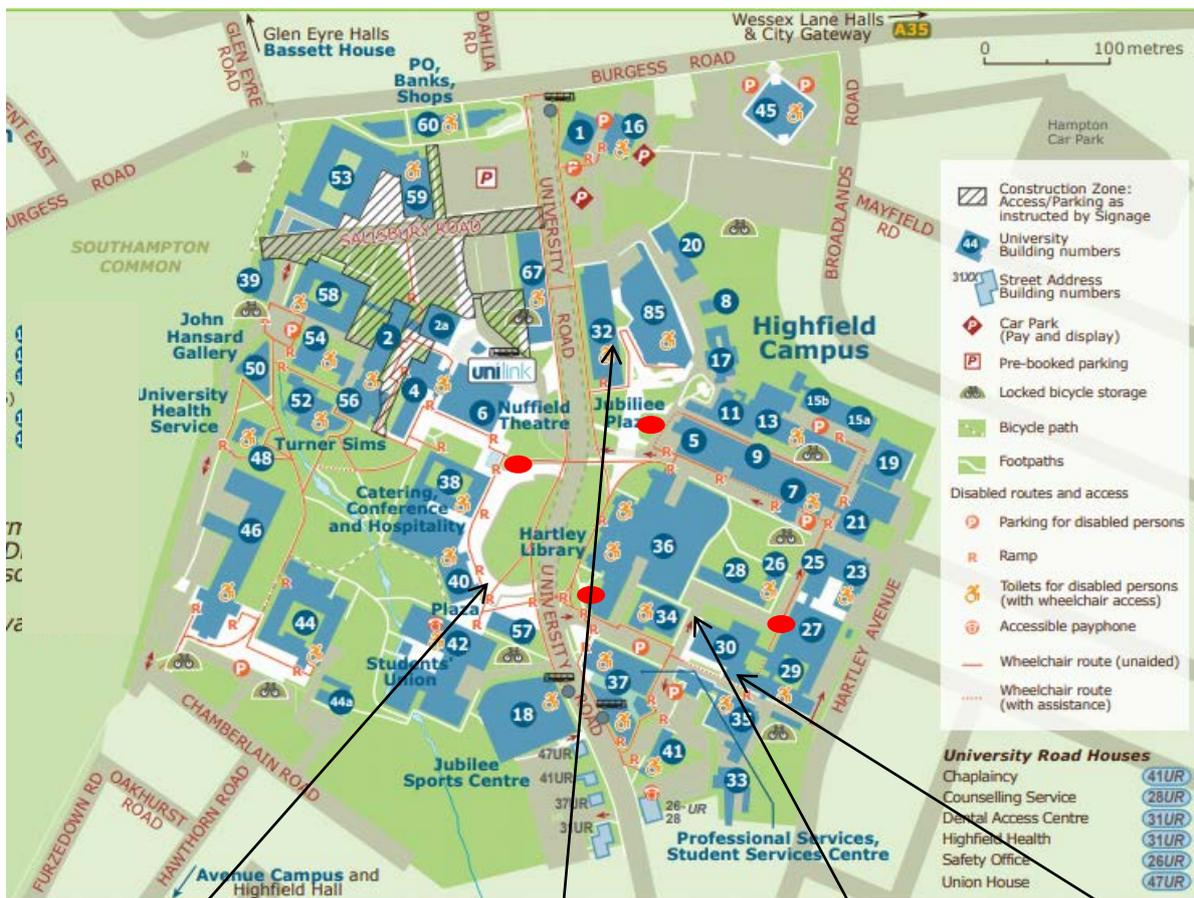


HEALTH AND WELLBEING CONFERENCE

8th November 2019

Southampton Education School
University of Southampton
Highfield Campus



Garden Court entrance:
Registration and exhibition

Building 32:
workshops

Building 34:
workshops

MSLC:
workshops

Rooms at the University are referred to by building number, followed by the room number e.g. 32/1015

Emergency evacuation meeting points are marked ●

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Please note: information in this booklet is correct at time of going to press but is subject to change due to unforeseen circumstances. You will be notified of any changes via email or at registration.

