School Social, Emotional, Mental Health (SEMH) Policy

Agreed by Castle Teaching and Learning Committee: March 2022
Review Date: March 2023

SIGNED   Date 30th March 2022.
Head of School

Building Relationships

Our school culture and ethos is inspired by trauma-informed approaches and the supporting science. Through developing a Trauma and Mental Health Informed Approach, we believe that we are supporting the current, and future, positive mental health and resilience of our children and the community we serve, which will enable them to engage fully in life and learning. We strongly believe in the power of relationships, and that all interactions are the opportunity for a positive intervention. We believe that all children need to feel safe and emotionally supported in school for any chance of academic success.

The evidence based research that underpins all of our SEMH interventions is based on three key models:
- Model One - The Ace Study and Protective Factors
- Model Two - The neuroscience of mental health and Pansekeeps emotional systems
- Model Three - Protect, Relate, Regulate and Reflect

Please see Appendix 1 for more information.

At Castle Primary School, we aim to promote and safeguard the positive mental health and well-being for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. There is a substantial body of research evidence to suggest that the mental health of children, staff, and the wider school community impacts on all areas of learning, achievement and wider life experiences. We, therefore, believe in the importance of creating an environment which supports positive mental health, and where all children and adults feel safe and secure.

The Department for Education (DfE) states that: "Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils." At Castle Primary School, we recognise the need to create a mentally healthy environment for our pupils in which we can meet the differing needs of every child. Children are supported to be emotionally resilient so they can manage the usual ups and downs that life throws, as well as providing them with additional support when faced with more significant stress or trauma. In order to do this, children need to learn about what they can do to maintain and develop positive mental health and develop their emotional understanding to successfully achieve this. We endeavour to do this in an environment that ensures children feel safe, valued and have a sense of belonging.

We also recognise the need to support not only our pupils but also their families and aim to do this by sharing knowledge and advice on health and wellbeing as well as providing additional family support and opportunities to develop healthy support networks. Underpinning this is the health and wellbeing of our staff. We are committed to ensuring our staff also work in an mentally healthy environment which enables them to develop and look after the mental health of others by looking after their own well-being.

Definition of Health and well-being

We use The World Health Organisation's definition which defines mental health and well-being as " a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Staff Roles and Responsibilities

It is the role of all staff members to promote the positive mental health of our pupils and all staff are trained to look out for the early warning signs and potential mental health risk factors (see appendix 2 Mental Health and Wellbeing Risk Factors).

To ensure that we provide the very best level of SEMH support and provision, we have our SEMH Lead team:

Mrs Laura Liddell- SEMH Lead, Deputy DSL and Assistant Head of School
Co-ordinating and monitoring SEMH provision and support

Miss Emma Counter- Trust SENDCo
Monitoring of any children struggling with SEMH who are identified as SEN and seeking advice from external professionals where necessary

Mr Adam Glover- Trust SEMH Lead
Monitoring and supporting the SEMH provision available in our school

Mrs Angela Chant- ELSA and Pastoral Support Worker
Providing group, 1:1 and family support

Supporting the Mental Health of our Pupils

We believe that the best way to support the SEMH of our pupils is to promote positive mental health and develop emotional resilience in an attempt to prevent mental health concerns. We aim to do this through the following:

Pupil-led activities

- Campaigns and assemblies to raise awareness of mental health led by our Mental Health Champions.
- Play Leaders support children outside and encourage positive play during paytimes.
- Year 6/Reception 'Buddy' system to help transition new starters.

Transition programmes

Transition Programme to secondary schools which includes key Year 6 children having a staff mentor to support a smooth transition to secondary school.
Additional transition days for identified key year 6 children before moving to secondary school.

Class activities

- Reward points (house points) used and link to celebration Assembly (Wow Assembly) at the end of the week.
- Worry boxes - a mechanism where children can anonymously share worries or concerns in class
- Praise boxes for children to nominate fellow pupils who have been particularly kind
- Self -regulation and emotional control teaching programme (Zones of Regulation) based on cognitive behavioural therapy
- Weekly PSHE lessons to teach about mental health and emotional wellbeing led by the class teacher see (Appendix 2 for PSHE/SRE curriculum progression document). Through PSHE we teach the knowledge and social and emotional skills needed for children to be more resilient, understand about mental health and know how we can keep ourselves mentally and physically healthy.
- A growth mindset culture and a 'have a try' attitude is woven throughout the curriculum.

