



ASTON-ON-TRENT PRIMARY SCHOOL



MENTAL HEALTH & WELLBEING POLICY

School policy, reviewed and approved by Governors on 8th June 2026

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

SIGNED:

PRINT NAME:

C. Coles

DATE:

08.06.26

Chair of Governors

SIGNED:

PRINT NAME:

S. Moore

DATE:

08.06.26

Headteacher

ASTON ON TRENT PRIMARY SCHOOL
'Achieving Success For All!'

MENTAL HEALTH AND EMOTIONAL WELLBEING EDUCATION POLICY

This policy is in line with the current regulations from the Department for Education (DfE) on Relationship Education, Relationships and Sex Education (RSE) and Health Education (Feb 2109). From September 2020 the Health Education elements of PSHE education will be compulsory in all schools

[The statutory guidance for Health Education](#) covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

Irrespective of statutory requirements, teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. As with any aspect of PSHE, learning about mental health must build up from early learning if it is to be most effective. With very young pupils, for example, rehearsing ways of asking an adult for help, and persevering if their requests are not listened to, lays the foundations for confidently accessing sources of support when they are older.

With the high prevalence of mental health issues in society, even young children may be learning about emotional health through their own experiences

AIMS

- To safeguard by providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges.
- To support pupils to be able to talk openly about mental health issues and therefore breakdown any associated stigma.
- Developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others.
- They should understand when to seek help, what help is available, and the likely outcome of seeking support.

ORGANISATION

RSE will be taught within an age appropriate, RSE programme through the PSHE and Citizenship and Science framework used in the Foundation Stage, KS1 and KS2. This will be managed by the RSE Co-ordinator.

Appropriate training and support will be provided for staff.

HOW MENTAL HEALTH AND EMOTIONAL WELLBEING EDUCATION IS PROVIDED

- Using fictional scenarios and case studies which pupils may identify with but which are distanced from them as individuals
- role play and storyboarding
- puppets
- images
- short film clips

GROUND RULES

Teachers should be supported by colleagues, and should always work on the assumption that in any lesson at least one pupil will be affected by the issues being addressed.

Before teaching about mental health issues and emotional wellbeing, clear 'ground rules' should be established or reinforced, and the concepts of confidentiality and anonymity covered at the start of the lesson.

- Lead the way by modelling the ground rules in your own communications with the class.
- Ground rules are most effective when they have been negotiated and agreed with pupils, (rather than imposed) and are:
 - written in pupils' own words
 - displayed in the classroom
 - in some cases, physically signed by pupils (like an informal contract)
 - monitored by pupils themselves
 - followed consistently by the teacher as well as the pupils
- lesson time is not the appropriate setting to directly discuss their own personal experiences or the private lives of others.
- The use of general situations as examples, but names and identifying descriptions must be left out.

ANSWERING CHILDREN'S QUESTIONS, CONFIDENTIALITY AND CHILD PROTECTION

While appropriate disclosures by pupils about mental health issues should be seen as a positive impact of this learning, it is important that if pupils make personal disclosures to school staff they do so in a suitable, one-to-one setting. It is not appropriate to encourage pupils to talk about sensitive personal matters in the classroom.

Pupils need to feel safe discussing mental health, and exploring misconceptions or questions in lessons without fear that these discussions will be repeated by teachers or pupils beyond the classroom. If a member of staff becomes concerned about a pupil being at risk then the school's safeguarding policy will be followed.

Although participation in the lesson is important, every pupil has the right to choose not to answer a question. They also have the right to choose not to participate in an activity or discussion, especially if it touches on personal issues that they should not disclose in the classroom, or if the topic makes them uncomfortable.

Teaching is as inclusive as possible and is matched to pupils' needs.