Introduction

The annual Health and Wellbeing conference at the University of Southampton has become a key element of our provision in this key area of training and support for teachers and trainee teachers. It is one of the few days when we work with Primary, Secondary and FE together, giving a special opportunity to develop understanding across the age ranges in one of the most central areas of effective education. An important element of the day is that we focus not just on the health and wellbeing of those that we teach; looking after ourselves as busy professionals is equally important and there are several elements of the day that focus on this. Topics in this vital area of education do not always make us feel comfortable but we hope that across the day you are intrigued, informed and inspired!

We are hugely grateful for the invaluable contributions from all the workshop facilitators and exhibitors and the financial support from Health Education England which makes this event possible. We hope this booklet will give you all the important information you need, including preparatory reading, outlines of the workshops and details of the timetable. Paper copies will be available on the day for everyone attending.

Health and safety on the day

If you have any health and safety concerns at any point through the day, please contact Miranda Dodd or another member of staff. **In the event of an emergency, the University Security Services can be contacted on 3311 (from an internal phone) or 02380 593311 (from a mobile).** All security service personnel are also trained in First Aid. You can also contact security when less urgent on 22811 or 02380 592811

If you are a workshop leader, exhibitor or facilitator please feel free to ask a member of staff for any help needed in setting up such as moving tables/chairs, putting up banners etc.

Action in the event of a fire



If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell. We are not anticipating that there will be any testing of evacuation alarms on the day of the conference.



On hearing the alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Do not use lifts unless you have a Personal Emergency Evacuation Plan (PEEP).



On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then, if you are a student, you should have been notified to Health and Safety personnel in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details in your course handbook. If you are a visitor, please alert a member of staff if you require assistance for an emergency evacuation.

Assembly points

Building	Assembly point
B29 (MSLC)	The lawn behind the Hartley Library adjacent to the Business School, Building 28 (Froude).
B32 (Education)	Plaza area at South end of B32 (University library end)
B34 (Education)	Area around flag pole in front of University library.
B38/40 (Garden Court)	Area in front of the building by the pond
Any other building	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

First Aid



In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to Miranda Dodd or Hannah Kelly-Macura who will also alert the Faculty Health and Safety team.

Incident Reporting



If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to Miranda Dodd or Hannah Kelly-Macura. The circumstances can then be investigated and measures put in place to minimise future risk.

Preparatory reading

Introduction

Public Health England (2014) highlighted the strong links between health and wellbeing and educational attainment, noting that the ethos, culture and environment of an educational setting can play a significant role in developing this. Additionally, physical activity and strong self-regulatory skills in managing emotions help pupils achieve better. However, there are some concerning statistics about the health and wellbeing of children and young people, for example:

- Childhood obesity is increasing around the world (WHO, 2016) and serious work is needed to promote active, healthy nutrition and lifestyles.
- The most recent annual 'Good Childhood' report (Children's Society, 2018) noted that whilst young people's happiness with some elements of their lives, including school, has been steadily improving since 1995, their overall happiness has been declining since 2009 with interactions and relationships with the people around them being key factors.
- One in eight (12.8%) of children aged 5-19 had mental health disorder, with the proportion rising considerably as children get older (5.5% of 2-4-year-olds and 16.9% of 17-19 year-olds) (NHS, 2017), albeit based on different data sources. Three children in every classroom have a mental health problem (Young Minds, 2017).
- The percentage of 5-15 year-olds experiencing mental and emotional issues is gradually rising over the period from 1999 to 2017 (NHS, 2017).

The Association of Young People's Health (AYPH) regularly publishes the results of surveys in this area. In a recent report (Hagell, Shah and Coleman, 2017, p.viii), they noted:

Physical activity declines across adolescence, one in five school pupils aged 11-15 are obese and teenagers consume on average eight times the recommended daily sugar allowance. Rates of smoking, drinking and drug use in this age group have fallen over recent years. Among 15 year olds, 5% report smoking regularly, 15% of boys and 18% of girls report being drunk in the past 4 weeks, and 11% of boys and girls say they have tried cannabis. Use of smart phones has opened up a new world of swift, flexible communications and access to media, bringing both challenges and opportunities. 15% of 15 years olds reported experiencing cyberbullying in the past two months. One quarter of secondary school pupils say they do not get enough sleep.

