

RESOURCE BULLETIN

No. 35

17th May 2021

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Find all these resources, and more, in the School Health & Wellbeing resources directory and TheLink School Health & Wellbeing Project pages:

[School Health & Wellbeing Project resource directory](#)

[THE LINK: School Health & Wellbeing Project webpages](#)

The resources listed are all produced by reputable organisations, but the School Health & Wellbeing Project does not assess them, and it is important that schools review before use to ensure they are suitable for their pupils and/or staff. All training, resources and support are **FREE** unless specifically stated.

Please get in touch if you would like further information about anything in this update bulletin or to discuss support for your school or college.

Susan

School Health & Wellbeing Project Officer **07753 316916** susan.dyer@slough.gov.uk

ONLINE SAFETY

T.A.L.K. Campaign

The Internet Watch Foundation have launched a new self-generated child sexual abuse prevention campaign. Data shows a 77% rise in cases of self-generated imagery cases since 2019. The hard-hitting campaign aims to empower girls, and warn their parents and carers, about the risks posed by online predators targeting children. The goal of this campaign is to build resilience to the threat of self-generated sexual abuse of children, thereby reducing the number of incidences. As part of the campaign, parents are encouraged to use the **T.A.L.K.** checklist to talk to their children about online dangers: [T.A.L.K. Campaign](#)

Young People and Dating Apps

The INEQE Safeguarding Group have produced a guide to the risks, concerns and behaviours associated with young people and dating apps: [Young People and Dating Apps](#)

Talk it Over

A research-led resource from Childnet International designed to support educators in facilitating empathetic, honest, and evidence-based conversations with secondary aged pupils about online hate and how to tackle it: [Talk it Over](#)

National Online Safety app for parents, carers and educators

A free comprehensive online safety app packed with insightful courses, explainer videos, webinars and guides on topics that will help you protect children and young people when they're online: [National Online Safety App](#)

PARENTING

COVID-19: guidance on supporting children and young people's mental health and wellbeing

Advice from Public Health England for parents and carers on looking after the mental health and wellbeing of children or young people during the coronavirus (COVID-19) outbreak:

[COVID-19: guidance on supporting children and young people's mental health and wellbeing](#)

Healthier Together

The Healthier Together is a new website for parents. It provides clear information on common childhood illnesses, including advice on what 'red-flag' signs to look out for, where to seek help if required, what you should do to keep your child comfortable and how long your child's symptoms are likely to last. Most importantly, the resources are used not only by parents but also by healthcare professionals. This means that your child is likely to receive consistently high-quality care, irrespective of which healthcare provider you take them to see, and their advice is likely to mirror that on the Healthier Together website which will reduce unnecessary variation the parental anxiety that inconsistent advice generates:

[Healthier Together](#)



Healthier Together
Local advice and support to help manage and improve the health and wellbeing of babies, children, and young people
ADULT: BRACKNELL HANWORTH HADDONHEAD NORTH EAST HAMPSHIRE SLOUGH SURREY WIMBORNE
www.frimley-healthiertogether.nhs.uk

New Site for Parents on Dealing with Childhood Illnesses 0-18
The site aims to empower parents, carers and young people with knowledge and easily accessible help at their fingertips.
If you are unsure if you can stay home or need to see someone for your sick child **Healthier Together** can help!

- Clear **traffic light system** for illness advice so you feel confident with the decision you make and **what you can do at home**.
- You can find help with day-to-day queries such as pregnancy, feeding, sleep and development.
- Current topics from COVID to mental health and emotional wellbeing.
- Brings together national resources and **Local services** available in Berkshire, Bucks, Hampshire and Surrey.
- SMS option to share with other parents and young people and can be accessed on any device; phone, tablet or computer.

RSHE and PSHE

Brook RSE Teaching Resources

Free downloadable resources which can be used to supplement relationship and sex education (RSE) lessons.

Topics include contraception, puberty, sexually transmitted infections, pornography, LGBT terminology, abortion and condom use: [Brook RSHE Teaching Resources](#)

Brook RSE Online Training

Online training for educators on a number of RSE topics including consent, abortion, sexually transmitted infections, contraception, delivering RSE and puberty. Most courses are free.

[Brook RSHE Online Training](#)

RSHE Ready

A free podcast series from the PSHE Association about the DfE RSHE requirements, what they will mean for teachers and how schools can make sure they are 'RSHE ready'.

