

## Definition of Mental Health and Well-being

Mental health includes our emotional, psychological, and social well-being. Mental health is an integral and essential component of health. The being it affects how we think, feel, and act. It also helps to know how the WHO define Mental Health and Well-being.

"Health is a state of complete physical and mental we handle stress, relate to others, and make choices. Mental health and social well-being and not merely the absence of disease or important at every stage of life, from childhood and adolescence through infirmity."

"Mental health is about how we think, feel and act. Just like physical health: everybody has it, and we need to take care of it. Our mental health is on a spectrum and can range from good to poor. Good mental health can help you to think positively, feel confident and act calmly." [mind.org.uk](http://mind.org.uk)

We all share lots of the same rights, but we also have different rights depending on our age and needs. You might not realise it, but rights are a part of your everyday life.

These are just some of the rights you have:

- Everywhere – The right to your own beliefs or religion and the freedom to be protected from violence and abuse
- At home – The right to a standard of living, such as money, food and housing that meets your needs
- At school or college – The right to education even if you don't go to school, you're in a hospital or in youth custody
- At work – The right to breaks, time off for holidays, and to be kept safe
- When receiving care – The right to the best possible healthcare and with your personal information kept private by professionals.

The Convention on the Rights of the Child has 54 articles (parts), and most of these articles list the different rights that children have and different responsibilities that the Government, and others, have to make sure that children have these rights.

***Health - The Government must make sure you are able to be as healthy as you can be, and that you are able to get healthcare when you need it. You must also be able to get clean water and healthy food and live in a healthy environment. The Government must also make sure you can get information about staying healthy (article 24). For more information, see Children's Services and Sex, Health and Drugs.***



All children under 18 should enjoy all the rights set out in the UNCRRC **without discrimination**, including those with mental health conditions.



Every child and young person should enjoy the **same opportunities to grow and develop** in conditions that don't impact negatively on their mental wellbeing.



Every child has **the right to protection from all forms of violence**, including the neglect of their mental health, self-harm and suicide.



Every child has **the right to the best possible health** and to healthcare services that will help them attain this, including mental health.

## Key Findings: Mental Health of Young People in England, 2020

The data below gives us an idea of mental health's impact on young people, which can be shared with the young people.

- In 2022, 18.0% of children aged 7 to 16 and 22.0% of young people aged 17 to 24 had a probable mental disorder.
- In children aged 7 to 16 years, rates rose from 1 in 9 (12.1%) in 2017 to 1 in 6 (16.7%) in 2020. Rates of probable mental disorders then remained stable between 2020, 2021 and 2022.
- 11 to 16 year olds with a probable mental disorder were less likely to feel safe at school (61.2%) than those unlikely to have a mental disorder (89.2%). They were also less likely to report enjoyment of learning or having a friend they could turn to for support.
- 1 in 8 (12.6%), 11 to 16 year old social media users reported that they had been bullied online. This was more than 1 in 4 (29.4%) among those with a probable mental disorder.
- 1 in 5 (19.9%) 7 to 16 year olds lived in households that experienced a reduction in household income in the past year. This was more than 1 in 4 (28.6%) among children with a probable mental disorder.
- Among 17 to 22-year-olds with a probable mental disorder, 14.8% reported living in a household that had experienced not being able to buy enough food or using a food bank in the past year, compared with 2.1% of young people unlikely to have a mental disorder.

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2022-follow-up-to-the-2017-survey>

### At a Global Level

Mental disorders are attributable to 14.3% of deaths worldwide, or approximately 8 million yearly deaths.

- According to the World Health Organisation, depression can lead to suicide, leading to over 700,000 deaths yearly. Suicide is the fourth leading cause of death in 15-29-year-olds.

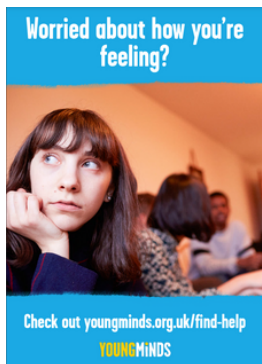
- Despite effective treatments for mental health disorders, over 75% of people in low and middle-income countries receive no treatment for them.

### **At a National Level**

- More than 4 in 10 people say they have experienced depression.
- Nearly 3 in 4 people living in the lowest household income bracket (less than £1,200 per month) report having experienced a mental health problem, compared to 6 in 10 of the highest household income bracket (over £3,701 pm).

## Resources to Support the Teaching of Mental Health

Young Minds provide a range of posters and postcards which teaching staff can use to display/share.



