



**Positive
Minds;**
Education

Positive Minds;

Parent's Guide





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Introduction

This guide has been developed for parents and carers to further support with your child(ren)'s wellbeing as well as your own.

Positive Minds; is a 10 week wellbeing programme delivered within the school setting to Year 6 students. The programme aims to improve children's knowledge and understanding around mental health, as well as provide tools to help them be prepared for future change, particularly transitioning to secondary school.

You have received this guide as we are delivering the Positive Minds; programme in your child(ren)'s school. In addition to our schools' programme, we have a parent provision to aid supporting your wellbeing and increasing your awareness.

Although there is a lot of misconception and stigma around mental health, **EVERYONE has mental health, just like we all have physical health.**

Mental health just means our emotional, psychological and social wellbeing. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others and make choices (*The Mental Health Foundation*)

Mental health is on a spectrum and is something that can change and fluctuate every day for many different reasons. It is normal for the state of our mental health to change, but we should raise our concerns when we find ourselves feeling mentally unwell for a long period of time, that is different to your individual normal.

In the UK:



1 in 8 children
(age 5–16) have a mental health issue



1 in 4 adults
have a mental health issue

50%

of mental health issues are established by the time a young person is 14 years old

This is why increasing knowledge, awareness, and learning about mental health at a young age is so important.

Mental health glossary:

Mental Health refers to a person's emotional, psychological, and social wellbeing. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Everyone has mental health; it can fluctuate anywhere from healthy to unwell throughout our lives.

Anxiety: Anxiety is a feeling of unease, such as worry or fear that can be mild or severe (*The Mental Health Foundation*).

Bereavement: Bereavement is the state of loss when someone close to an individual has passed away (*British Psychological Society*). Grief is our natural emotional response to this loss, and it is a process rather than an event. (*Young Minds*)

Body Image: Body image is how we think and feel about our bodies and how we believe that others see us (*Young Minds*).

Depression: Depression is a common mental health problem that causes people to experience persistent low mood, loss of interest in pleasure, feelings of guilt or low self-worth (*The Mental Health Foundation*).

Eating Disorders: Eating disorders are mental health problems where someone experiences issues with their body weight and shape and engages in behaviour which will disturb their everyday diet and attitude towards food (*The Mental Health Foundation*).

Obsessive Compulsive Disorder: Obsessive Compulsive Disorder (OCD) is a form of anxiety disorder involving distressing, repetitive feelings that can affect specific behaviours and thoughts (*The Mental Health Foundation*). It's characterised by an individual completing repetitive behaviours or mental acts (compulsions), to relieve distorted thoughts, unwanted and unpleasant images (obsessions).

Panic Attack: A panic attack is an experience of sudden and intense fear, often accompanied by physical symptoms such as a racing heart, rapid breathing or upset stomach (*The Mental Health Foundation*).

Post-Traumatic Stress Disorder: Post-traumatic stress disorder (PTSD) is a condition that can develop after exposure to extremely stressful and traumatising events. (*The Mental Health Foundation*).

Self-Harm: Self-harm is when somebody intentionally harms or injures themselves. This is often a way of coping with or expressing feelings and emotions that become overwhelming and overpowering to the individual (*The Mental Health Foundation*).

Social Anxiety: Is a long-standing and excessive fear of social situations. (*The Mental Health Foundation*).

Stress: Stress is our body's response to pressures from a situation or life event (*The Mental Health Foundation*).

Stigma: Stigma is the disapproval or discrimination against a person's characteristics. In a mental health setting, this can be negatively judging others experiencing a mental health or wellbeing issue. Mental Health issues are health issues, just as much as a physical medical concern. The main aim of our programme is to normalise conversations around mental wellbeing to reduce the stigma of it being a sign of weakness.

What are we covering in your child's lessons?



Positive Minds; Education is a 10-week programme combining classroom and practical based activities to engage with Year 6 students about the topic of mental health. At a time of transition, young people are more likely to experience and develop mental health issues. Our programme has been developed to

support students ahead of this change to help them instil some knowledge and key tools to improve their wellbeing. The overarching aim of the programme is to build effective and healthy coping strategies, to normalise conversations around mental health and to demonstrate where to go for help amongst others.