Whole school

- Staff Wellbeing team to champion wellbeing in the school community. This is made up of staff, parents and children. Representatives from this group meet termly to work on an ongoing well-being action plan.
- Well-being curriculum focus – A yearly whole school focus where our Discovery topic is taught through the lense of Well-being.
- Displays and information around the School about positive mental health and where to go for help and support aimed at children and staff

Small group activities and 1:1 support

To address the SEMH need of our pupils, we have our own Emotional Literacy Support Assistant who delivers 1:1 and group support. Parents are informed of any intervention their child may be part of and permission is obtained for receiving 1:1 support.

- *1:1 ELSA support for children with complex needs
- *Small group ELSA intervention for children requiring support that can be given within a group to improve Social Skills, Self-confidence and emotional control.
- Talkabout – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict. This is used to target our younger students as an early intervention strategy.
- Sport SEMH sessions for identified children to develop self-confidence, social skills and resilience.
- Lunch club- an adult led group at lunchtime to support children who find eating in the lunch hall a challenge or who benefit from a more intimate setting
- Morning club- an adult led group to welcome and check-in with key children who benefit from being settled in a quiet setting with the opportunity to share any concerns they may have before the day starts.

*An Emotional Literacy Score is generated for children having group or 1:1 interventions using 'Emotional Literacy: Assessment and Intervention'. This score forms a baseline and is used to measure the impact of support given. It is also used to guide the focus for sessions and to create targets which can be shared with teachers, parents and children.

Supporting the Mental Health of our Parents/Carers

- Termly mental health breakfasts for our parents and carers- parents are invited in for breakfast and a catch up along with our school ELSA, SEMH Lead and local PFSA
- Mental health and wellbeing guidance is shared in our community through our newsletter and training provided parent zoom sessions
- Parent/carer slot available every Weds with our school ELSA

Supporting the Mental Health of our Staff

- The SLT have an open door policy and are encouraged to share any concerns as soon as possible
- It is recognised that, occasionally, significant family events and celebrations may happen during term time (for example weddings, graduations etc) and when this is the case, the SLT are happy to discuss cover so that staff could attend such events.
- Staff well-being board used by staff to share top tips to help lighten workload as well as professional guidance and advice
- Access to Care First service
- Emails- staff are encouraged to set their own working hours for responding to emails to help encourage a work/life balance. It is also encouraged that emails are not sent after 9pm. After this time, staff are asked to schedule emails so they are received the following morning.

Identifying children with SEMH needs

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in a number of different ways including:

- ELS (Emotional Literacy Score) and/or SDQ (Social Difficulty Questionnaires)
- Analysing behaviour, exclusions, attendance and sanctions.
- SNAP assessments (Special Needs Assessment Profile) to pinpoint specific learning and behavioural difficulties.
- Staff report concerns about individual children to the relevant lead persons.
- Using the Mental Health Risk factor indicator to identify children at greater risk
- Whole school SEMH tracker to monitor the frequency of support and highlight children at greater risk. This information is then shared at class transition.

- Safeguarding-MyConcern is used to record and monitor any concerns that might make a child or family at greater risk. Families of concern are monitored by the school's Safeguarding Leads.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and ELSA (these are anonymous but give an indication of needs in a particular classes).
- Pupil Progress Review meetings termly
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

SEND and Mental Health

Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN). These children will have an IEP (Individual Educational Plan) linked to their SEMH need and possibly a Positive Handling Plan which are reviewed with parents termly.

Appendix 1

Model One - ACES and Protective Factors

We understand the devastating impact of Childhood Adversity Experiences (ACE) on long term mental and physical health, but more importantly, we recognise that through 'protective factors', we can mitigate the potential impact of early trauma and/or interrupt the progression from early adversity to mental ill-health and early death. Therefore, it is fundamental that wherever possible, we put these key protective factors in place to support all of our vulnerable children's short and long term mental, physical and societal ill-health.

Protective factors include:

➢ When I was a child, there were relatives or other people who helped me feel better when I was sad or worried.
➢ When I was a child, teachers, youth leaders or other adults outside the family were there to help me.
➢ When I felt really bad, I could almost always find someone I trusted to talk to.
➢ There are people I can count on in my life now.
➢ Someone in my childhood believed in me.