Personal, Social, Health and Economic (PSHE) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; Relationships and Sex Education (RSE); emotional health and wellbeing; safety; careers; work-related learning; and personal finance. In doing so, PSHE education plays a major role in schools' and colleges' contribution to the health and wellbeing of their pupils, especially those that are vulnerable and come from disadvantaged backgrounds (PSHE Association, 2019c).

Historically there has been no statutory curriculum for PSHE education but the government has shown increasing commitment to high quality education in this important area. For example, the Department for Education (DfE), as part of the National Curriculum (DfE, 2014), set a specific mandatory requirement for all schools to include information about their PSHE education provision when publishing their curriculum. The Government White Paper (DfE, 2016b) set out the government's vision for character education in the context of developing high expectations and a world-leading curriculum for all. 'Building character and resilience in every child' (DfE, 2016b p94) is seen as an essential part of education and preparation for adult life. It proposed that developing character education, fundamental British values, perseverance and resilience are key to being both happy and successful.

More recently, Relationships (Primary) Relationships and Sex Education (Secondary) and Health Education (Primary and Secondary) are moving towards statutory status in schools, with the government stating that: 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.' (DfE, 2019 p8). Schools are encouraged to implement this guidance from September 2019 and it becomes statutory from September 2020. Colleges are encouraged to look at it closely to help students transition into FE and

support students appropriately. Additionally, the updated Further Education and Skills inspection handbook (Ofsted 2019a) and the School inspection handbook (Ofsted, 2019b) place a high priority on personal development. Within schools, this also includes spiritual, moral, social and cultural (SMSC) development. The provision within the curriculum and beyond needs to help children and students become confident, resilient and independent (Ofsted, 2019a; Ofsted, 2019b). The frameworks explain that pastoral support needs to be of high quality and children and students need to have a good understanding of physical and mental health; providers need to develop the skills, knowledge, language and understanding about our diverse, modern world to help them discuss and debate ideas, show respect for others and manage risk, especially in an increasingly online world, and to be well supported in making choices about their next steps in education and employment. Across all the documents cited above there is a strong emphasis on equipping children and young people with the tools they need to take steps for their own well-being, encouraging them to be involved with a wide range of positive opportunities and avoid more unhealthy options (PSHE Association, 2019b).

The Government's response to the Green Paper 'Transforming children and young people's mental health provision' consultation (Secretary of State for Health and Social Care and the Secretary of State for Education, 2018) states their commitment to this vital area. They propose closer links between health and education and that all schools and colleges have a trained senior person focusing on mental health. It is certainly an exciting time to be exploring this area in schools and colleges.

In 2016 the Framework of Core Content for ITT (DfE, 2016a) was published by an independent expert group. This framework gives direction to how ITT institutions should develop their programmes and indicates the level at which trainees should be expected to meet the standards at the end of their initial training. It sets out a number of areas that ITT providers should consider with trainee teachers to prepare them to support pupils' health and wellbeing including: understanding the impact that mental health factors can have on pupils' education; ensuring trainees can recognise typical and atypical child and adolescent development and ensuring trainees know where to go for advice when necessary. Additionally, the DfE recognises the challenges for teachers in exploring these critical areas with children and young people (DfE, 2019) and recommends PSHE Association (2019b) as guidance to support teachers particularly when discussing mental health and emotional well-being. This valuable document gives advice on matters such as negotiating and modelling clear ground rules, signposting sources of support and how to help rather than encourage children and young people when discussing issues such as self-harming.