## Organisations to Support the Delivery of Mental Health

**Mind** offers information and advice to people with mental health problems and lobbies government and local authorities on their behalf. It also works to raise public awareness and understanding of issues relating to mental health. The charity can be used by young people and or teaching staff as a mechanism of support.

**Schools in Mind** is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the well-being and mental health issues that affect schools. The network provides a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and well-being of the children and young people in their care. The network shares academic and clinical expertise regarding mental health and well-being issues for schools and enables members to access: termly events, newsletters, training, and resources; ideas to support school staff mental health and well-being ; opportunities to take part in ground-breaking research and network with other schools

**The BBC** provides a mental health first aid kit for parents. This includes a range of websites, phone numbers and online services for seeking help for your child. This could be made available to parents and carers.

**The Anna Freud Centre** improves the lives of thousands of children and young people with mental health problems every year. It provides a vital lifeline for families under pressure. It is the UK's only children's mental health organisation to combine practice, training and world-class research with a focus on family well-being.

## **Using Reading Books to Support the Teaching of Mental Health and Well-being**

Below is a list of reading books that can be used during English lessons or a class reading book that young people read and discuss together. It is advisable that the teacher leads discussions and ensures any misconceptions are cleared. Please read the guidance on teaching mental health and emotional well-being safely and confidentially on page XXXX.

### **You are Awesome**

Focusing on resilience—overcoming setbacks and persevering when things are hard – is a big watchword in educational settings. In *You are Awesome*, former table tennis Olympian Matthew Syed focuses on building children’s confidence and power, helping them believe in themselves and bounce back from mistakes. The book includes stories from Matthew’s past, developing from a sports novice to representing Great Britain and those of famous ‘failures’ like Steve Jobs and Dwayne Johnson. Many examples, illustrations, and bullet points will help your child believe in their abilities and develop self-esteem.

### **A Pocketful of Stars Author: Aisha Bushby**

Safiya must uncover the truth of her mother’s history to help her survive the present. A beautifully written and page-turning read set in London and Kuwait that deals with changing friendships, family dynamics and learning how to say goodbye.

### **The Illustrated Mum Author: Jacqueline Wilson**

This is a moving yet un sentimental account of two children coming to terms with their mother’s depression, mental instability and alcohol problem.

### **Wonder - Written by R.J. Palacio**

In this popular reading book that spurred the “Choose Kind” movement in classrooms, a boy with a facial deformity switches to a mainstream school for the fifth grade and is bullied. “But he has a strong network of family and friends to help him overcome bullying,” says an expert at the Child Mind Institute. “Ultimately, the readers will see how differences should be celebrated.”

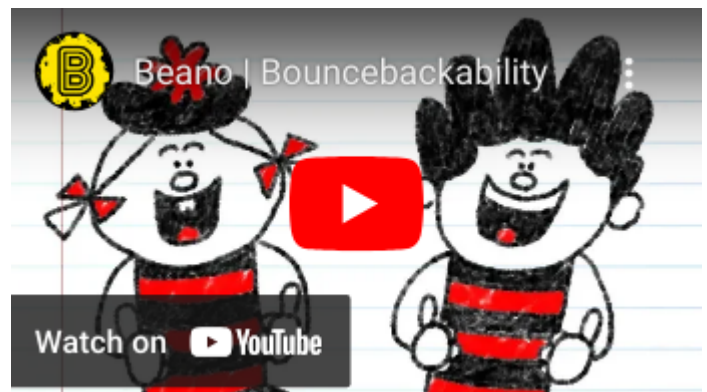
# Using Resources/Organisations to Support the Teaching of Mental Health

## Year 7 and 8

This video focuses on teaching the young pupils about mental health, which can be used as part of the teaching process.



Understanding your emotions lesson plans can be downloaded from [Beno For Schools](#). Emotional literacy and resilience help children understand how they're feeling and what to do when things don't feel right.



## Year 9,10,and 11

This video focuses on teaching older pupils about mental health, which can be used as part of the teaching process.



## Frameworks to Support the Delivery of Mental Health Education in Your Schools

The Anna Freud National Centre for young people and Families has created an evidence-based framework so that you can decide on your approach to mental health and well-being in 5 simple steps. Our 5 Steps Framework is developed by mental health experts and teachers for teachers. It is very simple and it's FREE.

Ensure there is robust mental health policy guidance on the Anna Freud National Center for children's and families.