"One trusted emotionally available adult in the school, community or home before the age of 18 can make all the difference. For many children this trusted adult will be someone at school" (TIS 2019)

Model Two - The Neuroscience of mental health and Panksepp's Emotional System

When planning our interventions and whole school approach to SEMH, we believe that having knowledge of the neuroscience of mental ill-health is essential; we place particular importance to the 'Panksepp Emotional System'.

Panksepp's Emotional System identifies genetically ingrained emotion systems in the brain:
RAGE, FEAR, PANIC/GRIEF (trigger stress hormones)
CARE (attachment)
SEEKING and PLAY (trigger pro-social chemicals)

Each system can be overactive, under-active or optimally activated. Children who have suffered trauma tend to have overactive (RAGE, FEAR, PANIC/GRIEF) systems and under active (CARE, SEEKING and PLAY) systems, resulting in behaviours related to stress, anxiety, depression and anger.

Through our approach and interventions, we hope to activate the pro-social systems of CARE, SEEKING and PLAY in order to restore a balance of the systems, which underpins positive mental health. We do not expect a child who has an overactive RAGE, FEAR or PANIC system to be able to successfully manage the demands of school life without extra purposeful interventions to activate the pro-social systems.

By activating these systems we can:

● Encourage an appetite for life
● Foster an eagerness to seek out what the world has to offer

- Enjoy the necessary drive to transform the seed of an idea into an amazing reality
- Develop brain capacities for emotional regulation
- Decrease impulsivity and increase the capacity for focused attention
- Programme the frontal lobe regions to support in concentration and capacity to manage stress
- Empower confidence in asking for for help when troubled
- Nurture skills to enable deeply fulfilling relationships later in life
- Develop a capacity for Empathy

''The ability to form meaningful relationships is fundamental to mental health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others'' (TISUK 2019)

Our school is invested in supporting the very best possible relational health. Therefore, we are committed to implementing as many of the components of Trauma and mental health-informed schools Model Three (detailed below) as possible. This model is supported by evidence-based research which shows positive change in well-being and mental health, when implemented successfully and consistently.

Model Three: Protect, **Relate**, **Regulate** and **Reflect**

Protect - Our priority with any child in school is to ensure safety first. It is the foundation on which everything else depends. Our focus is not only on the physical environment, but also on the relational environment and the very culture and ethos of our school. We aim to never place a child in a situation that they are not able to manage. We do this through:

- Whole School approach to SEMH
- PACE
- Ensuring that there are emotionally available adults in the school
- Optimally active Play and Attachment systems
- Constantly celebrating the positives
- Non-shaming developmentally appropriate sanctions
- Key conversational tools to ensure children feel safe to talk to adults

Relate - We agree that the ability to form meaningful relationships is fundamental to mental health and happiness. It is the quality of contact we have with other people that is arguably the most important factor in our quality of life. Therefore we see the importance in:

- Repeated positive relational experiences with emotionally available adults
- Enabling children to see themselves and their relationships and the world positively, rather than through a lens of threat or danger
- Implement procedures to transform the inner world of vulnerable children from harsh or desolate places, to warm, kind places, enabling them to better manage their home situations and life as a whole
- Increase the amount of nurturing experiences and relationships

Regulate - We recognise that a high Ace Score without the support of emotionally available adults, is likely to damage the children's minds, brains and bodies. This is due to a high level of toxic stress, therefore we place great emphasis on supporting children in such a way that means we don't leave them in a state of toxic stress. We do this by:

- Having a policy for 'time in' with a key adult rather than 'time out' to calm down
- Supported regulation by emotionally available adults
- Provision of regulation spaces and tools
- Individual plans for self-regulation and the ability to reflect rather than react
- Teaching stress regulation
- Whole school training on dysregulation

Reflect - It is important when supporting a child's emotional and mental health to have those conversations around 'big' and difficult feelings. We reject the notion that "*this is opening a can of worms*". "**If I can't reflect on my feelings, I am far more likely to behave my feelings".** We need to support them to understand their thoughts and feelings, body sensations and reactions and encourage them to identify new options and strategies for ways forward, with both their hopes and difficulties. We can do this by:

- Helping children to heal emotionally
- Talking to them in ways that make them feel safe enough to want to talk
- Modeling how to reflect on their trauma rather than behave their trauma
- Conveying empathy through naming their pain
- Holding in mind their underlying feelings of distress etc

We feel that our 'way of being' and all of our SEMH interventions listed below support all of the three TIS models.