Other recent reports by the Department of Education and similar organisations underline the important role of schools/colleges and their staff in promoting and supporting the health and wellbeing of children, young people and adults. These include:

- [*Personal, social, health and economic \(PSHE\) education: a review of impact and effective practice*](#), March 2015
- [*Promoting Children and Young People's Emotional Health and Wellbeing: a Whole School and College Approach*](#), Public Health England, March 2015
- [*Keeping Children Safe in Education*](#), September 2018
- [*Supporting Children at School with Medical conditions*](#), December 2015
- [*Mental Health and Behaviour in Schools*](#), June 2014
- [*Childhood Obesity: A Plan for Action*](#), August 2016

In considering the health and wellbeing of children, young people and adults we have increasingly come to realise the importance of promoting the positive health and wellbeing of the adults working with them. Ofsted (2019a and 2019b) now expect leaders to consider staff workload and well-being alongside staff and school development. As Weare (2015, p6) states:

Well-being in schools starts with the staff: they are in the front line of this work, and it is hard for them to be genuinely motivated to promote emotional and social well-being in others if they feel uncared for and burnt out themselves. There is some way to go: over 80 per cent of teachers report experiencing stress, anxiety and depression at work, and over 50 per cent feeling 'severely' stressed.

Working in education is both rewarding and challenging so looking after ourselves is an important part of our professionalism and effective work with children. As a result, some of the options through the day will help you focus on your own health and wellbeing.

Thankfully, there are many wonderful organisations that are highly committed to providing assistance across all the areas described above. Many of those organisations working locally are joining us at the conference to share their expertise, giving you a unique opportunity to learn about what they do and establish links. One organisation that is not likely to be able to join us for the conference but has several useful films on their website is 'Nip in the Bud' (<https://nipinthebud.org/>).

The Health and Wellbeing Conference and subsequent follow-up activities are a key element of the specific health training you will receive as part of your initial training year. However it is expected that you will be able to make the crucial links with other aspects of your training with regard to pupils' health and wellbeing. For example, the health training is designed to provide you with opportunities to increase your awareness about a range of health and wellbeing issues in schools and colleges, including cognitive, social, physical, mental and emotional wellbeing and how issues in these areas may affect a pupil's school/college performance and attainment. Furthermore the health training is designed to help you increase your awareness about your pastoral role and the school/college pastoral system. You are encouraged to build relationships with pastoral and other colleagues as well as the support staff connected to and coming into the school/college environment to assist in dealing with pupils' health and wellbeing issues. In particular, the health training and Health and Wellbeing Conference workshops will provide you with opportunities to acquire classroom strategies and skills which are inclusive and reflect best practice in PSHE education and pastoral care. The lectures, workshops, and follow up tasks will help to provide evidence towards the Teachers' Standards, the Standards for QTLS and, if you wish, the PSHE Association Certificate of Professional Development for Newly Qualified Teachers (for further information please see p.9).

The Ten Principles of PSHE education

The Certificate of Professional Development for Newly Qualified Teachers (PSHE Association, 2019a) is based on the 10 evidence-based principles of effective practice in PSHE education. The framework explains how these 10 principles of good practice link to current DfE and Ofsted guidance and how this can be applied in the classroom. The principles fall naturally into four areas:

- Principles 1-3 Good practice in PSHE education
- Principles 4-6 Teaching and learning
- Principles 7-9 PSHE education and the wider curriculum including the school ethos
- Principle 10 PSHE education, pastoral care and safeguarding.

The 10 principles are:

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

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Aims and Learning Outcomes for the conference

Aims:

- To understand what the terms 'health' and 'wellbeing' mean and what factors determine the health of a population.
- To increase knowledge and understanding of the issues that affect the health and wellbeing of pupils and staff and the impact of these on pupils' learning.
- To gain further knowledge about health education and PSHE and understand its importance in the curriculum.
- To locate the promotion of health issues in educational and health policies and practice.

Learning outcomes:

By the end of the day, and on the completion of related tasks and reading, you should be able to:

- Express simply what the terms 'health' and 'wellbeing' mean.
- Understand the connection between pupils' health and learning.
- Explain what factors can determine the health and wellbeing of an individual pupil and that of a specific school population.
- Name some external agencies that liaise with schools/colleges to support and promote pupils' health and wellbeing and explain how they work.
- Explain the school/college and teacher's role in promoting health and describe some of the strategies schools/colleges employ.
- Employ skills and teaching strategies to assist in effective delivery of health education/PSHE.
- Understand the importance of staff health and wellbeing to pupils' learning.