[RSHE Ready](#)

Primary RSHE Facilitator Training

As part of the support offered to schools by the Department for Education for the implementation of compulsory Relationships, Sex and Health Education, Regional RSHE Hubs have been created to provide Primary RSHE Subject Facilitator Training. A second opportunity to take part in this training is now available.

Please see the flyer below for more information and details of how to take part:



RELATIONSHIP, SEX & HEALTH EDUCATION STATUTORY GUIDANCE



PRIMARY FUNDED SUBJECT FACILITATOR TRAINING

COHORT 3: SPACES AVAILABLE

17TH MAY 2021	- TWILIGHT INDUCTION (16:00-17:00)
20TH MAY 2021	- ONLINE CONFERENCE (09:30-15:30)
27TH MAY 2021	- TWILIGHT CURRICULUM MODULE (16:00-17:30)
16TH JUNE 2021	- TWILIGHT CONFIDENCE MODULE (16:00-17:30)



From September 2020 **Relationships Education became compulsory in all primary schools in England**, with Health Education statutory in all state-funded schools.

We have the opportunity to recruit a further **80 teachers** to join us and take part in a funded central programme of support to:

- improve RSHE subject knowledge
- breakdown the DfE official materials
- provide teacher access to resources and
- build confidence in the training others.

Once trained, facilitators would then be expected to train colleagues and support the implementation of the new RSHE statutory guidance.

- **FREE remote training programme for 80 teachers** (one per school): RSHE statutory guidance content, the law, inclusion, developing knowledge-rich curriculum planning, confidence to deliver training to others
- **FREE Expert Training** from National Children's Bureau Sex Education Forum, Better Together Special TSA and Early Adopters
- **Grant bursary** payable to each school for the release of trainee facilitators
- **Expert Panellist support** from industry experts such as Youth Sport Trust, AfPE, Family Support Advisers, Behaviour Hub and more
- **FREE online RSHE Resource Area:** training materials and resources, templates, SOW guidance, session recordings, FAQs and more.

EXPRESS YOUR INTEREST TODAY

Please express your interest by completing the following information:

An expression of interest (EOI) does not obligate you to proceed with training, it does not automatically guarantee you a place on the training, this EOI will register your interest so we can provide you with further information.

NAME		SCHOOL ADDRESS	
CONTACT NUMBER		CONTACT EMAIL	
YOUR NWLSC AREA	BEDFORDSHIRE <input type="checkbox"/> BERKSHIRE <input type="checkbox"/> BUCKINGHAMSHIRE <input type="checkbox"/> HERTFORDSHIRE <input type="checkbox"/> NORTHAMPTONSHIRE <input type="checkbox"/> OXFORDSHIRE <input type="checkbox"/> NORTH-WEST LONDON (defined below) <input type="checkbox"/> Barnet, Bedford, Brent, Camden, City of London, Ealing, Enfield, Hammersmith and Fulham, Harrow, Hillingdon, Hounslow, Islington, Kensington and Chelsea, Luton, Milton Keynes, and Westminster.		
RELEVANT EXPERIENCE	RSHE LEAD <input type="checkbox"/> PSHE LEAD <input type="checkbox"/> ELSA <input type="checkbox"/> FAMILY SUPPORT ADVISOR/WORKER <input type="checkbox"/> NONE <input type="checkbox"/> OTHER <input type="checkbox"/> (please specify):		



Department
for Education

PLEASE RETURN EXPRESSIONS OF INTEREST TO:
INFO@FORESTLEARNINGALLIANCE.ORG.UK

Ofsted –Guidance on the Inspection of the Protected Characteristics Including RSHE Teaching

This updated guidance explains Ofsted's approach on inspection to evaluating how schools go about meeting their duties. It applies to all types of academy, maintained, non-maintained special and non-association independent schools and includes reference to the expectations for implementation of the compulsory curriculum in the light of the Covid 19 pandemic:

[Inspection of the Protected Characteristics Including RSHE Teaching](#)

Healthier Together – webpages for Young People

Information for young people about relationships, friendships, gender identity and sexuality:

[Healthier Together - Young People](#)

Contraception, consent, emergency contraception, pregnancy, sex and relationships, sexually transmitted infections and where to get help:

[Healthier Together - Young People](#)