Safeguards to put in place include:

- Mental health/wellbeing lead will be alerted about the topics being covered.
- Pupil(s) will be given chance to withdraw from the lesson if appropriate (without being expected to justify their absence to their peers).
- Sources of support before, during and after the lesson will be signposted.
- The use of images, language or content which could prove upsetting or triggering for pupils more vulnerable to experiencing distress or trauma in relation to the lesson content will be avoided.
- Any scenarios or case studies used are unlike any members of the class. Names which are different to those of the pupils and situations which do not reflect the current or past experiences of any pupils in the class.
- Staff will reassure pupils that they will always be taken seriously, listened to and never judged, if they make a disclosure.
- Staff will be aware of the procedures to follow if a pupil confides in them or gives cause for concern. Confidentiality will not be promised if information is disclosed which suggests a pupil is at risk.

WORKING WITH THE WIDER COMMUNITY

Teachers will be familiar with the school's safeguarding, or other relevant Policies.

- The Designated Senior Lead for Mental Health will be able to support with advice to pupils about accessing support.
- As a school we aim to ensure that pupils understand the importance of sharing concerns about their own mental health or emotional wellbeing (or that of another person) with a trusted adult.
- Staff will make sure pupils know how to access support and — especially with younger pupils — what they might say to someone to get the help they need.

EQUAL OPPORTUNITIES

- In line with the School Statement of Equal Opportunities there will be equal access for all pupils to the RSE.

SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

We will take into account that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs. It may also mean that these pupils have difficulty accessing the RSE curriculum. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.

Some young people are more vulnerable to experiencing mental health or emotional wellbeing issues than their peers. These include:

- looked after children and young people
- children and young people who have been adopted
- LGBT+ children and young people
- children and young people whose family have a history of mental health issues
- young carers
- young offenders

HEALTH AND SAFETY

Children and staff will follow the guidelines set out in the school's Health and Safety policy. RSE incidents can arise in other subjects and in the playground, they will be dealt with in line with the aims and values of this policy.

ASSESSMENT AND RECORDING

Teacher assessment in RSE has been planned within the programme and will inform PSHE reports and future planning. This policy will be reviewed annually.

OVERVIEW OF SUBJECT

Mental health and emotional wellbeing is not to be viewed as a 'topic' to be delivered in isolation. The knowledge, skills, language and attributes needed to promote positive mental health should will be developed throughout the entire PSHE education programme, with additional discrete lessons focusing specifically on mental health and emotional wellbeing.

Both implicit, underpinning learning, and explicit learning on mental health run through the topic content, occurring for example within the sections on Mental wellbeing; Internet safety and harms; Physical health and fitness; Health and prevention; Changing adolescent body; and Drugs, alcohol and tobacco; Caring friendships; Respectful relationships; Intimate and sexual relationships.

It is based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

By the end of primary school pupils should know

Mental Wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online.

<i>Physical health and fitness</i>
<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and where to seek support including which adults to speak to in school if they are worried about their health.
<i>Healthy Eating</i>
<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories, and nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<i>Drugs, alcohol and tobacco</i>
<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<i>Health and prevention</i>
<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • The facts and science relating to immunisation and vaccination.
<i>Basic First Aid</i>
<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<i>Changing adolescent body</i>
<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Personnel and Training

Training will be accessed and support will be given to teachers before teaching the more challenging areas of mental health and emotional wellbeing.

Teaching about mental health may affect teachers personally. Staff will be encouraged to talk to their line manager about any concerns.

There is a Designated Senior Lead for Mental Health coordinator who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

RSE is delivered by class teachers. To ensure quality delivery of RSE, the staff who deliver RSE have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate ongoing professional development in order to maintain a whole school consistency and high standards for the pupils in our school.

All new staff will receive a copy of the policy.

MONITORING AND EVALUATION

The programme is regularly evaluated by the PSHE coordinator. This takes place through a variety of methods, including learning walks, observation, scrutiny of annotated lesson plans and pupil feedback. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. Assessment will be built into the lessons and will inform any changes to the curriculum.

The PSHE coordinator receives time in order to carry out this process.

Recommended guidance from Public Health England:

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotionalhealth-and-wellbeing>