Appendix 2

Me and My Relationships	
Year 1 Dartmouth	• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Identify a range of feelings; • Identify how feelings might make us behave: • Suggest strategies for someone experiencing 'uncomfortable'' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. • Identify simple qualities of friendship; • Suggest simple strategies for making up.
Year 2 Corfe	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour.
Year 3 Corfe	• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with

Totnes	the situation. ● Define and demonstrate cooperation and collaboration; ● Identify the different skills that people can bring to a group task; ● Demonstrate how working together in a collaborative manner can help everyone to achieve success. ● Identify people who they have a special relationship with; ● Suggest strategies for maintaining a positive relationship with their special people. ● Looking after our special people ● Rehearse and demonstrate simple strategies for resolving given conflict situations. ● Explain what a dare is; ● Understand that no-one has the right to force them to do a dare; ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. ● Express opinions and listen to those of others; ● Consider others' points of view; ● Practise explaining the thinking behind their ideas and opinions. ● Identify qualities of friendship; ● Suggest reasons why friends sometimes fall out; ● Rehearse and use, now or in the future, skills for making up again.
Year 4 **Totnes**	● Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; ● Explain how different words can express the intensity of feelings. ● Explain what we mean by a 'positive, healthy relationship'; ● Describe some of the qualities that they admire in others. ● Recognise that there are times when they might need to say 'no' to a friend; ● Describe appropriate assertive strategies for saying 'no' to a friend. ● Demonstrate strategies for working on a collaborative task; ● Define successful qualities of teamwork and collaboration. ● Identify a wide range of feelings; ● Recognise that different people can have different feelings in the same situation; ● Explain how feelings can be linked to physical state. ● Demonstrate a range of feelings through their facial expressions and body language; ● Recognise that their feelings might change towards someone or something once they have further information. ● Give examples of strategies to respond to being bullied, including what people can do and say; ● Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Year 5 **Dunster**	● Explain what collaboration means; ● Give examples of how they have worked collaboratively; ● Describe the attributes needed to work collaboratively. ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations. ● Demonstrate how to respond to a wide range of feelings in others; ● Give examples of some key qualities of friendship; ● Reflect on their own friendship qualities.

	● Identify what things make a relationship unhealthy; ● Identify who they could talk to if they needed help. ● Identify characteristics of passive, aggressive and assertive behaviours; ● Understand and rehearse assertiveness skills. ● Recognise basic emotional needs, understand that they change according to circumstance; ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider the outcomes of risk taking in this situation, including emotional risks. ● Understand that online communication can be misinterpreted; ● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.
Year 6 **Tintagel**	● Demonstrate a collaborative approach to a task; ● Describe and implement the skills needed to do this. ● Explain what is meant by the terms 'negotiation' and 'compromise'; ● Suggest positive strategies for negotiating and compromising within a collaborative task; ● Demonstrate positive strategies for negotiating and compromising within a collaborative task. ● Recognise some of the challenges that arise from friendships; ● Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. ● List some assertive behaviours; ● Recognise peer influence and pressure; ● Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. ● Recognise and empathise with patterns of behaviour in peer-group dynamics; ● Recognise basic emotional needs and understand that they change according to circumstance; ● Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. ● Describe the consequences of reacting to others in a positive or negative way; ● Suggest ways that people can respond more positively to others. ● Describe ways in which people show their commitment to each other; ● Know the ages at which a person can marry, depending on whether their parents agree; ● Understand that everyone has the right to be free to choose who and whether to marry. ● Recognise that some types of physical contact can produce strong negative feelings; ● Know that some inappropriate touch is also illegal. ● Identify strategies for keeping personal information safe online; ● Describe safe and respectful behaviours when using communication technology.
Valuing Difference	
Year 1	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.