The programme covers a wide span of topics over the 10-week period including:

- Introduction to mental health
- **Building positive relationships:** Covering the importance of positive relationships, and being able to identify their individual support networks.
- **Body, mind & resilience:** learning about the connection between our physical and mental health, and identifying individual coping strategies.
- **5 Ways to wellbeing**
- **Gaming:** Covering the effects of gaming on our wellbeing, and the importance of gaming safely.
- **Social media & internet safety**
- **Body image**
- **Emotional literacy & emotional regulation:** Understanding that there are many different emotions and that we will all experience them and express them differently. Identifying current stressors and how that impacts our wellbeing.
- **Talking about mental health:** This includes signposting.
- **My next steps & future planning:** Covering goal setting and addressing concerns for the future.

Most common concerns for year 6 students

Over the last three and a half years, we have supported over 14,000 young people through the Positive Minds; programme. We anonymously explore their concerns in the sessions and find we get very similar answers every time.

- Fall outs with friends/bullying
- Academic worries
- Body changes – puberty
- Not fitting in – fashion/ games/ social media trends
- Not understanding what they are feeling – is it normal?
- Change of teachers & schools
- Family relationship difficulties
- Financial worries

Most common concerns for transition

Although a lot of students initially say out loud in front of their peers that they are excited about secondary school and nothing bothers them, when we do our anonymous tasks, students share so many similar concerns with us. The activity helps them to learn that they are not the only one who has concerns.

- Making new friends
- Not seeing current friends
- Adapting to new teachers (not having just 1 main teacher)
- Getting to school alone
- Change in routine
- They are the only one who is worried, instead of excited like their friends appear to be
- Life changing
- Getting lost in a big school

Gaming & social media

Gaming and social media can be great tools for communicating and connecting, particularly during the pandemic, as well as being a great coping strategy for some people, if used in a health balanced way. We do not tell anyone what they should or shouldn't be using, we want to provide the information to help support wider knowledge and awareness.

Gaming and social media are a huge part of today's society, particularly for young people. Video games and social media platforms all have a recommended age certificate for someone to have an account or be able to access particular elements of the app/game.

When downloading a game or app, we usually scroll through the terms and conditions and tick to agree without reading them. In the terms and conditions is where the privacy and security settings are set out for the application. An age rating is given not only due to any violent/explicit content, but also because of the features like private chat rooms, location sharing and connection functionalities.

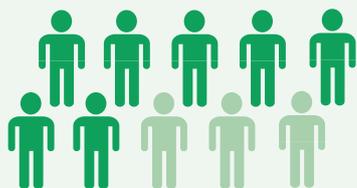
Age certificates for popular social media apps:

 <p>16+</p> <p>Whatsapp</p>	 <p>16+</p> <p>LinkedIn</p>	 <p>13+</p> <p>Twitch</p>	 <p>13+</p> <p>YouTube</p>	 <p>13+</p> <p>Twitter</p>
 <p>13+</p> <p>Facebook</p>	 <p>13+</p> <p>Snapchat</p>	 <p>13+</p> <p>Discord</p>	 <p>7+</p> <p>Xbox</p>	 <p>13+</p> <p>Instagram</p>
 <p>13+</p> <p>Pinterest</p>	 <p>7+</p> <p>Playstation</p>	 <p>13+</p> <p>Tik Tok</p>	 <p>16+</p> <p>Tumblr</p>	

Age certificates for popular games:

 <p>10+</p> <p>Minecraft</p>	 <p>12+</p> <p>Fortnite</p>	 <p>18+</p> <p>COD: Warzone</p>	 <p>7+</p> <p>Super Mario</p>	 <p>7+</p> <p>Angry Birds</p>
 <p>3+</p> <p>Candy Crush</p>	 <p>12+</p> <p>World of Warcraft</p>	 <p>18+</p> <p>Assasin's Creed</p>	 <p>3+</p> <p>Fifa</p>	 <p>10+</p> <p>Pokemon Go</p>
 <p>18+</p> <p>Grand Theft Auto</p>	 <p>16+</p> <p>Spiderman</p>	 <p>3+</p> <p>Formula One</p>	 <p>7+</p> <p>Among Us</p>	

Gaming chat rooms and social media platforms are the most popular place for cyberbullying to happen.



7 out of 10 young people

will experience cyberbullying in their life. Cyberbullying can have a huge impact on a young person's mental wellbeing and life.

We strongly advise for all accounts to be set as private to reduce the possibilities of grooming, cyberbullying, fraud and in turn the effects on someone's mental wellbeing.

In our school sessions, we advise the children to ensure they are:

- Honest to their parents about what apps/games they are using.
- Ensure parents know who they are talking to online (especially if it is someone they have never met before).
- Not sharing any personal details online.
- Not agreeing to meet anyone in real life that they have met online.



