

HEALTH AND WELLBEING

EXPLORE PSE

CfE

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Boost

 **HODDER
GIBSON**
LEARN MORE

Getting the most from this book

Welcome to the *Explore PSE for CfE Student Book*. This book is designed to help young people grow and develop as individuals, and provide a wide ranging Personal and Social Education course that is mapped to the guidelines provided by the Scottish Government, SQA, and Education Scotland.

The course takes an active learning approach, which means that you, the student, will be invited to participate and contribute to the lessons in a variety of different ways.

In terms of how this book is structured, each chapter of is made up of a series of learning opportunities. The chapters and learning opportunities are all numbered, but your teacher may decide to deliver the lessons in another order, catered more specifically to the individual needs and aims of your school. You should also be aware that there may be other local examples or sources available that will give you additional resources and add to your information and understanding.

The following features have been included to help you get the most from this book:

Learning outcomes

Learning outcomes highlight what you will have learnt by the end of each lesson, and help you track progress throughout the course.

Activity

Activities throughout the book will ask you to engage with the material in many different ways, from group activities to word sorts.

Starter

Starters include a short activity to help introduce you to each topic and get you thinking.

Sources, ranging from illustrations and photos to newspaper extracts and information from websites will provide the basis for activities, and stimulate discussion within the class.



What am I going to learn in PSE?

Let's find out!



Source 1 What is PSE all about?

- ✓ learning with each other
- ✓ learning from each other
- ✓ bringing your own ideas and thoughts
- ✓ sharing them together
- ✓ listening to each other
- ✓ finding out what you have in common
- ✓ thinking about what is important to you.

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By the end of 6.1 you will:

- understand what 'emotional wellbeing' and 'mental health' are.

Emotional wellbeing means how you are feeling at the moment and how you cope with everyday life. Emotional wellbeing can change all the time.

Mental health is defined as: how a person thinks, feels, and behaves or reacts. Our mental health determines how effectively we respond to challenges, to stress, or relate to other people, make choices, or function successfully in our community.

We can learn to develop and improve our wellbeing and mental health.



Source 1 What makes us feel good?



Good mental health is a sense of positive emotional wellbeing, confidence and self-esteem. It helps us to fully enjoy and appreciate other people, day-to-day life and our environment. When we are mentally healthy, we can:

- form positive relationships
- use our abilities to reach our potential
- cope with life's challenges
- contribute positively to our communities.

A person's mental health and emotional wellbeing will change, depending on what is happening in their life. Events can affect everyone in different ways, and it is important to remember that all experiences can have an impact on our mental health.

Starter

It's often easier to recognise someone's physical wellbeing than their emotional wellbeing. Often people find it more comfortable to talk about physical health but may find talking about emotional wellbeing more of a challenge. In pairs, discuss what contributes positively to your emotional wellbeing. Source 1 might give you some inspiration! Be prepared to feed back to the class.

Activity 1

In pairs, come up with a list of situations that might affect someone's mental health and emotional wellbeing.

What does 'mental health' mean? The charity Mind explains it like this:

In many ways, mental health is just like physical health: everybody has it and we need to take care of it.

Good mental health means being generally able to think, feel and react in the ways that you need and want to live your life. But if you go through a period of poor mental health you might find the ways you're frequently thinking, feeling or reacting become difficult, or even impossible, to cope with. This can feel just as bad as a physical illness, or even worse.

According to the SCSC (Scottish Children's Services Coalition):

- around one in ten of 5–16 years olds in Scotland have a clinically diagnosable mental health problem
- one in five of young adults (teenagers) in Scotland may experience a mental health problem in any given year.

Whether it is family or friends, neighbours or school/work colleagues, the chances are we know someone who is affected. This figure is only a snapshot in time. Many argue that mental health problems are actually more widespread than this.

There's a big range of things that people might experience when their mental health is under pressure. For example, a person might feel very sad and want to cry, or perhaps think it's not worth getting out of bed in the morning. These feelings are perfectly natural and do not necessarily mean that someone is experiencing mental health problems – but if those things continue, and build up, then there might be a problem, such as depression or anxiety. If you do need some support, never hesitate to ask for it, whether it is from an adult you trust, a teacher, your doctor, or from mental health support groups. Look at Source 1 in 6.8 for some contacts that you could use.

