigns

World breastfeeding week - 1st – 7th August 2020

World Breastfeeding Week (WBW) is held annually between the 1st – 7th of August to encourage breastfeeding and improve the health of babies around the world.



WABA | WORLD BREASTFEEDING WEEK 2020

The UK has **some of the lowest breastfeeding rates in the world, with 80% of families saying that breastfeeding ended before they wanted it to.**

WBW is a global campaign to raise awareness and the 2020 theme is **“Support breastfeeding for a healthier planet.”** Breastfeeding is a natural, renewable food that is environmentally safe and green because it’s produced and delivered to the consumer without pollution, packaging or waste. For more information on this year’s theme, please click [here](#).

Breastfeeding has widely been acknowledged as the best means of giving infants a healthy start in life. Schools are in an ideal position to educate teenagers on the benefits of breastfeeding and promote it as the most natural way to feed infants. The leading experts in the field, including UNICEF’s The Baby Friendly Initiative and the Royal College of Paediatrics and Child Health, believe that including breastfeeding within the school curriculum will have a positive impact on parents of the future. **Today’s children are tomorrow’s parents.**

At present there is no obligation to teach children & young people anything about breastfeeding within the national curriculum. However, there are subject areas in both primary and secondary education where it may fit, such as science, PSHE/RSHE, geography, history & health & social care. Due to limited time, a full lesson plan doesn’t have to be dedicated to breastfeeding, however snippets can hopefully be factored into relevant, existing subjects, even if it’s something as simple as a class debate on why breastfeeding rates in the UK are so low.

Example teaching resources:

Association of breastfeeding mothers (ABM):

Resources for KS1, 2 & 3

- Guidance doc for schools
- Power point
- Lesson plans pack

To access the above, please click [here](#).