Wellbeing activities

All families are unique and different, just like each individual, and this is amazing! But it means that the communication style for everyone might be different, and sometimes it can be hard to identify what works best for your family. We have some tools for you to help aid conversations around emotions, feelings, worries and support.



Worry box:

A worry box can be a great tool to aid communication in the home setting around any concerns, worries or questions your young person(s) might have.

Making and designing the box can be a fun activity to do together (it can be as simple or creative as you want to make it). The box can then be left in an accessible place for all to put their written concerns in.

How you go about reading and answering the concerns will look different for each family; some choose to set a designated time to go through the concerns together, and others choose to have a 'worry fairy' or 'worry monster' that will read the notes and get an answer back to the person who wrote it.

Here is our worry box that we use in schools to aid our Positive Minds; sessions.

Printable resources

On the next two pages are printable resources for you to utilise at home to engage your child(ren) with understanding and expressing their emotions. The first is a mood tracker, which can be printed and put in a central place like the kitchen, or more private like a bedroom door (whichever would suit your family best). The idea being that every day you encourage your child(ren) to tick the most appropriate emotion they felt. You can use this to aid a conversation about what they tick, as well as be able to notice any patterns that occur on particular days.

Positive Minds; Education

Emotion Wheel

The emotion wheel can be used with children of all ages to learn how to express their feelings. The emotion wheel works by identifying an image that conveys their current feelings. Using the wheel regularly throughout the day will help children and young people see the changing nature of their feelings and can help reduce anxiety around particular emotions.

It could be helpful for the activity to be modelled by adults before use. Make the emotion wheel together with the child taking the first turn to identify their own current emotion. It is useful to then discuss their feeling further with the child before their turn.

You will need:
Scissors
Soft pen
Paper
Pencil

WatfordFC wellbeing | **Community Sports TRUST** | **Charitable Fund** | **NHS**

Positive Minds; Education

Name: _____
Week of: _____

Today I Felt:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Calm							
Surprised							
Happy							
Sad							
Angry							
Frustrated							
Annoyed							
Confused							
Disappointed							
Scared							
Embarrassed							

WatfordFC wellbeing | **Community Sports TRUST** | **Charitable Fund** | **NHS**

Name:

Week of:

Today I Felt:

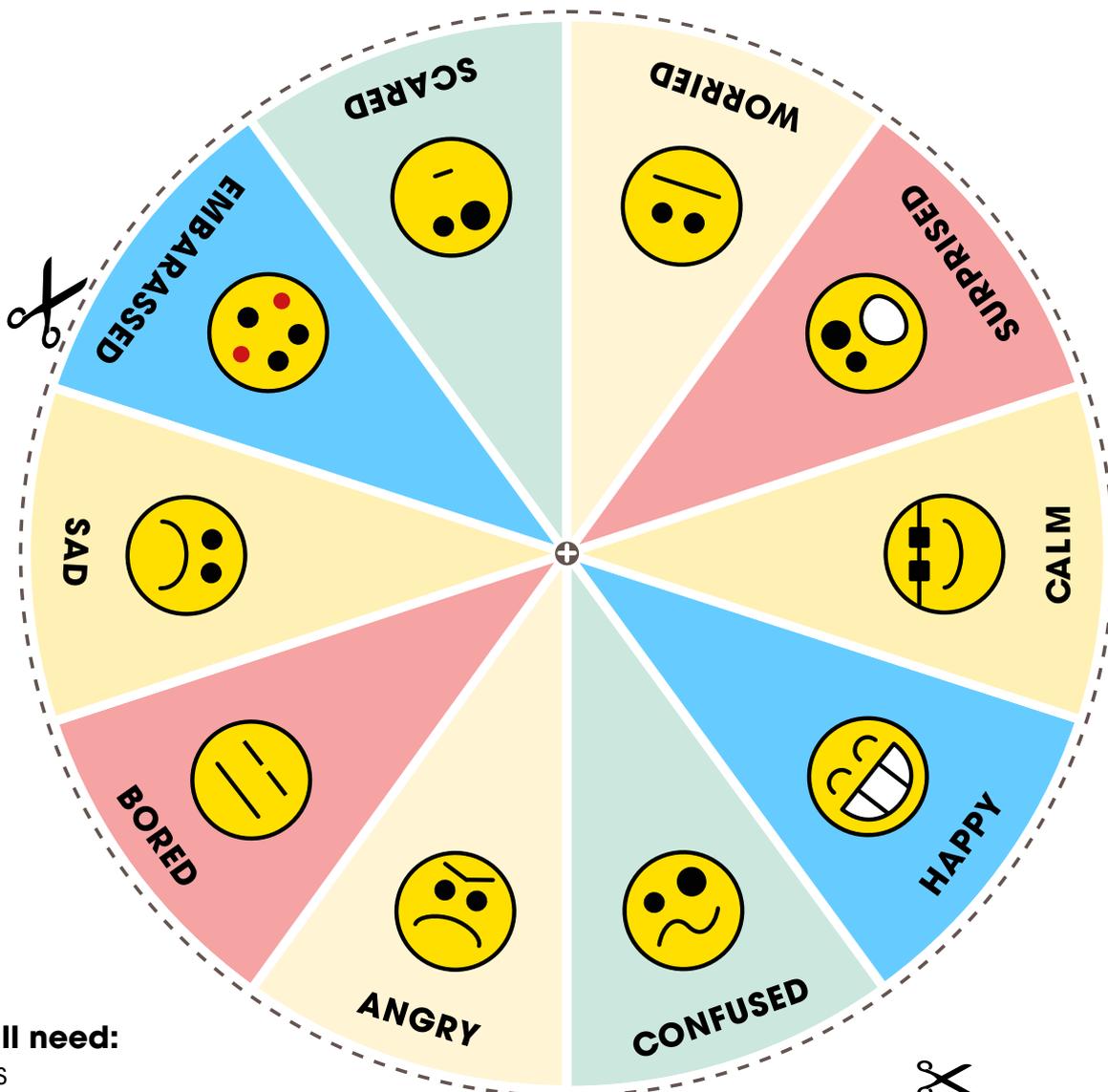
		Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Calm								
Surprised								
Happy								
Sad								
Angry								
Frustrated								
Annoyed								
Confused								
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Emotion Wheel