Activity 3

Sometimes things build up inside us so much that we think we might explode! Imagine blowing air into a balloon until that point where the air pressure inside is so great that the balloon can't take any more. You can let the air out of a balloon to reduce the pressure. What can a person do to reduce the pressure on them and let their feelings out? Work in pairs to come up with some examples.

Activity 4

How easy do you think it would be for someone in your school who was feeling down to be able to say so and ask for help? Give some reasons to explain your answer.

Activity 5

In groups, discuss and come up with other examples of the way poor mental health might show itself in people.

Getting It Right For Every Child (GIRFEC) is a **national approach in Scotland**. Its target is to support children and young people so that they can grow up feeling loved, safe, respected, and able to realise their full potential. At home, in school or the wider community, every child and young person should be:

Safe

Healthy

Achieving

Nurtured

Active

Respected

Responsible

Included

Those words are known as

SHANARRI.

Source 2 SHANARRI

Activity 2

In groups of 3 or 4 look at Source 2 and the SHANARRI words in it, then:

- Work out what each word means. You will be asked to feedback to your class. Update your answers if you hear better ones.
- For each of the SHANARRI words decide why it is important for every child and young person to be like that (e.g. be safe) for their mental health and wellbeing.

By the end of 6.2 you will:

- identify what affects your confidence and self-esteem
- be able to describe how resilience can help you.

Resilience

A definition of resilience could be: a set of qualities that helps a person cope with the negative feelings that happen when they are experiencing difficult life events

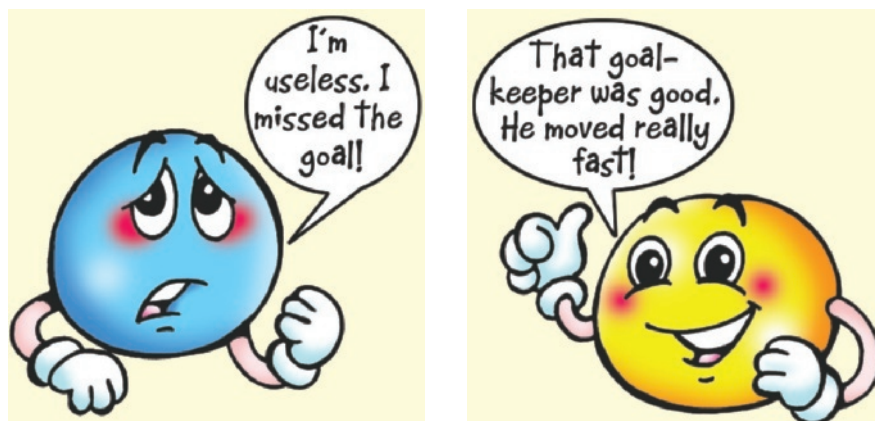
There are two ways to balance the times when we are negative about ourselves. The first is to think about positive ways to describe ourselves. The second is being honest about our positive qualities – don't be too shy to say when you are good at something.

The game in Activity 1 relies on you being honest and positive.

Activity 1

Your teacher will give you some cards. Place the pile upside down in the centre of your group. Listen carefully to the instructions on how to play the game. You are free to pass *once* if you can't think how to complete the sentence on the card or you may ask other group members to help you.

If you have a positive attitude you are more likely to feel better about yourself and about life in general. This is one way to be resilient. Look at Source 1. It shows two statements that somebody could have made about the same situation.



Source 1 Resilience

Starter

Young people often find it really easy to list all their faults and failings, but they sometimes find it difficult to see their good points. Working in pairs, take turns to tell your partner one thing about yourself that is good or positive.

Another way of being resilient is to use sayings to help you see the positive side of life. Look at Source 2.

'Persistence and resilience only come from having been given the chance to work through difficult problems.'

Gever Tulley

'Do not judge me by my success, judge me by how many times I fell down and got back up again.'

Nelson Mandela

Source 2 Resilience sayings



Taking an exam

| When things go wrong I ... | Not great | OK | Good | Excellent |
|--|-----------|----|------|-----------|
| take responsibility for my actions | | ✓ | | |
| am skilled at solving my own problems | | | ✓ | |
| stay positive and optimistic | ✓ | | | |
| am able to talk about it and seek help | | | ✓ | |

Source 3 How resilient am I?