The conference will raise awareness of and provide evidence towards:

Teachers' Standards (DfE, 2011): 1, 3, 4, 5, 8, the Professional Standards for Teachers and Trainers in Education and Training (Education and Training Foundation, 2014): 1-6, 9-11, 13, 14, 18 and, for those that opt to complete it, the PSHE Association Certificate of Professional Development for Newly Qualified Teachers.

Follow-up tasks

Primary	Secondary	FE
You will complete follow-up work in school as outlined in the PDAs on Mental Health and Behaviour in Schools and Personal Development and Wellbeing.	You will follow up the conference by applying ideas as appropriate in your placement schools and reflecting on this within the relevant fortnightly reviews. You may wish to look at the guidance in your Professional Themes activity booklet to support this.	The first reflective log entry after the Health and Wellbeing conference will focus on this area.

An online evaluation will be available at the end of the day on 8th November and everyone is expected to complete this as part of your professional development by Friday 15th November. The link to the survey (which will be emailed out after the conference) is: <https://isurvey.soton.ac.uk/34025>

PSHE Association accreditation

FE, Secondary and Primary trainee teachers are encouraged to follow up the day with a more substantial exploration of teaching and learning in PSHE in order to gain the nationally recognised PSHE Association Certificate of Professional Development for Newly Qualified Teachers.

If you are interested in completing this you should download a copy of the PSHE Association Framework for the Professional Development of Newly Qualified Teachers (available on: <https://www.pshe-association.org.uk/trainee-teachers>) and briefly annotate it in the 'Notes' column to indicate how you have met the requirements. Where points are covered by an assignment or other evidence in the portfolio it can simply say, for example, 'See Assignment X'. For points not covered in your portfolio you should include a brief explanation. The framework mentions a discussion between tutor and trainee; you should use these questions to inform your work. You should submit the completed Framework and portfolio as hard copy to the Student Office by Friday 14th June in a clearly named document wallet/slim ring binder (you are welcome to submit this earlier). Where necessary we may arrange a brief discussion with you.

- Secondary trainee teachers who are interested in this should opt for the 'PSHE' option for Assignment 3 (priority for this choice will be given to people who have already made a good start on this – see additional guidance with assignment choices) as they will find that this will contribute significantly towards their evidence for the Framework. Additional experience (if necessary) can be shown by annotating the framework and/or using the portfolio guidance below.
- Primary trainee teachers and FE trainee teachers (who are working with Key Stage 5 students) should compile a short portfolio (ideas are shown below) in support of your application.

Queries should be addressed to Pauline Dixey (FE), Susie Fawcett (Secondary) or Jo Wright (Primary).

PSHE Portfolio

Your portfolio will usually include up to 5 elements based on the suggestions below, although may include more in order to meet the requirements of the Framework if necessary. In compiling these you should use the Framework as your guide and reference points within it.

- Following on from the Health and Wellbeing Conference write a reflection (c500 words) reflecting on your learning in relation to points from the Framework.
- During placement meet with the member of staff responsible for pupil health and wellbeing/PSHE to discuss and make notes on the policy and practice within the school/college.
- Mind map or write a reflection on key points you have learnt from your reading, experience and the conference showing what you have learnt in relation to the Framework.
- In agreement with the appropriate member of staff plan and teach a series of PSHE or health education lessons (at least 3) and include your lesson plans, evaluation and reflection on your learning in the portfolio.
- Complete a short reflective piece (c500 words) outlining the importance of PSHE education at whole school/college level and in your teaching.
- Collect and annotate examples of three pupils' work demonstrating how they have made progress in PSHE.
- An assignment focusing on PSHE (signpost the reader rather than including a hard copy).
- Any other relevant evidence from Professional themes, directed tasks or your teaching that you have completed.

It is important to demonstrate careful reflection on the above issues which shows you have engaged with current policy and practice in PSHE education and all aspects of the Framework. The portfolio should be a clear, well-presented and professional document.

Workshops

Everyone is allocated to a group. To find out which group you are in, please see page 12. For the timetable, please see the back page of this booklet.

CORE workshops

Everyone has two core workshops (or one double-length workshop). You have been allocated particular times for these (see timetable for your group on the back page of this booklet).

