



# School Health & Wellbeing Service

*e-bulletin*

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**H**appy New Year to you all from the S4S School Health & Wellbeing Service! We hope that you had an amazing (and slightly self-indulgent) Christmas which has set you up for a great start to the new term! To help ease you back into the swing of things, we hope that this edition of the service e-bulletin will give you a valuable update on the world of PSHE education. As ever, we aim to give colleagues an overview on topical issues around Personal, Social, Health and Economic education (PSHEe) and the related health and wellbeing arena.

Please note, the stories in this e-bulletin are sourced from a range of services including the PSHE Association, DfE, Sex Education Forum, NSPCC, Young Enterprise and other organisations who focus on supporting the health and wellbeing of children across the spectrum of PSHEe.

## What's inside?

- Service news
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## S4S School Health & Wellbeing Service support offer 2019-20... and more exciting news!

It's that time of year again where schools will be considering all elements of support that they need for the coming financial year. In advance of the latest service offer going out to schools in the S4S brochure for 2019-20, we thought we would remind you of what you can access from the School Health & Wellbeing Service!

The S4S School Health & Wellbeing Service offers specialist, high-quality support around the health and wellbeing practise of schools, particularly in relation to Personal, Social, Health & Economic education (PSHEe). The service's main motivation is to empower and support your school's delivery of PSHEe and whole-school approaches to promoting pupil health and wellbeing. Over the last 12 months we have been lucky enough to work with plenty of schools and colleagues who are committed to improving PSHEe in their schools. We are keen to build on this success and offer even more support to schools in the years to come!

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Benefits to your school of using the S4S School Health & Wellbeing Service include:

- **Specialist support on driving improvement in PSHE education and health and wellbeing provision from a dedicated PSHE education advisor allocated to your school**
- **High-quality advice, guidance and consultancy support to senior leadership teams, governing bodies and teachers around PSHEe themes**
- **Advice on effective PSHE education planning and coordination, including guidance on appropriate curriculum materials and resources to enable schools to offer a comprehensive and broad PSHE education programme**
- **Ensuring best practice on statutory and non-statutory school policies within PSHEe-related themes (e.g. RSE, Anti-bullying etc.)**
- **High-quality professional development opportunities covering the breadth of PSHE education to improve staff knowledge and confidence in delivery**
- **Support around associated new and emerging priorities and national strategies, such as statutory RSE and Health Education requirements from September 2020**

The various elements of the service can be accessed by either purchasing a support package of two, four or eight days or in an ad-hoc 'pay as you go' method. Packages of support run during the financial year (so from April 2019 to March 2019) and offer a cost-effective, high-quality and individual focus for schools. We are also happy to say that prices for the support packages have been frozen at last year's level – another great reason to sign-up with us!

Please contact the School Health & Wellbeing Service via [info@services4schools.org.uk](mailto:info@services4schools.org.uk) if you would like any further information or to receive a brochure with full details. Any school interested in finding out how the service can best support them is able to access an initial no obligation one-hour support visit to discuss school requirements, pupil need and development plans and determine a bespoke support package.

We are also very excited to be part of a new and much bigger Personal Development, Health & Wellbeing offer to schools from S4S for this coming financial year. To meet the growing demand for high-quality support that schools tell us they need and value, the existing School Health & Wellbeing Service will now be joined by additional partners who will provide a specialist Social, Emotional and Mental Health Service to give further support for schools and pupils. We hope that you'll agree that this offers an even greater breadth and depth of support to schools across PSHE education, personal development and wellbeing related themes.

The distinct services and partnerships available as part of the new S4S Personal Development, Health & Wellbeing offer are designed to be complementary to each other and support your school's approach to whole-school processes which promote the health and personal, social and emotional development of pupils.

To launch this new offer to schools, S4S will be holding a series of 'What's new for 2019?' briefing events, so please look out for further information on these over the coming weeks – we'd love to see you there and talk to you about how we can help!

## Personal, Social, Health, and Economic education updates

A round up of a few stories and news from across the field of PSHE education which we have found interesting recently.

### Roadmap to statutory RSE

The PSHE Association and Sex Education Forum recently launched a joint 'roadmap' to statutory relationships and sex education (RSE). As colleagues will hopefully now know, from September 2020 all secondary schools will be required to deliver RSE, and all primary schools will be required to deliver relationships education. The government have also made health education statutory, meaning that the vast majority of PSHE education will be compulsory from the academic year 2020/21 – just five school-terms away!

The free roadmap is a brief guide created to support school leaders in preparing to resource and deliver high quality RSE (and relationships education) as a fundamental part of PSHE education and has high-profile support from five leading unions – NAHT, NEU, ASCL, UNISON, and Voice. The document includes ten steps based on established good practice and evidence of what works well for this theme and provides links to a wide-range of practical tools and advice for schools, so is well worth a look.