PSHE-A Guide for Governors

This guide produced by the NGA and PSHE Association is intended to support discussions between governing boards and school leaders about: the planning, teaching and monitoring of PSHE:

[PSHE - A Guide for Governors](#)

HEALTH EDUCATION

Keeping Our Teeth Healthy

Curriculum-linked science lesson plans, in the form of Power Point presentations, for KS1 and KS2 produced by Public Health England exploring dental hygiene. The resource introduces your pupils to Tilly, a mighty molar who has turned into a troubled tooth and needs help making healthier dental choices. They also include a simple, fun science experiment which pupils can try at school or at home with their families:

[Keeping Our Teeth Healthy](#)

Physical Wellbeing

Curriculum-linked lesson plans and classroom materials for year 6, KS3 and KS4 including Power Point presentations, student activities, differentiated options and films. Students discover self-care actions to support their wellbeing including getting active, eating well or getting good quality sleep.

[Physical Wellbeing](#)

Water Safety

The PSHE Association has worked in partnership with the Environment Agency to develop a new, free-to-download pack of guidance, lesson plans and resource for KS 2 exploring water safety in relation to floods, canals and rivers. Both lessons in the pack provide an age-appropriate understanding of potential hazards, how to manage emergency situations and keep safe:

[Water Safety](#)

First Aid

Lesson plans, teacher guidance and teaching materials from St John Ambulance for key stages 2, 3 and 4 to help young people to recognise and respond to common first aid situations and support schools to meet the statutory Health Education requirements to cover first aid:

[First Aid](#)

Online Courses on Health Topics

The Royal Society of Public Health offers free our online courses, webinars, videos and podcasts on a variety of health topics including understanding sleep, finding balance on and off-line, allergies and understanding and responding to gambling harms:

[Online Courses on Health Topics](#)

Healthier Together – Staying Healthy webpages for Young People

Information for young people about exercise, healthy eating, sleep, weight and vaccinations:

[Healthier Together - Young People](#)

Drugs, alcohol, acne, road safety, puberty, smoking and vaping:

[Healthier Together - Young People](#)

Soaper Heroes

Lesson plans, power point presentations, teaching materials, stickers posters and take-home materials for KS1 and KS2 from the National Schools Partnership and Lifebuoy. Lifebuoy Soaper Heroes. The resources are curriculum-linked to support teaching about the basics of handwashing, micro-organisms and our responsibilities to others: [Soaper Heroes](#)

Wrap, Splat, Hat

Resources about sun safety for KS1 and KS2 from the National Schools Partnership, British Skin Foundation and Garnier including an assembly video, lesson guides and activity sheets and a family pack:

[Wrap, Splat, Hat](#)

EDUCATION STAFF WELLBEING

How to Handle Stress

Practical advice to help teachers and education staff handle stress:

[How to Handle Stress](#)

Wellbeing Tips for School Leaders

Dr Emma Kell, teacher and author, shares her practical wellbeing tips for headteachers and school leaders:

[Wellbeing Tips for School Leaders](#)

5 Ways Schools Can Show Appreciation for Staff

Suggestions of ways schools can show they appreciate their staff and ensure mental health and wellbeing is placed at the heart of decision making:

[5 Ways Schools Can Show Appreciation for Staff](#)

Reading Well Workplace Toolkit

This toolkit has been created by The Reading Agency to support workplace wellbeing through the power of reading. The toolkit recommends titles from the Reading Well for Mental Health collections that are available for free download via public library e-lending services to support your mental health at work. The toolkit also contains information about our Read, Talk, Share campaign and signposting to relevant resources to help foster and support a culture of wellbeing amongst colleagues:

[Reading Well Workplace Toolkit](#)