If you do need some support, never hesitate to ask for it, whether it is from an adult you trust, a teacher, your doctor, or from mental health support groups. Look at Source 1 in 6.8 for some contacts that you could use.

Activity 3

Why is it that some people seem to bounce back after being hit by life's problems, while others find it more difficult? Think back to some of the big challenges in your life: your first day at school; making friends; your performance for the sports team; your role in the Christmas pantomime; sitting tests and exams; moving up to secondary school. We've all faced challenges in some or all of these areas. Think of some of the things you have learned that would tell your 'past self' that would have helped you to be more resilient. Will this advice also help you in the future?

Activity 4

Look at the example in Source 3. It shows how one person rates their own resilience. For example, they think they are not good at staying positive and optimistic but they do feel able to talk and seek help. Construct your own chart or table which helps you recognise how resilient you are. Next, with a partner, help to suggest ways to improve each others' resilience.

By the end of 6.3 you will:

- be able to share a range of strategies for boosting emotional resilience.

Another way of explaining what 'resilience' means is by saying 'it is how well we cope'. We can boost our resilience and improve our own ability to cope with difficult feelings and problems. We can make ourselves resilient people who:

- focus on changing the things in our lives within our control
- have goals and want to achieve them
- cope well with what happens in our lives and believe that the future is bright
- don't worry about what other people think of us, enjoy healthy relationships, and who don't allow our peers to pressure us into doing anything we don't want to do.

Connect

Stay in touch with loved ones. This helps us to feel more secure and happy. Having a chat can lift our mood.

Be active

This is good for both physical health and mental health and wellbeing

Take notice

Take time to be aware of the world around you. How are others feeling, what the world is like at that moment. Enjoy that moment.

Learn

Learning improves your self-esteem (how you feel about yourself). It may also give you a chance to meet new people.

Give

People who display an interest in helping others are more likely to see themselves as happy. Try volunteering.

Source 1 Five ways to better wellbeing

Activity 2

Can you think of a time when someone has seemed very resilient? They can be people you know or people you have read or heard about.

Starter

As we know, people's mental health and emotional wellbeing can change in response to what is happening in their life. People can react differently to different events – and we might find that people seem more resilient at different times. In pairs, discuss what it means to be 'resilient'. Think of some examples of resilience. Be prepared to feed back to the class.

Activity 1

Source 1 shows five ways to better wellbeing. You can find these at Mind (www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/) with some extra suggestions on what you could do.

Read over the five suggestions and, in pairs or small groups, make a list of things you could do individually or with your family for each of the five suggestions that could help to improve your and your family's wellbeing.

Activity 3

If you were to develop one new coping strategy that would help you to build up your resilience, what would it be?

Joe's story

Joe had been off school for quite a while because he had to have an operation. While he was at home recovering, the family received some sad news – his grandma, who lived abroad, had died. Joe was sad that he would not see her again and knew that both his parents were really upset as well.



When he got back to school he was disappointed to find that his doctor wouldn't let him take part in any PE learning opportunities – and even worse he couldn't play football so that meant he was no longer part of the school team.

To cap it all, Mark, his best friend, announced he would be moving away at the end of term because his mother had a new job in another town.

Joe began to feel really depressed. He didn't look forward to going to school and he felt sad when he was at home. It seemed that everything he was used to was changing. His friends noticed he was becoming very quiet and keeping to himself.

It is important to address problems before they become too big to manage. Sometimes it is helpful to break a problem down in to manageable chunks: this often helps when tackling school work, revision and homework. Sharing a problem with friends to get their thoughts and ideas often helps. Turning a 'problem' into a 'challenge' can make us view a problem differently – looking at it as something to overcome and not something to stop us moving forward.

This is a step-by-step approach to dealing with a problem:

- 1 Identify a problem in your life.
- 2 Share ideas of ways to tackle the problem, brainstorming with others if possible.
- 3 Show an awareness of how challenges and obstacles can present opportunities to grow and develop.