On the launch of the roadmap, CEO of the PSHE Association, Jonathan Baggaley, said:

***“There is a great opportunity to ensure every pupil, in every school benefits from high-quality RSE as part of broader PSHE education. However, this won’t happen by chance, and schools will need ongoing support from the Government and organisations in the sector to make the most of this opportunity in a way that works for them. Therefore, we value working with the Sex Education Forum on this joint roadmap, and endorsement from the unions for this work. We hope that schools will find the guidance, practical tools and steps valuable. The other strands of PSHE education – covering health and economic wellbeing (and careers) – remain vital in their own right, and also have significant overlap with relationships.”***

We think that the roadmap document is a useful visual prompt to help PSHE education leads and other staff in schools understand the work that needs to be done in preparing for statutory status of the subject content for both primary and secondary-phase settings. The School Health & Wellbeing Service is already working with plenty of schools to support them in this journey, so if you are interested in hearing how your school could also benefit from our help and added capacity then please contact us.

**[Click here](#)** to download the interactive 'Roadmap' document.

### ‘Gaps’ in RSE provision on key safeguarding themes

A recent poll of young people has highlighted some concerning gaps in current Relationship and Sex Education (RSE) provision, particularly on giving information around sensitive themes such as sexual grooming, abusive relationships and how to get help if young people are sexually assaulted.

The poll published by the Sex Education Forum and the National Education Union surveyed one thousand 16 and

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17-year-olds in England. It showed that 52% of pupils thought more time should be spent on RSE and 34% wanted the subject to be treated more seriously.

The survey also highlighted some specific significant issues:

- **20% of the cohort surveyed did not receive teaching on the signs of an abusive relationship**
- **23% said they did not learn anything at school about how to recognise when someone is being groomed for sexual exploitation.**
- **23% said they didn't learn anything at all about how to tell if a relationship is healthy.**
- **22% did not learn about Lesbian, Gay, Bisexual and Transgender (LGBT+) issues**

Despite this, most young people surveyed were generally positive about the quality of RSE at school. 45% of students rated the quality of their RSE as 'good' or 'very good' and a further 39% said the RSE they received as 'OK'. Positively, 89% of respondents described those who taught relationships and sex education at their school as 'confident'.

The results of this survey, although from a relatively small sample size, do offer a timely reminder of the work that all schools need to do in providing high-quality and appropriate RSE for their pupils. All the elements issued as potential gaps will need to be covered within the new Relationships and Sex Education curriculum for secondary schools from September 2020. Many of the themes mentioned are also addressed in a non-direct, age-appropriate way in the primary Relationships Education curriculum so there is most certainly an opportunity for all schools across the system to contribute to improved safeguarding outcomes in the gaps identified by this survey.

## **Childline anxiety counselling sessions 'almost doubled' in last two years**

The latest Childline annual report shows that more and more young people are seeking help for anxiety. In 2017/18, Childline delivered over 278,000 counselling sessions; of these 21,297 counselling sessions were with young people trying to cope with feelings of anxiety – almost twice as many as two years ago. At least 88% of counselling sessions where the gender was known were with girls.

Looking at the explanations given by these young people as to why they were feeling anxious, reasons given to Childline included bullying, eating and relationship problems and problems at school. Some children also experienced anxiety alongside other mental health issues like depression and obsessive-compulsive disorder, while others reported suffering abuse, neglect or loss.

In total, Childline delivered 106,037 counselling sessions in 2017/18 to young people experiencing problems with their mental and emotional health and wellbeing, including self-harm and suicidal thoughts. This is a 5% increase on the previous year and almost 2 in 5 of the total number of counselling sessions provided by Childline either online and over the phone.

Although the Government has announced proposals to tackle mental health issues and the problems our children face and provide relevant school-based support for young people, these will be rolled out gradually and only cover around a quarter of the country by 2022/23. With less than a third of young people referred to child and

adolescent mental health services (CAMHS) receiving treatment within 12 months, these annual report figures show the increasingly important role that voluntary services like Childline play in supporting young people's mental health.

In our experience, schools are dealing with a variety of issues surrounding pupils mental and emotional health on a daily basis, and with increasing complexity. It is more important than ever that children are introduced to specific themes around mental health early enough so that they can learn to understand their own and others emotional health needs before any issues, such as those highlighted in the report, become an entrenched part of their lives. Although the obvious place for this to take place is within the PSHEe curriculum, a whole-school approach to wellbeing is vital to ensure that the many and varied emotional and mental health needs of pupils are addressed in a holistic and appropriate way. The new Health Education curriculum requirements around mental health topics will seek to address many of these issues, but regardless of what is in the pipeline, it's clear that schools have a major role to play now.