The **Redstart** Learning Partnership

Dartmouth	Same or different? Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe. Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.
Year 2 **Corfe**	• Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Year 3 **Corfe** **Totnes**	• Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Understand and explain some of the reasons why different people are

	bullied; ● Explore why people have prejudiced views and understand what this is.
Year 4 **Totnes**	● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. ● Understand that they have the right to protect their personal body space; ● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. ● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); ● Give examples of features of these different types of relationships, including how they influence what is shared. ● List some of the ways that people are different to each other (including differences of race, gender, religion); ● Recognise potential consequences of aggressive behaviour; ● Suggest strategies for dealing with someone who is behaving aggressively. ● List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); ● Define the word respect and demonstrate ways of showing respect to others' differences. ● Understand and identify stereotypes, including those promoted in the media.
Year 5 **Dunster**	● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end. ● Rehearse active listening skills: ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others. ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Understand that the information we see online, either text or images, is not always true or accurate; ● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ● Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. ● Identify the consequences of positive and negative behaviour on themselves and others; ● Give examples of how individual/group actions can impact on others in a positive or negative way.
Year 6	● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;

Tintagel	● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers. ● Know that all people are unique but that we have far more in common with each other than what is different about us; ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ● Demonstrate ways of offering support to someone who has been bullied . ● Demonstrate ways of showing respect to others, using verbal and non-verbal communication. ● Understand and explain the term prejudice; ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Explain the difference between a friend and an acquaintance; ● Describe qualities of a strong, positive friendship; ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). ● Define what is meant by the term stereotype; ● Recognise how the media can sometimes reinforce gender stereotypes; ● Recognise that people fall into a wide range of what is seen as normal; ● Challenge stereotypical gender portrayals of people.
Keeping Myself Safe	
Year 1 **Dartmouth**	● Understand that the body gets energy from food, water and air (oxygen); ● Recognise that exercise and sleep are important parts of a healthy lifestyle. ● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● Identify simple bedtime routines that promote healthy sleep. ● Recognise emotions and physical feelings associated with feeling unsafe; ● Identify people who can help them when they feel unsafe. ● Recognise the range of feelings that are associated with loss. ● Understand that medicines can sometimes make people feel better when they're ill; ● Explain simple issues of safety and responsibility about medicines and their use. ● Understand and learn the NSPCC PANTS rules; ● Name and know which parts should be private; ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say "no" to unwanted touch; ● Start thinking about who they trust and who they can ask for help.
Year 2	● Understand that medicines can sometimes make people feel better when they're ill; ● Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; ● Explain simple issues of safety and responsibility about medicines and

Corfe	their use. ● Identify situations in which they would feel safe or unsafe; ● Suggest actions for dealing with unsafe situations including who they could ask for help. ● Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. ● Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; ● Identify the types of touch they like and do not like; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ● Recognise that some touches are not fun and can hurt or be upsetting; ● Know that they can ask someone to stop touching them; ● Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. ● Identify safe secrets (including surprises) and unsafe secrets; ● Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. ● Identify how inappropriate touch can make someone feel; ● Understand that there are unsafe secrets and secrets that are nice surprises; ● Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Year 3 **Corfe** **Totnes**	● Identify situations which are safe or unsafe; ● Identify people who can help if a situation is unsafe; ● Suggest strategies for keeping safe. ● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation. ● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) ● Define the word 'drug' and understand that nicotine and alcohol are both drugs. ● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks. ● The Risk Robot ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online. ● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; ● Recognise and describe appropriate behaviour online as well as offline; ● Identify what constitutes personal information and when it is not appropriate or safe to share this; ● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. ● None of your business! ● Understand and explain decision-making skills; ● Understand where to get help from when making decisions. ● Understand that medicines are drugs and suggest ways that they can

		be helpful or harmful.
Year 4 **Totnes**		● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; ● Identify situations which are either dangerous, risky or hazardous; ● Suggest simple strategies for managing risk. ● Identify images that are safe/unsafe to share online; ● Know and explain strategies for safe online sharing; ● Understand and explain the implications of sharing images online without consent. ● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares. ● Understand that medicines are drugs; ● Explain safety issues for medicine use; ● Suggest alternatives to taking a medicine when unwell; ● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). ● Understand some of the key risks and effects of smoking and drinking alcohol; ● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). ● Describe stages of identifying and managing risk; ● Suggest people they can ask for help in managing risk. ● Understand that we can be influenced both positively and negatively; ● Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Year 5 **Dunster**		● Explain what a habit is, giving examples; ● Describe why and how a habit can be hard to change. ● Recognise that there are positive and negative risks; ● Explain how to weigh up risk factors when making a decision; ● Describe some of the possible outcomes of taking a risk. ● Demonstrate strategies to deal with both face-to-face and online bullying; ● Demonstrate strategies and skills for supporting others who are bullied; ● Recognise and describe the difference between online and face-to-face bullying. ● Define what is meant by a dare; ● Explain why someone might give a dare; ● Suggest ways of standing up to someone who gives a dare. ● Recognise which situations are risky; ● Explore and share their views about decision making when faced with a risky situation; ● Suggest what someone should do when faced with a risky situation. ● Reflect on what information they share offline and online; ● Recognise that people aren't always who they say they are online; ● Know how to protect personal information online. ● Understand some of the complexities of categorising drugs; ● Know that all medicines are drugs but not all drugs are medicines; ● Understand ways in which medicines can be helpful or harmful and used safely or unsafely.