If you do need some support, never hesitate to ask for it, whether it is from an adult you trust, a teacher, your doctor, or from mental health support groups. Look at Source 1 in 6.8 for some contacts that you could use.

Activity 4

Look at the list in Source 2 and discuss why each item might help someone maintain their emotional wellbeing.

Can you think of anything else that helps look after emotional wellbeing? Make a list of your ideas.

- Remember times when you felt safe and looked after.
- Make sure you get enough sleep.
- Try to eat healthily.
- Get enough exercise you enjoy, for example swimming, cycling, running.
- Spend time caring for something or someone else, for example looking after a pet, or helping a neighbour.
- Talk to someone you feel close to.
- Spend time with good friends who are helpful and look out for you.

Source 2 Looking after yourself

Activity 5

Hashtags are often used in social media to group thoughts and ideas, so that people can search for a particular topic more easily. Write a message about self care which includes one of these hashtags:

- #GetOutside
- #HappyNewDay
- #MondayMotivation
- #FeelingGood
- #EatWell

6 Emotional wellbeing and mental health

6.1 What are 'emotional wellbeing' and 'mental health'?

| | |
|--|--|
| Notes | This topic is an introduction to Chapter 6 Emotional wellbeing and mental health. It explores what is meant by 'emotional wellbeing' and 'mental health'. |
| Learning outcomes | By the end of 6.1 students will: <ul style="list-style-type: none">■ understand what 'emotional wellbeing' and 'mental health' are. |
| Learning objectives | This topic enables students to: <ul style="list-style-type: none">■ explore what is meant by 'emotional wellbeing' and 'mental health'■ consider how their emotional wellbeing and mental health affect their ability to lead fulfilling lives. |
| Links to health and wellbeing experiences and outcomes | 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. HWB 3-06a / HWB 4-06a 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. HWB 3-02a / HWB 4-02a 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. HWB 3-03a / HWB 4-03a |
| Assessment opportunity | ■ Activity 2 can be assessed |
| Resources | ■ Student Book (pages 66–67) ■ Activity 1 has an additional worksheet available in the Explore PSE for CfE online resources. |

To assist with the teaching of mental health and wellbeing, support can be found at www.camhs-resources.co.uk/. The CAMHS Resources page has links to resources across the internet for teachers, carers, and young people to help support mental health and wellbeing. These resources include downloads, websites, apps, books, and videos.

Start by reminding the class about the terms of the Group Agreement, and that all students and adults in the room are bound by it (see this book 1.2 and note before starter 2.1).

Do also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

Read out the definitions of emotional wellbeing and mental health from the beginning of the chapter to the class. Emotional wellbeing means how you are feeling at the moment and how you cope with everyday life. Emotional wellbeing can change at any time.

Mental health is defined as: how a person thinks, feels, and behaves or reacts. Our mental health determines how effectively we respond to challenges, to stress, or relate to other people, make choices, or function successfully in our community.

Next, take part in an open class discussion to come to a better understanding of what this means.

Starter (Student Book page 66)

It's often easier to recognise someone's physical wellbeing than their emotional wellbeing. Often people find it more comfortable to talk about physical health but may find talking about emotional wellbeing more of a challenge.

In pairs, discuss what contributes positively to your emotional wellbeing. Source 1 might give you some inspiration! Be prepared to feed back to the class.

6.1 What are 'emotional wellbeing' and 'mental health'?

- This Starter activity is aimed at getting students to think about what makes them feel good. It introduces 'emotional wellbeing', and how it is more difficult to recognise and talk about than physical wellbeing. Emotional wellbeing can change all the time, and means how you're feeling at this moment, and how you cope with everyday life. Mental health is defined as: how a person thinks, feels, and behaves or reacts. Our mental health determines how effectively we respond to challenges, to stress, or relate to other people, make choices, or function successfully in our community.
- In pairs, students will discuss what contributes positively to their emotional wellbeing. The images in Source 1 should provide some inspiration.

Feedback: each pair can then be invited to feed back to the class. Students will notice that happiness is often linked to being connected to others.