<https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/leading-change/ensure-there-is-a-robust-mental-health-and-wellbeing-policy/>

<b>Key Dates (Please check specific dates)</b>	26th – 30th June World Wellbeing Week
Saturday 27th January Parent Mental Health Day	Tuesday 25th July National Schizophrenia Awareness Day
Eating Disorder Awareness Week	19th September Youth Mental Health Day
Friday 17th March World Sleep Day	18th – 24th September International Week of Happiness at Work
Thursday 30th March World Bipolar Day	Tuesday 10th October World Mental Health Day
Friday 31st March International Transgender Day of Visibility	Wednesday 1st November National Stress Awareness Day
Month of April is the Stress Awareness Month	2nd – 6th November International Stress Awareness Week
Tuesday 2nd April World Autism Awareness Day	Monday 13th November World Kindness Day
Month of June is the Pride Month	13th – 17th November (TBC) Anti-Bullying Week
Wednesday 12th to Tuesday 18th June Men's Health Week	15-21 May 2023 Mental Health Awareness Week. The official theme for this year is 'anxiety'.

## **Teaching about Mental Health and emotional well-being, safely, and confidentiality**

Before teaching mental health, it's important to create the right environment for the young pupils and the staff. Here are a few suggestions to incorporate mentally healthy practice into your classroom.

### **In the classroom - Could you talk about mental health in your classroom?**

One of the most important things you can do is to talk to young people about mental health in a non-stigmatising way, explaining that it affects us all and is not black and white but a spectrum. The What's on Your Mind? Resources by See Me provide some helpful guidance on how to do this.

### **Share The Five Ways to Well-being**

The five ways messages are simple to understand and easily adapted to age ranges across primary and secondary schools. They could be integrated into the classroom, for example, by creating a display board or by using each of the ways as a daily theme for form/tutor time.

If you teach PSHE, look at the PSHE Association's Guidance on preparing to teach about mental health and emotional well-being.

### **Model Good Habits**

Young people often learn from copying what they see around them. Sharing with them how you care for your mental health can help normalise the idea of looking after your mental and physical health.

### **Listen and empathise**

If a young person shares their worries with you, try to empathise rather than giving advice, trying to 'fix' their problem or immediately referring them to another staff member or service.

Empathy involves acknowledging what the young person is feeling, attempting to understand things from their point of view and avoiding judgement. If you happen to have any concerns about their safety, please follow your school's safeguarding policy and talk about them with your designated safeguarding lead.

For more guidance on teaching listening skills, please refer to the skills guide on communication.

For more information: <https://www.mentalhealth.org.uk/publications/make-it-count-guide-for-teachers>



## **Teaching about Mental Health and emotional well-being, safely, and confidentiality**

Ground rules are fundamental to creating and maintaining a safe teaching and learning environment. Establishing a safe learning environment for both pupils and teachers is important for these education lessons, especially those focusing on mental health and emotional well-being, as it:

- Protects young people from possible distress
- Enables them to feel comfortable exploring values and attitudes
- Enables them to express their own opinions and consider the views and opinions of others without the fear of negative feedback
- Enables appropriate disclosures by students to have a positive impact on learning. Inappropriate disclosures should be stopped and explained that they are more appropriate to 1:1 settings

### **Ground rules**

Explain to young people that we will be open and honest but not directly discuss our own or others' personal lives. We will discuss general situations as examples but not use names or descriptions that could identify anyone. We will not put anyone 'on the spot' as the teacher lead the way by modelling the ground rules in your communications with the class.

Ground rules are most effective when they have been negotiated and agreed upon with young people (rather than imposed) and are:

- Written in the words of the young people.
- Displayed in the classroom
- In some cases, physically signed by the young people (like an informal contract)
- Monitored by the young people themselves
- Followed consistently by the teacher as well as the young people

As lessons on mental health may result in the young people having questions, they may need to explore them with you. Where possible, it would be helpful if you could remain available to the young people immediately after class or signpost a time when you are available for further discussions. In line with the school policy and procedure, please reiterate the support provided by the school

:

- A person or people in school (Designated Safeguarding Officer)
- Appropriate websites, helplines or text services where pupils can get further help or advice.

## 5 Steps to Improve Mental Health and Well-being

Evidence suggests there are 5 steps to improve mental health and well-being. Trying these things could help you feel more positive and get the most out of life. The 5 steps are:

**1. Connecting with people** in good relationships is important for your mental well-being. They can: help you to build a sense of belonging and self-worth, give you an opportunity to share positive experiences, provide emotional support, and allow you to support.

Good relationships are important for mental well-being.