Education Staff Wellbeing Charter

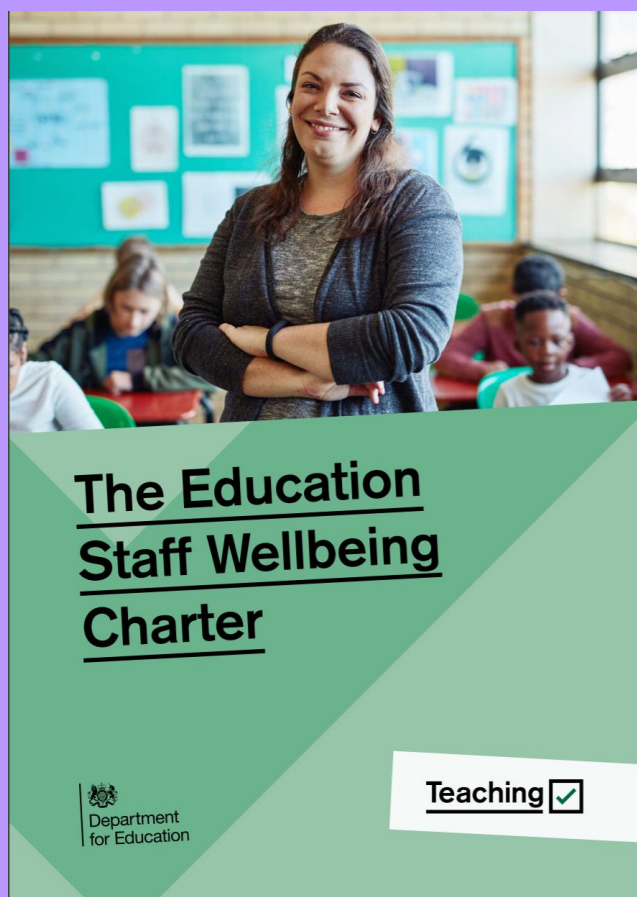
The Department for Education has worked with key stakeholders in the education sector including teaching unions, Mind and Education Support, schools and trusts and Ofsted to produce an Education Staff Wellbeing Charter. It is a declaration of support for, and set of commitments to, the wellbeing and mental health of everyone working in education.

All state funded schools and colleges are invited to familiarise themselves with the charter now, and to sign up when it is available in the autumn, as a shared commitment to protect, promote and enhance the wellbeing of their staff. It is voluntary and there is no deadline to sign up.

The DFE will publicise how to sign up in the autumn and suggest that schools should sign up when it is right for their organisation and when they will get the most benefit from it.

More information and a downloadable a copy of the Charter can be found here:

[Education Staff Wellbeing Charter](#)



PUPIL MENTAL and EMOTIONAL WELLBEING

Mental Health Champions Foundation Programme

Provided by Place 2 Be, this online training course aims to enhance professionals' understanding of children's mental health and introduces approaches that foster positive wellbeing in schools and communities. This course is suitable for people working with children and young people of any age, including primary and secondary and is a five-week programme of 1-1½ hours per week that can be completed at any time convenient to you: [Mental Health Champions Foundation Programme](#)

Primary to Secondary Transition Support

Kooth are offering support sessions Year 6 and Year 7 to support young people who may be feeling anxious about the transition from primary to secondary. These can be tailored to fit your needs & time frame. Please see the flyer below for more information and email @Jenny.Fennessy to discuss and book.

KOOTH IN SCHOOLS

PRIMARY TO SECONDARY SCHOOL TRANSITION

Kooth workshops & Virtual Sessions

Mixed feelings about the jump into secondary school? You're not alone!

Find free, safe and anonymous support for your mental wellbeing today.

kooth



Sign up for free at **Kooth.com**

WHAT'S IN THE SESSION

- About Kooth
- How to sign up
- Demo of the site
- Wellbeing mini activities & interactive elements
- Discussion around transitions
- All sessions adaptable

SUPPORT FOR STUDENTS WHO ARE MOVING FROM PRIMARY TO SECONDARY

Kooth have seen a 246% increase this year in young people presenting with issues related to stress and worries about school and college. We know that transitions can be difficult in general and it's been a particularly difficult year for students. Kooth can support your students with their wellbeing as they transition from primary to secondary by providing information on creating their Kooth account which is continuous from primary to secondary, and packed with lots of resources that will support them along the way. We can also support by facilitating one of our virtual transition from primary to secondary workshops.

All of the sessions can be adapted to meet your students needs in terms of time and content.

Get in touch with [Jenny jfennessy@kooth.com](mailto:jfennessy@kooth.com) for more information and to book.

Ten Considerations for Teachers Talking to Young People about Mental Health

A one-page guide for education staff from Kooth.



Ten considerations for Teachers talking to Young People about mental health

Disclosing sensitive information about mental health can be difficult for children and young people. And for you, the Teacher, it can be tricky to know what are the right things to say to put the young person at ease. Providing a calm and welcoming environment, and showing that you are willing to take the time to listen to your student, are important first steps in helping to start the conversation.

Our clinical team has put together ten important considerations for engaging and supporting children and young people in conversations around their mental health.

