

## HEALTH AND WELLBEING: RECENT DEVELOPMENTS AND NEXT STEPS

### Purpose

1. To provide an update on work under way on the Review of Personal and Social Education (PSE Review) and the commitments in this year's Programme for Government on mental health and wellbeing. These both contribute to the delivery of the health and wellbeing curriculum for learners. This paper seeks the Board's views on proposed next steps in light of these developments.

### Background

2. There has been a significant political and media focus on the health and wellbeing of Scotland's children and young people. This has been driven by a number of pressures including by concerns related to the support for children's and young people's personal and social education within health and wellbeing, and in particular the support that children and young people experiencing poor mental health are receiving as well as the need to have an educational approach to tackling prejudice towards LGBTI young people.
3. As a result there is a need to complement the existing support offered by schools and school staff for children's and young people's learning on health and wellbeing. This paper sets out two specific areas of development which are part of the priority work which seeks to identify and respond to this increased focus. The paper provides information related to the PSE Review and then mental health and wellbeing and will conclude by seeking the views of the Board on the next steps for each.

### PSE Review

#### Background

4. The PSE Review is a commitment within the Mental Health Strategy 2017-2027. The review focusses on personal and social education (PSE) in schools and includes consideration of the role of pastoral guidance in local authority schools and services, the extent of specific counselling services available for children and young people in schools, the issue of sexual consent and the extent to which equalities issues taught within PSE teach children and young people about prejudice and promote understanding of different groups of learners. The review has three phases and will be completed by the end of 2018. The phases are:
  - Phase 1 – Review communications and initial exploration of PSE teaching resources
  - Phase 2 – Thematic inspection of delivery of PSE in schools across Scotland
  - Phase 3 – Analysis of findings and development of recommendations

5. Phase 1 is complete and has been subsequently updated in September 2018<sup>1</sup>. Phase 2, the thematic inspection of personal and social education has been completed by Education Scotland and the report was published on 28 August 2018. Annex A provides some background and sets out the areas of strength and the areas for improvement which were identified as part of the thematic inspection. Phase 3 is under way and has included engagement with ADES and COSLA, the third sector, teaching unions, faith groups and young people.
6. Engagements with stakeholders have provided evidence of significant consensus around the findings of the thematic inspection.

### Discussion on personal and social education

7. The Board is invited to consider the following findings and to suggest how these areas for improvements may be delivered, building on work already in place.
  - Ensure that children's and young people's learning experiences in PSE/HWB are of a consistently high quality.
  - Improve approaches to tracking and monitoring children's and young people's progress in PSE/HWB to ensure their needs are being met and that they are making suitable progress. Use of the national benchmarks and the wellbeing indicators will support this work.
  - Ensure an appropriate focus on the issue of sexual consent, especially in primary schools and the early stages of secondary schools.
  - Review PSE/HWB programmes in S5/S6 to ensure young people receive their full entitlement and their needs are met.

### Mental Health and Wellbeing

#### Background

8. The theme of Programme for Government 2018-19 is mental health and wellbeing and there are a range of commitments across Government to support the improved mental health and wellbeing of children and young people. These commitments sought to set out actions to respond to the concerns highlighted in both the "Rejected referrals to child and adolescent mental health services: audit" and the "Audit Scotland report on Children and young people's mental health". In summary, both reports call for a significant change in the way in which child and adolescent mental health services, and services to support positive mental health and wellbeing, are delivered and funded.
9. The contribution of schools in supporting the mental health and wellbeing of children and young people is recognised in the commitment to support the increased availability of school counselling services across Scotland, to further enhance the supports readily available to children and young people. In addition, there are two

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<sup>1</sup> Available at - <https://beta.gov.scot/binaries/content/documents/govscot/publications/factsheet/2017/10/schools-personal-and-social-education-review/documents/personal-and-social-education---desk-study-on-guidance-documents-september-2018/personal-and-social-education---desk-study-on-guidance-documents-september-2018/govscot:document/>

further commitments. The first is to provide access to mental health first aid training for all staff in a local authority to increase confidence and raise awareness to enable staff to support any young person exhibiting signs of poor mental health. It is recognised that there are a wide range of resources available, and it is envisaged that these will be quality assured and drawn together rather than new resources established. The second further commitment is to consider the Curriculum for Excellence Experiences and Outcomes on mental health and wellbeing. This aim would be to provide further clarity on expectations at each level.

### **Current position**

10. Currently there are a range of Experiences and Outcomes included in the mental emotional wellbeing aspect of health and wellbeing across learning: responsibility for all. Because of the nature of development and learning in health and wellbeing, these experiences and outcomes are written to span across all levels and include the following.

- I am aware of and able to express my feelings and am developing the ability to talk about them.
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

**Proposed Actions**

11. To deliver the Programme for Government commitment we propose that the Experiences and Outcomes above are considered further, to make clear the expectations for learners' progression through the different levels.
12. In addition, it may be helpful to provide further guidance on this element of the curriculum. This may also support the work to implement some aspects of the review of personal and social education.