- Asking a friend how they have been feeling recently
- Put your phone away and speak and listen to someone
- Give sincere compliments to people
- Tell a loved one why they are special to you
- Tell a loved one the strengths that you see in them
- Thank someone for something they did, and tell them how much it means to you

**2. Being physically active** is not only great for your physical health and fitness. Evidence also shows it can improve your mental well-being by; raising your self-esteem; helping you to set goals or challenges and achieve them; causing chemical changes in your brain, which can help to change your mood positively

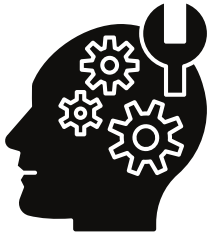
Try



- Yoga
- Pilates
- Gym
- Zumba
- Cycling or going on a walk and getting some fresh air
- Swimming

**3. Learning new skills** can improve mental well-being. Evidence also shows it can improve your mental well-being by

- Learning to play a new musical instrument
- Learning a new language
- Pottery
- Working on a DIY project, such as fixing a broken bike, garden gate or something bigger
- Trying new hobbies that challenge you, such as writing a blog, taking up a new sport or learning to paint
- Learning how to cook a new dish

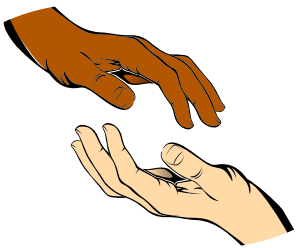


Learning new skills. Research shows that learning new skills can also, improve your mental well-being by:

- boosting self-confidence and [raising self-esteem](#)
- helping you to build a sense of purpose
- helping you to connect with others

4. **Giving To Others** Acts of giving can help your mental well-being by creating a positive feeling and a sense of reward

- Saying thank you to someone for something they have done for you
- Asking friends, family or colleagues how they are and listening to their answer
- Spending time with friends or relatives who need support or company
- Offering to help someone you know with DIY or a work project
- Volunteering in your community, such as helping at a school, hospital or care home
- Supporting local food banks by collecting some food

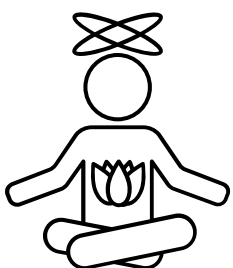


Research suggests that acts of giving and kindness can help improve your mental well-being by

- Creating positive feelings and a sense of reward
- Giving you a feeling of purpose and self-worth
- Helping you connect with other people
- It could be small acts of kindness towards other people or larger ones like volunteering in your local community

5. **Mindfulness** Paying more attention to the present can improve your mental well-being. This includes your thoughts, feelings, body, and world. Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander:

- Yoga
- Walking
- Mindful colouring
- Try something new, for example, a different flavour in something you like
- Notice new things on the way to work



Mindfulness Paying more attention to the present moment can improve your mental wellbeing. This includes

- your thoughts and feelings, your body and the world around you.
- Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

## Youth Social Action Case Studies: Mental Health Focus

The projects listed below provide some examples of how young people can use the learning in the lessons to launch their own initiative to address well-being or mental health concerns. Please use these examples to inspire your young people.

- 1. The Student Mental Health Project:** This project was launched by a group of young high school people in Canada who recognized the need for more mental health resources in their schools. They created a website that offers information, resources, and support for young people struggling with mental health issues. The project has since expanded to other schools in the area.
- 2. The Kindness Curriculum:** This program was developed by a group of teachers in the United Kingdom who wanted to promote kindness and well-being in their classrooms. The curriculum includes lessons and activities that teach young people about empathy, mindfulness, and emotional regulation. The program has been implemented in schools throughout the UK and has been shown to improve young people's social and emotional skills.
- 3. The Youth Wellness Network:** This organization was founded by a group of young people in Canada who wanted to promote wellness and mental health among their peers. They offer workshops, events, and resources focused on topics like stress management, mindfulness, and positive self-talk. The organization has reached thousands of young people across Canada and beyond.
- 4. The Dreamline Project:** This project was created by a group of young middle school people in the United States who wanted to promote positivity and well-being in their school community. They asked their classmates to write down their dreams and aspirations on paper cut outs, which were then displayed throughout the school. Schools around the world have since adopted the project.
- 5. The Power of Words Project:** This initiative was started by a group of young high school people in Australia who wanted to combat bullying and promote positive communication. They created a campaign that encouraged young people to think about the impact of their words and actions and provided resources and strategies for responding to bullying. Schools and organizations across Australia have adopted the project.