Here to help

Let the young person know that first and foremost you're here to help them and try to create an environment where there is space for them to talk or express how they are feeling...the following tips should enable this.

No pressure

Shifting early questions away from 'what's wrong' to 'what's happened' can be a really useful way of helping young people to tell you about themselves without feeling pressured to respond to a question that they may not have an answer to ('what's wrong' typically leads to a 'don't know' or a 'you tell me' response).

Respect privacy

Always respect the young person's privacy and be clear about confidentiality - young people just want to know where they stand and feel you are being transparent with them when it comes to sharing information.

Don't downplay

Try to avoid the temptation to down-play how a young person may be feeling, even if this is a well intended attempt to 'normalise' their experiences. This may be helpful further down the line - but taking this approach too early can be off putting for young people - sit with their feelings for a while first.

Balancing

In the early stages, finding the balance between listening and asking questions is tricky! As a general rule, the more a young person feels listened to, the more likely it is that they will value the interaction and come back for more help. Ask questions, but try not to overload them!

I'm worried

Let the young person know that you are worried about them - many young people feel their mental health related difficulties are trivial and that they should not be bothering other people with them.

Not alone

Not to be confused with 'normalising' too quickly, do remind the young person that they're not alone - just hearing this can be powerful and you can do this without minimising their experiences.

Hear me out

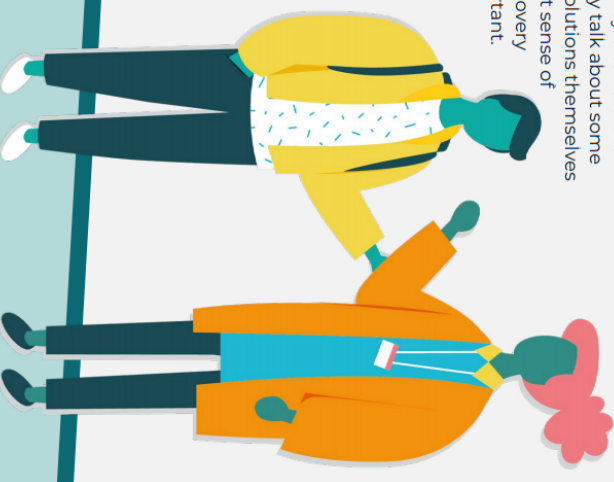
Try not to jump too quickly to solutions/advice giving; linked to the above, it is actually more helpful to spend time in the early stages focussing on the 'problems' - not only does this help young people feel heard; they often start to naturally talk about some of the solutions themselves and that sense of self discovery is important.

Reactions

Be mindful of your own reactions - if a young person feels 'judged' (no matter how unintentional), they are unlikely to feel able to be open with you.

Open-ended

Asking more open ended questions generally encourages meaningful conversation whereas answers (whilst sometimes necessary) can shut young people down in the early stages.



Improving Social and Emotional Learning in Primary Schools

The Education Endowment Foundation have produced a report with recommendations for improving social and emotional learning in primary schools. To accompany the report there is a downloadable poster summarising the six recommendations, and additional tools and resources including an audit and discussion tool for use in your school: [Improving Social and Emotional Learning in Primary Schools](#)



IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS

Summary of recommendations

Teaching strategies	Curriculum	Whole-school	Implementation
1 Teach SEL skills explicitly	3 Plan carefully for adopting a SEL programme	5 Reinforce SEL skills through whole-school ethos and activities	6 Plan, support, and monitor SEL implementation
 <ul style="list-style-type: none">• Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.• Self-awareness: expand children's emotional vocabulary and support them to express emotions.• Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.• Social awareness: use stories to discuss others' emotions and perspectives.• Relationship skills: role play good communication and listening skills.• Responsible decision-making: teach and practise problem-solving strategies.	 <ul style="list-style-type: none">• Use a planned series of lessons to teach skills in dedicated time.• Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch.• Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context.• Use evidence summaries (such as those from EIF and EEF) as a quick way of assessing the evidence for programmes.• Once underway, regularly review progress, and adapt with care.	 <ul style="list-style-type: none">• Establish schoolwide norms, expectations and routines that support children's social and emotional development.• Align your school's behaviour and anti-bullying policies with SEL.• Seek ideas and support from staff and pupils in how the school environment can be improved.• Actively engage with parents to reinforce skills in the home environment.	 <ul style="list-style-type: none">• Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.• Involve teachers and school staff in planning for SEL.• Provide training and support to all school staff, covering: readiness for change; development of skills and knowledge; and support for embedding change.• Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes.• Monitor implementation and evaluate the impact of your approaches.