	● Understand the actual norms around smoking and the reasons for common misperceptions of these. ● Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; ● Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
Year 6 **Tintagel**	● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand and describe the ease with which something posted online can spread. ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology. ● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Know how to keep their information private online. ● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. ● Explain how drugs can be categorised into different groups depending on their medical and legal context; ● Demonstrate an understanding that drugs can have both medical and non-medical uses; ● Explain in simple terms some of the laws that control drugs in this country. ● Understand some of the basic laws in relation to drugs; ● Explain why there are laws relating to drugs in this country. ● Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; ● Describe some of the effects and risks of drinking alcohol. ● Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; ● Explain how these emotional needs impact on people's behaviour; ● Suggest positive ways that people can get their emotional need met. ● Understand and give examples of conflicting emotions; ● Understand and reflect on how independence and responsibility go together.
Rights and Responsibilities	
Year 1 **Dartmouth**	● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Identify what they like about the school environment; ● Recognise who cares for and looks after the school environment. ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others. ● Explain where people get money from; ● List some of the things that money may be spent on in a family home.

	- Recognise that different notes and coins have different monetary value; - Explain the importance of keeping money safe; - Identify safe places to keep money; - Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). - Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health. - Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy - Recognise and use simple strategies for preventing the spread of diseases. - Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. - Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. - Recognise how a person's behaviour (including their own) can affect other people.
Year 2 **Corfe**	- Describe and record strategies for getting on with others in the classroom. - Explain, and be able to use, strategies for dealing with impulsive behaviour. - Identify special people in the school and community who can help to keep them safe; - Know how to ask for help. - Identify what they like about the school environment; - Identify any problems with the school environment (e.g. things needing repair); - Make suggestions for improving the school environment; - Recognise that they all have a responsibility for helping to look after the school environment. - Understand that people have choices about what they do with their money; - Know that money can be saved for a use at a future time; - Explain how they might feel when they spend money on different things. - Recognise that money can be spent on items which are essential or non-essential; - Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
Year 3 **Corfe**	- Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. - Identify key people who are responsible for them to stay safe and

Totnes	healthy; ● Suggest ways they can help these people. ● Understand the difference between 'fact' and 'opinion'; ● Understand how an event can be perceived from different viewpoints; ● Plan, draft and publish a recount using the appropriate language. ● Define what is meant by the environment; ● Evaluate and explain different methods of looking after the school environment; ● Devise methods of promoting their priority method. ● Understand the terms 'income', 'saving' and 'spending'; ● Recognise that there are times we can buy items we want and times when we need to save for items; ● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) ● Explain that people earn their income through their jobs; ● Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Year 4 **Totnes**	● Explain how different people in the school and local community help them stay healthy and safe; ● Define what is meant by 'being responsible'; ● Describe the various responsibilities of those who help them stay healthy and safe; ● Suggest ways they can help the people who keep them healthy and safe. ● Understand that humans have rights and also responsibilities; ● Identify some rights and also responsibilities that come with these. ● Understand the reason we have rules; ● Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); ● Recognise that everyone can make a difference within a democratic process. ● Define the word influence; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. ● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ● Recognise that they can play a role in influencing outcomes of situations by their actions. ● Understand some of the ways that various national and international environmental organisations work to help take care of the environment; ● Understand and explain the value of this work. ● Define the terms 'income' and 'expenditure'; ● List some of the items and services of expenditure in the school and in the home; ● Prioritise items of expenditure in the home from most essential to least essential. ● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ● Understand how a payslip is laid out showing both pay and deductions; ● Prioritise public services from most essential to least essential.