To take a more in-depth look at the Childline annual review [click here](#).

### **Free financial education resource available to secondary schools**

Your Money Matters, a financial education textbook and resource funded by a £325,000 pledge from Martin Lewis OBE, founder of [MoneySavingExpert.com](http://MoneySavingExpert.com), has been made available to all secondary-phase schools to support their delivery on this key learning issue for students.

The curriculum-mapped textbook, which is aimed at students in KS4, received Government support and all 3,400 state-funded schools in England will also have received 100 free hard-copies of the 150-page textbook, as well as copies of a teacher's guide.

Written by the financial education charity Young Money, with guidance by Martin Lewis, Your Money Matters makes a major contribution to achieving a degree of consistency in the financial education students receive within secondary schools by providing teachers with access to a high-quality resource to support and enhance delivery.

Financial education is mainly split across the Maths and Citizenship curriculums, as well as within the current non-statutory element of PSHE education (the new statutory guidance does not make additional provision for this as part of wider PSHEe delivery.) The Your Money Matters resources contain facts and information as well as interactive activities for students to apply their knowledge. Topics covered include savings, making the most of your money, borrowing, and security and fraud.

Speaking about the materials, Martin Lewis commented:

***“I passionately believe that financial education could have a huge impact on the future wellbeing of millions of young people. When we got financial education on the national curriculum in 2014, we celebrated thinking the job was done. We were wrong. Schools have struggled with resources and there's been little teacher's training. Something else was needed to make it easy for schools and teachers.”***

*“We live in one of the world’s most competitive consumer economies, with companies spending billions on advertising, marketing and teaching their staff to sell, yet we don’t get any buyer’s training. That needs to change. We need to break the cycle of debt. The best place to teach is in the classroom – I hope this textbook will help make that easier.”*

Michael Mercieca, CEO at Young Money, said:

*“We’re delighted to have worked with Martin Lewis on this pioneering project to produce these important educational materials which will help many students and teachers across the country. Financial education is a topic that still doesn’t always get the recognition in the education system that it deserves, despite its fundamental importance for everyday life. It’s vital to the personal wellbeing of individuals and to the country that we improve the education of young people in this area to give them the best possible chance of success in the future.”*

Economic or financial education is often a subject which is overlooked within the context of PSHEe (see our previous article in the ‘Focus on...’ section of the June 2018 service e-bulletin, ‘E stands for Economic!’) and although it is part of the Maths and Citizenship requirements within secondary-phase, there is not enough quality-assured resource available, which means that coverage is often lacking. The Your Money Matters resource is therefore a welcome addition to the stable of resources for this topic, so we would urge schools who have yet to come across this to take a look and integrate it into their provision for financial education.

To view the textbook and download a copy, please go to [www.young-money.org.uk/textbook](http://www.young-money.org.uk/textbook)

## Signposting and partners

In this section we will flag services and partners which we feel might be of interest to schools and beneficial to their work around the health and wellbeing of pupils, across a variety of related themes. Please let us know if you have used any reputable agencies or services and we will be happy to highlight these with colleagues too and spread a little knowledge!

### The Dog, Duck & Cat Trust

The Dog, Duck and Cat Trust provides educational, preventative, and harm minimisation resources for children aged 0 - 9 years of age, with a focus on safeguarding, promoting safety and developing a child's resilience. The materials are designed to be used with children by their Parents, Carers, Guardians, by in-school staff, health professionals and anyone that works with a child and wants to help them to achieve the best possible outcomes in life. The materials are well suited for use within PSHE education sessions, but also lend themselves well to wider use across school, especially in EYFS and KS1.

The approach is simple yet effective. The Dog, Duck and Cat characters are utilised in story-book form to help adults introduce relevant and age-appropriate topics to educate children about a range of different subjects. The resources have also been created to allow older children to use them for themselves, thus increasing opportunities for the messages to be delivered. The materials are available online and all the stories are supported by lesson plans and classroom activities, for use by those working in educational settings, and bespoke programmes have been developed to suit the needs of specific professionals, such as health visitors, midwives, and others.

The Trust can also provide a full set of 'hard-copy' story resources for Parents, Carers and Guardians (PCG) and the local community to use. The materials promote the concept of PCG spending 'quality time' with their children and by providing story resources and activities to be completed together, the aim is to help adults spend some fun time with children in their care and thus create positive attachments. This can be a tremendous way to build a child's trust, resilience and encourage them to be open and talk if they are ever concerned, worried or scared about anything.

The Dog, Duck and Cat Trust believes that this delivery approach will mean that children receive a comprehensive safeguarding package that extends from the classroom to the front room.