**Discussion on mental health and wellbeing**

13. The Board is invited to consider the proposal set out above, and to make recommendations for actions to support implementation of this.
14. Further, the Board is invited to consider and to provide views on the proposal to establish further guidance on this issue. Officials would be grateful for views on the benefits and challenges of this approach to inform consideration of the delivery of this commitment.

## **ANNEX A: Education Scotland Thematic Review**

### Background

Over the period September 2017 to May 2018, Education Scotland has visited 10 early learning and childcare settings; 21 primary schools; 20 secondary schools; and four special schools. The sample of 55 schools and early learning and childcare settings visited included a wide geographical spread across Scotland, and both urban and rural areas. It included denominational and non-denominational schools, and a number of early learning and childcare settings and schools with high proportions of children and young people living in the most deprived areas. During their visits, the Education Scotland team observed learning and teaching; spoke to teachers and other staff; children and young people; parents and carers and partners; and looked at relevant documentation.

Personal and social education is part of the health and wellbeing area of the curriculum. PSE includes: planning for choices and changes; substance misuse; relationships, sexual health and parenthood; and physical activity and health. In early learning and childcare settings and primary schools, the name 'health and wellbeing' is normally used for the aspects of the curriculum listed in this paragraph, rather than PSE. A minority of the secondary schools visited also used nomenclature other than PSE, including personal support; personal development; and Wellbeing, Opportunities and Work (WOW).

### Scope of the Thematic Review

Education Scotland's findings are organised in the report under eight main headings:

1. The content and quality of PSE/HWB programmes for children and young people from 3 to 18 years in Scottish schools and early learning and childcare settings.
2. How PSE/HWB programmes are delivered and the quality of learning, achievement and progress.
3. The effectiveness of the provision of the universal support entitlement and staged intervention for social, emotional and behavioural support.
4. The effectiveness of pastoral guidance in supporting young people in secondary schools.
5. How positive mental health is encouraged, how issues are identified and the extent of specific counselling services available for children and young people in schools.
6. How the issue of sexual consent is taught within relationships, sexual health and parenthood from early learning through all stages of school education.
7. How learner engagement and co-design of PSE/HWB programmes is taken forward in schools and early learning and childcare settings.
8. The extent to which equalities issues taught in PSE/HWB, teach children and young people about prejudice and promote an understanding of different groups of people. Under these sections key messages, information on evidence from early learning

and childcare settings, primary, secondary and special schools together with examples of effective practice and children's and young people's views are provided.

### Key findings

#### **Key strengths**

Across all sectors

1. Positive ethos and relationships supporting children's and young people's HWB, including positive mental health.
2. Partnerships and multi-agency working to support children's and young people's range of needs.
3. Commitment of staff to professional learning and to ensuring PSE/HWB programmes are continually updated to take account of '21st century issues'.
4. The contribution to children's and young people's confidence, self-esteem and wellbeing made by opportunities for personal achievement and the celebration of successes.
5. Opportunities for group discussions and collaboration in PSE/HWB, which successfully engage children and young people in their learning.
6. The commitment of staff and partners to universal support and children's and young people's access to a member of staff who knows them well. This effectively promotes children's and young people's wellbeing.
7. Approaches to identifying children and young people with social, emotional and behavioural needs and the range of targeted support to meet their needs.
8. The leadership role of guidance/pupil support/pastoral care teachers in delivering PSE/HWB in secondary schools which builds relationships and enhances support for the wellbeing of all young people.

#### **Aspects for improvement**

Across all sectors

1. Ensure that children's and young people's learning experiences in PSE/HWB are of a consistently high quality.
2. Improve approaches to tracking and monitoring children's and young people's progress in PSE/HWB to ensure their needs are being met and that they are making suitable progress. Use of the national benchmarks and the wellbeing indicators will support this work.
3. Improve access to professional counselling services.

4. Ensure an appropriate focus on the issue of sexual consent, especially in primary schools and the early stages of secondary schools.
5. Increase opportunities for children and young people to be involved in designing their PSE/HWB programmes.
6. Ensure a greater focus on learning about all aspects of equalities.
7. Continue to ensure a range of opportunities for career-long professional learning to support staff in developing confidence, knowledge and skills in delivering fully up-to-date PSE/HWB programmes.
8. Building on the positive progress being made in S5/S6, more emphasis should be given to developing an understanding of future career options and skills for work in the earlier stages of secondary as well as in primary schools and early learning and childcare settings in line with the Career Education Standard 3-18. This should include purposeful engagement with local employers and meaningful experiences of the world of work.
9. Review PSE/HWB programmes in S5/S6 to ensure young people receive their full entitlement and their needs are met.
10. Review the effectiveness of tutor periods in secondary schools to ensure that the time spent is well used and relevant to support young people's health and wellbeing.
11. Continue to review the role of guidance/pupil support/pastoral care staff in secondary schools to ensure an appropriate balance of responsibilities across universal and targeted support.