Year 5 **Dunster**	● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Express their opinions on an issue concerning health and wellbeing; ● Make recommendations on an issue concerning health and wellbeing. ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read. ● Define the differences between responsibilities, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if responsibilities are not carried out. ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work they do and its value. ● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product. ● Define the terms loan, credit, debt and interest; ● Suggest advice for a range of situations involving personal finance. ● Explain some of the areas that local councils have responsibility for; ● Understand that local councillors are elected to represent their local community.
Year 6 **Tintagel**	● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report also extract the facts from it. ● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves, online; ● Recognise that people's lives are much more balanced in real life, with positives and negatives. ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors; ● Explain what is meant by the term interest. ● Recognise and explain that different jobs have different levels of pay and the factors that influence this; ● Explain the different types of tax (income tax and VAT) which help to fund public services; ● Evaluate the different public services and compare their value. ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. ● Explain what is meant by living in an environmentally sustainable way; ● Suggest actions that could be taken to live in a more environmentally sustainable way.

The Redstart Learning Partnership

Being My Best	
Year 1 Dartmouth	- Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health. - Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy. - Understand how diseases can spread; - Recognise and use simple strategies for preventing the spread of diseases. - Recognise that learning a new skill requires practice and the opportunity to fail, safely; - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. - Demonstrate attentive listening skills; - Suggest simple strategies for resolving conflict situations; - Give and receive positive feedback, and experience how this makes them feel. - Recognise how a person's behaviour (including their own) can affect other people.
Year 2 Corfe	- Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. - Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. - Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses. - Explain the importance of good dental hygiene; - Describe simple dental hygiene routines. - Understand that the body gets energy from food, water and oxygen; - Recognise that exercise and sleep are important to health - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); - Describe how food, water and air get into the body and blood.
Year 3 Corfe	- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; - Explain what is meant by the term 'balanced diet'; - Give examples what foods might make up a healthy balanced meal. - Explain how some infectious illnesses are spread from one person to another;

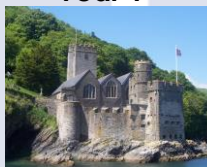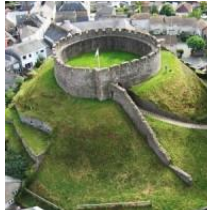|	
  Totnes	• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empthise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Year 4 **Totnes**	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
Year 5 **Dunster**	• Know two harmful effects each of smoking/drinking alcohol. • Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Understand the actual norms around smoking and the reasons for common misperceptions of these. • Know the basic functions of the four systems covered and know they are inter-related.

	● Explain the function of at least one internal organ. ● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements. ● State what is meant by community; ● Explain what being part of a school community means to them; ● Suggest ways of improving the school community. ● Identify people who are responsible for helping them stay healthy and safe; ● Identify ways that they can help these people. ● Describe 'star' qualities of celebrities as portrayed by the media; ● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ● Describe 'star' qualities that 'ordinary' people have.
Year 6 **Tintagel**	● Identify aspirational goals; ● Describe the actions needed to set and achieve these. ● Explain what the five ways to wellbeing are; ● Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. ● Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. ● Identify risk factors in a given situation; ● Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. ● Recognise what risk is; ● Explain how a risk can be reduced; ● Understand risks related to growing up and explain the need to be aware of these; ● Assess a risk to help keep themselves safe.
Growing and Changing	
Year 1 **Dartmouth**	● Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); ● Understand and explain the simple bodily processes associated with them. ● Understand some of the tasks required to look after a baby; ● Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. ● Identify things they could do as a baby, a toddler and can do now; ● Identify the people who help/helped them at those different stages. ● Explain the difference between teasing and bullying; ● Give examples of what they can do if they experience or witness bullying; ● Say who they could get help from in a bullying situation. ● Explain the difference between a secret and a nice surprise; ● Identify situations as being secrets or surprises; ● Identify who they can talk to if they feel uncomfortable about any