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It could be helpful for this activity to be modelled by adults before use. Make the emotion wheel together, with the adult taking the first turn to identify their own current emotion. It is useful to then discuss their feeling further with the child before their turn.



You will need:

- Scissors
- Split pin
- Paper
- Printer



Signposting for young people

If you are worried about yourself or somebody else and you feel that you need advice from a professional, there are a wide range of local and national services you could use.

Childline | www.childline.org.uk

Samaritans | www.samaritans.org

Hertfordshire Partnership | www.hpff.nhs.uk

Mind | www.mind.org.uk

NHS | www.nhs.uk



- **For emergency: 999**
- **Non-emergency: 111**
- All mental and physical health support
- For all ages
- **www.nhs.uk**



Herts Mind Network

- Ages 11–18
- Mental health support
- Offers advice, support and referrals
- 9am–5pm helpline:
- **0300 123 3393**
- **Text: 86463**
- **www.mind.org.uk**



As One

- Hertfordshire only; support for mental health and learning disabilities
- For all ages
- 9am–5pm service:
- **0300 777 0707**



Childline

- 24/7 call service
- 1:1 counselling service
- Private conversations about anything
- For ages 18 and below
- **www.childline.org.uk**



Samaritans

- For all ages
- **24/7 call service: 116 123**
- Suicide and crisis prevention
- **www.samaritans.org**

Signposting for adults



NHS Every Mind Matters:

- Website with great wellbeing tools and advice. Get a free plan to help you deal with stress/anxiety/improve sleep/boost your mood etc.
- They also have an urgent support service.
- **www.nhs.uk/oneyou/every-mind-matters/**



Samaritans

- Samaritans is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide.
- Free and confidential 24/7 support.
- **Call: 116 123**
- **jo@samaritans.org**



Herts Mind Network

- Aims to support people of all ages to achieve positive mental health and wellbeing.
- They provide a diverse range of services including, counselling, group workshops, online courses and guidance to develop and support with wellbeing.
- They have a crisis help line for anyone in need.
- **Crisis line:**
01923 256 391
- **info@hertfordshiremind.org**
- **Contact number:**
02037 273600

We deliver virtual parent workshops throughout the academic year.

More information about workshop dates will be shared to your child(ren)'s school and information put on our Twitter page:
[@PositiveMindsEd](https://twitter.com/PositiveMindsEd)



Where to Find Out More:



Young Minds

- Fantastic resources, guidance and advice for young people and parents/carers around supporting young people's wellbeing.
- **www.youngminds.org.uk**



JustTalk

- A great website with self help information, with a range of resources and support options available to young people and parents/carers.
- **www.justtalkherts.org**