GEMS – Autism and ADHD support service

GEMS offers information, support, workshops and courses to parents and carers of children with autism and ADHD within East Berkshire. They also offer a variety of workshops and activities for children from age 5 and young people up to the age of 19. Further information and contact details can be found on the GEMS website: [gems4health](#)

Friends in Need – Young Adults Group

Friends in Need – Young Adults Group is a friendly and welcoming peer-to-peer social support community for 17 – 25-year-olds experiencing mild-to-moderate mental health and/or loneliness, in the East Berkshire area facilitated by Buckinghamshire Mind. Young adults come together to help manage the effects of depression, anxiety, loneliness, and isolation. Young people can self-refer or be referred by a practitioner or parent/carer. Please see the flyer below for more information.



Young Adults Group

**Friends
in need**

East Berkshire
Bracknell, Slough
Windsor, Ascot &
Maidenhead

A peer support group for 17 – 25-year-olds experiencing mild-to-moderate mental health and/or loneliness, in the East Berkshire area.

Young Adults Friends in Need is a friendly and welcoming peer-to-peer social support community where young adults come together to help manage the effects of depression, anxiety, loneliness, and isolation.

Our uplifting, fun and free of charge activities provide the opportunity to socialise and share experiences in a non-judgemental and completely confidential setting. Come and feel supported with others who understand how you might be feeling. Together, we help each other on our recovery journey.

Our activities are based on the **Five Ways to Wellbeing: Connected, Active, Notice, Learn, Give**. We have a mixture of virtual and face-to-face activities, as we are following Government guidelines.

If you would like more information or to join the group, please contact Ansa Khan, Team Lead, Email: ansa.khan@bucksmind.org.uk Tel: 07496 874882

 **mind**
Buckinghamshire

Psychological Perspectives in Education and Primary Care (PPEPCare) Training

Psychological Perspectives in Education and Primary Care (PPEPCare) training has been designed to help staff/volunteers in the CYP workforce to recognise and understand mental health difficulties in children and young people and offer appropriate support and guidance to children, young people and their families using psychoeducation and relevant psychological techniques.

PPEPCare is FREE and delivered by local specialist CAMHS, Getting Help Service and Mental Health Support Team colleagues alongside education psychologists from Slough Borough Council. PPEPCare training for all modules (listed below) is currently being delivered virtually. Face to face delivery will resume as soon as it is safe to do so in line with COVID-19 restrictions. If you are starting to plan your CPD input for next academic year, please use booking form and the MHST/GH team will contact you to discuss your needs.

For further information about PPEPCare modules [click here](#). To book a session please use the online form available [here](#).

Healthier Together - Staying Healthy webpages for Young People

Information for young people about body image and self-esteem, bullying, exam pressure, family breakdown, transition, sexuality and gender identity:

[Healthier Together - Young People](#)

What's Up with Everyone?

Leading academics have partnered with Aardman to launch new mental health campaign. What's Up With Everyone? is a series of five new animated films created with and for young people about dealing with life's challenges before they impact negatively on mental health. Issues covered include loneliness, perfectionism and competitiveness and the films are supported by a companion website: [What's Up with Everyone?](#)

Poem to a Parent or Carer

A very powerful film produced by Youth Engagement Slough featuring a poem about mental wellbeing written and performed by Slough young people: [Poem to a Parent or Carer](#)

BEREAVEMENT SUPPORT

An introduction to Traumatic Bereavement webinar

Provided by the Anna Freud Centre (Schools in Mind) this seminar will help to explain and identify traumatic bereavement, understand how it differs from 'normal' bereavement, and give education staff an introduction to how to support children and young people when experiencing a traumatic bereavement. It takes place on 15th June, 4.30-6.00pm. Further information and a booking link can be found here:

[An introduction to Traumatic Bereavement](#)

Traumatic Bereavement Resources

Free, evidence-based resources from the UK Trauma Council to support schools, colleges and practitioners working with traumatically bereaved children and young people. The resources will help adults in schools and colleges to identify and support children and young people experiencing a traumatic bereavement:

[Traumatic Bereavement Resources](#)