	secret they are told, or told to keep. ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private; ● Identify people they can talk to about their private parts.
Year 2 **Corfe**	● Demonstrate simple ways of giving positive feedback to others. ● Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. ● Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); ● Understand and describe some of the things that people are capable of at these different stages. ● Identify which parts of the human body are private; ● Explain that a person's genitals help them to make babies when they are grown up; ● Understand that humans mostly have the same body parts but that they can look different from person to person. ● Explain what privacy means; ● Know that you are not allowed to touch someone's private belongings without their permission; ● Give examples of different types of private information.
Year 3 **Totnes**	● Identify different types of relationships; ● Recognise who they have positive healthy relationships with. ● Understand what is meant by the term body space (or personal space); ● Identify when it is appropriate or inappropriate to allow someone into their body space; ● Rehearse strategies for when someone is inappropriately in their body space. ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty.
Year 4 **Totnes**	● Describe some of the changes that happen to people during their lives; ● Explain how the Learning Line can be used as a tool to help them manage change more easily; ● Suggest people who may be able to help them deal with change. ● Name some positive and negative feelings; ● Understand how the onset of puberty can have emotional as well as physical impact ● Suggest reasons why young people sometimes fall out with their parents; ● Take part in a role play practising how to compromise. ● Identify parts of the body that males and females have in common and those that are different; ● Know the correct terminology for their genitalia; ● Understand and explain why puberty happens. ● Know the key facts of the menstrual cycle; ● Understand that periods are a normal part of puberty for girls;

	● Identify some of the ways to cope better with periods.
	● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
	● Recognise how different surprises and secrets might make them feel;
	● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
	● Understand that marriage is a commitment to be entered into freely and not against someone's will;
	● Recognise that marriage includes same sex and opposite sex partners;
	● Know the legal age for marriage in England or Scotland;
	● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Year 5 **Dunster**	● Use a range of words and phrases to describe the intensity of different feelings
	● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
	● Explain strategies they can use to build resilience.
	● Identify people who can be trusted;
	● Understand what kinds of touch are acceptable or unacceptable;
	● Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
	● Explain how someone might feel when they are separated from someone or something they like;
	● Suggest ways to help someone who is separated from someone or something they like.
	● Know the correct words for the external sexual organs;
	● Discuss some of the myths associated with puberty.
	● Identify some products that they may need during puberty and why;
	● Know what menstruation is and why it happens.
	● Recognise how our body feels when we're relaxed;
	● List some of the ways our body feels when it is nervous or sad;
	● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
	● Identify the consequences of positive and negative behaviour on themselves and others;
	● Give examples of how individual/group actions can impact on others in a positive or negative way.
	● Explain the difference between a safe and an unsafe secret;
	● Identify situations where someone might need to break a confidence in order to keep someone safe.
	● Recognise that some people can get bullied because of the way they express their gender;
	● Give examples of how bullying behaviours can be stopped.
Year 6 **Tintagel**	● Recognise some of the changes they have experienced and their emotional responses to those changes;
	● Suggest positive strategies for dealing with change;
	● Identify people who can support someone who is dealing with a challenging time of change.
	● Understand that fame can be short-lived;
	● Recognise that photos can be changed to match society's view of perfect;

| | ● Identify qualities that people have, as well as their looks.
● Define what is meant by the term stereotype;
● Recognise how the media can sometimes reinforce gender stereotypes;
● Recognise that people fall into a wide range of what is seen as normal;
● Challenge stereotypical gender portrayals of people.
● Understand the risks of sharing images online and how these are hard to control, once shared;
● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
● Suggest strategies that would help someone who felt challenged by the changes in puberty;
● Understand what FGM is and that it is an illegal practice in this country;
● Know where someone could get support if they were concerned about their own or another person's safety.
● Explain the difference between a safe and an unsafe secret;
● Identify situations where someone might need to break a confidence in order to keep someone safe.
● Identify the changes that happen through puberty to allow sexual reproduction to occur;
● Know a variety of ways in which the sperm can fertilise the egg to create a baby;
● Know the legal age of consent and what it means.
● Explain how HIV affects the body's immune system;
● Understand that HIV is difficult to transmit;
● Know how a person can protect themself from HIV. |

Appendix 3

Mental Health and Wellbeing Risk Factors
(adapted from PHE Children and Young People Oct 2019)

Risk factors that may increase childhood vulnerability and reduce childhood mental wellbeing include:

Risk Factor
Being in social care (looked after children)
Homelessness
Youth offending
Low household income
Family disharmony/parental breakup
Domestic violence and abuse
Parental substance misuse
Parental mental ill health and school absence and exclusions