For further information please visit on [www.dogduckandcat.co.uk](http://www.dogduckandcat.co.uk) or email [info@dogduckandcat.co.uk](mailto:info@dogduckandcat.co.uk)

### S4S Foundation

The S4S Foundation is a brand-new charity which was established on 1 May 2018 to work with young people, their families and wider communities by providing opportunities which they may not normally have access to. The Foundation aims to deliver programmes and projects which help all those we will work with to adopt healthy physical and mental lifestyles, be confident, raise employment aspirations, encourage resilience and support all to reach their potential. The Foundation looks to provide training, support and activities which develop skills, capacities and capabilities to enable participation in society as mature, responsible and valuable individuals.

The S4S Foundation's approach is to secure funding from a range of grants and activities which will support their work. The Foundation is already developing a healthy pipeline of funding to run programmes that relate to:

- **Healthy mental and physical lifestyles**
- **Making better life choices that avoid involvement in gangs and crime**
- **Tackling low self-esteem**
- **Spotting as early as possible the signs of mental health issues**
- **Strategies to deal with difficult family issues such as physical and mental abuse, drugs, alcohol, etc.**
- **Raising employment aspirations and providing opportunities to support people back into work**
- **Identifying young vulnerable people and unlocking their potential to become leaders and support others in similar situations**
- **Raising awareness of the hidden dangers in the digital world and how to stay safe**

Please look out for communications from the S4S Foundation so that your school, academy or MAT can take advantage of some great opportunities. As a charity, the Foundation are extremely grateful for any support given to our charitable social events and fundraising activities, as these play a crucial part in the continued growth of the S4S Foundation.

For further information about the S4S Foundation, please visit [www.s4sfoundation.org.uk](http://www.s4sfoundation.org.uk) or e-mail either [jill.purcell@s4sfoundation.org.uk](mailto:jill.purcell@s4sfoundation.org.uk) or [emma.woodhouse@s4sfoundation.org.uk](mailto:emma.woodhouse@s4sfoundation.org.uk)

## Training and development

As well as our centralised training programme, we are also able to offer brief 'twilight' training opportunities to enable schools to effectively deliver key learning points to wider groups of staff. Some of the most popular sessions delivered in schools recently have been around RSE, Health Education and raising awareness of the pending statutory changes to PSHE-related content. We can also develop bespoke sessions on PSHE-related themes if schools have additional topics they would like to address.

A variety of introductory Governor-specific training sessions are also available aimed at raising awareness around health and wellbeing themes, such as RSE, Health Education and Mental Health and Emotional Wellbeing. These can also be delivered in-school to Governors to make them as accessible as possible.

Please get in touch with the S4S School Health & Wellbeing Service if you would like to make a booking or find out more about these 'condensed' training sessions available to the school workforce.

### Service Training Calendar: January 2019 – April 2019

As part of our regular programme of training available to all school staff, we will be running the following courses in the coming months. The sessions are available to all, regardless of whether your school is signed up to a service package or not, so please do book on and come along!

Training session	Date/time
<b>Relationships &amp; Sex Education (RSE): The Role of Governors (suitable for Governors only)</b>	Wednesday 23rd January, 6pm – 8pm
<b>Assessment in PSHE Education (Primary phase only)</b>	Thursday 31st January, 12.45 pm – 4.30pm
<b>Youth Produced Sexual Images (Sexting): Understanding the issues and managing incidents</b>	Thursday 28th February, 12.45 pm – 4.30 pm
<b>Relationships &amp; Sex Education: Update &amp; preparing for statutory status</b>	Wednesday 6th March, 12.45 pm – 4.30 pm
<b>Ofsted &amp; PSHE education: Making the links</b>	Thursday, 28th March, 1 pm – 4.30 pm
<b>Relationships &amp; Sex Education (RSE): The Role of Governors (suitable for Governors only)</b>	Thursday 4th April, 2 pm – 4 pm
<b>An Introduction to Health Education for Governors (suitable for Governors only)</b>	Monday 29th April, 10 am – 12 pm

Please note, courses will run subject to sufficient delegate numbers. To find out more or book your place on any of these training sessions, please visit [www.services4schools.org.uk/training](http://www.services4schools.org.uk/training) or contact Dave Lea or Ben Osbourne on **01902 203996**.

We are always looking to develop new training sessions to meet the changing needs of schools, so if you have any suggestions or specific needs then please let us know.

### CONTACT DETAILS

We would love to hear from you. Contact us via:

**email:** [info@services4schools.org.uk](mailto:info@services4schools.org.uk) or [russell@schoolhwb.co.uk](mailto:russell@schoolhwb.co.uk)

**tel:** 01902 203990 **mobile:** 07968 146986