- It is important that you remind the class about the terms of the Group Agreement and that all students and adults in the room are bound by it. Remember that it may be necessary to refer to it, and that it can be added to or amended from time to time.
- Do also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Confidentiality (see Introduction): Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

Main activities

Activity 1 (Student Book page 66)

In pairs, come up with a list of situations that might affect someone's mental health and emotional wellbeing.

The text preceding Activity 1 highlights the importance of good mental health and how it affects our ability to lead fulfilling lives. Read Activity 1 to the class. In pairs, students can consider what might affect someone's mental health. Situations might include:

- loss and bereavement
- family break-ups
- loneliness and isolation
- confusion about sexuality or gender
- poverty, debt
- losing a job
- experiencing discrimination
- bullying or abuse (including child and domestic)
- severe stress
- having a long-term physical health condition
- homelessness
- being the victim of crime
- being a long-term carer
- drug and alcohol misuse
- trauma, such as an accident or being involved in military combat.

Feedback: pairs feed back to the class. It is important to note that these situations might impact upon an individual's emotional wellbeing but will not necessarily always cause mental health issues.

Activity 2 (Student Book page 67)

- In groups of 3 or 4 look at Source 2 and the SHANARRI words in it, then:
- 1 Work out what each of the words means. You will be asked to feedback to your class. Update your answers if you hear better ones.
 - 2 For each of the SHANARRI words decide why it is important for every child and young person to be like that (e.g. be safe) for their mental health and wellbeing.

6 Emotional wellbeing and mental health

Read and look over Source 2 with the class. Explain that the class will be going to have a closer look at the SHANARRI words.

Read over Activity 2 with the class and then arrange the class into groups of 3 or 4 to complete the task. After completing the activity hold a whole class feedback session.

Activity 3 (Student Book page 67)

Sometimes things build up inside us so much that we think we might explode! Imagine blowing air into a balloon until that point where the air pressure inside is so great that the balloon can't take any more. You can let the air out of a balloon to reduce the pressure. What can a person do to reduce the pressure on them and let their feelings out? Work in pairs to come up with some examples.

- Read Activity 3 with the class.
- You could illustrate this example by blowing up a balloon as large as you can without it bursting. Use the balloon to exemplify the image in the activity, then slowly let the air out and draw the parallel with people finding ways to reduce the pressure on themselves.
- You could take the analogy further by pointing out that it is better to let the air out slowly, in a controlled way, than to let it all out at once, which can be quite dramatic.
- Encourage students to think of how their examples could help a person relieve their stress.
- Take examples from the pairs, writing suggestions on the board. Examples could include:
 - Talk to another person and share their worry/concern.
 - Go for a walk in the fresh air to clear their mind.

Use the suggestions for discussion and ask students to keep a mental note of one or two good ways to relieve stress.

Activity 4 (Student Book page 67)

How easy do you think it would be for someone in your school who was feeling down to be able to say so and ask for help? Give some reasons to explain your answer.

Read the question in Activity 4 and lead a discussion focusing on what teachers and students can do to make it easier to talk about mental health.

For example:

- Are there notices around the school that give information on where and how to find help?
- In this class, does each individual know of a place or person they can go to talk about this?

Activity 5 (Student Book page 67)

In groups, discuss and come up with other examples of the way mental ill health might show itself in people.

- Read the definition of mental health and then Activity 5 with the class.
- You will need to talk with the class about the range of feelings and emotions that people might experience when they're under pressure.

6.1 What are 'emotional wellbeing' and 'mental health'?

- It will be important to help students see that not all sad feelings are a sign of mental health problems – they are natural. (Usually, feelings that pass quite quickly do not result in mental health problems.) However, sometimes our feelings get 'stuck' and overwhelm us. That is when people may need help – though sometimes they may not be aware of this need.
- Put the class into groups of four and ask them to undertake the task.
- Remind them that in the past, people sometimes made fun of others who might show signs of mental ill-health. Ask them to be sensitive to the needs of someone in that situation and resist the temptation to laugh it off.
- Mental health covers a huge spectrum of disorders so some students may give only extreme examples. These might include anxiety attacks that prevent a person from stepping outside their front door to schizophrenic outbursts against imagined people or voices.
- Remember to balance the picture by explaining that, on average, three out of ten people in the UK experience mental health problems at some stage in their life, usually a mild form of depression, which they need help to overcome.

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