Phase	Workshop	Facilitator	Building/Room
Primary	Relationships and Sex Education (RSE) This interactive workshop helps us explore the effective delivery of RSE in the context of all primary aged children. There will also be a chance to review some useful primary SRE resources and access to local support.	Joanna Mumford, head teacher Woodlea Primary School and Karen Grove PSHE Education Consultant	34/2003
Primary	Internet City; helping children navigate a safe and healthy path Digital natives are seldom disconnected from the internet. But how can we steer them through its dangers and in many cases, save them from themselves?	Phil Wickins, Computing at School and education consultant	34/2003
Secondary Groups B D G I	Relationships and Sex Education (RSE); A whistle-stop tour of the Secondary RSE Curriculum including an exploration of the skills, attributes and knowledge that a RSE facilitator will need to be effective within the classroom.	Michelle Barry, Consultant	34/4013
Secondary Groups C E F H		Shannon Reddin, Consultant and Jennifer Hudson	34/1020
Secondary (all groups)	PSHE in practice This workshop will focus on the practical aspects of implementing a PSHE programme, ranging from what to teach, to how to engage pupils in lessons. We will look at classroom activities which could be used in a range of subject areas, and explore how other subjects can help with PSHE provision.	Bryden Joy, PDL Leader, Perins School Alresford	34/3001
Further Education	Mental Health and Wellbeing in young adults A double length workshop looking at this all important area	Stuart Gemmell, Emotional First Aid, Solent NHS Trust	34/5003

CHOICE workshops

You will have two workshop slots during the day when you need to choose from the choice workshops listed below and/or attending the exhibition. The exhibition is explained in more detail on p12 but will certainly provide you with the opportunity to engage with a variety of agencies and providers within the session. For the workshops, the final 5 columns in the table show which phase (by age group) each workshop is suitable for. You can attend a workshop that is not for your phase if you wish but please do not expect it to refer to your phase. There are limited spaces in each workshop; it is a case of 'first come, first served' so please watch for emails and the Eventbrite link to sign up.

Workshop Title and description	Name (s) of Facilitator	Building/Room	Max.	5-11	11-16	16-18	18-25	25+
				1	16	18	25	+

Workshop Title and description	Name (s) of Facilitator	Building/ Room	Max.	5-11	11-16	16-18	18-25	25+
Lifelab – Youth Health Champions An introduction to the Royal Society of Public Health (RSPH), Level 2 certificate, helping young people improve their own health and guide their peers to develop healthier lifestyles.	Donna Lovelock, Hannah Davey, Kath Woods-Townsend	34/5007	16		Y			
Anxiety in Teenagers Anxiety is the most common mental health disorder in young people. This seminar explores anxiety in adolescents and what you can do to help. Workshops 1,2 and 3 only	Dr Angharad Rudkin, University of Southampton Child Clinical Psychologist, Programme Tutor	34/1025	24		Y			
Supporting young carers in schools This workshop will look at who young carers are, how we can seek to identify them in schools as well as practical ways to support them to achieve.	Luella Goold - The Children's Society	32/2115	16	Y	Y	Y		
Making Every Contact Count - Healthy Conversation Skills The Wessex Making Every Contact Count approach uses Healthy Conversation Skills to support behaviour change. It equips any "front-line" worker with skills to have a person-centred, empowering conversation with those with whom they interact, whether it is children or adults.	Phil Godfrey, MECC Coordinator Health Education England – Wessex Team	34/4007	20	Y	Y	Y	Y	Y
Alcohol Education Trust How to make PSHE lessons engaging, activity based and effective, showcasing lessons, activities and interactive learning zone resources from talk about alcohol for 11-18-year-olds.	Helena Conibear and Kate Hooper/Helen Dougan	32/2103	16		Y	Y		
Wellbeing in Practice Wellbeing has become a fashionable term when trying to promote mental wellbeing in the children's workforce. The workshops offered by EFA are practical, evidence based tools that promote the individual's wellbeing 'tool kit' Workshops 1 and 2 only	Stuart Gemmell Strategic Lead for Primary Mental Health, EFA Manager, Solent NHS Trust	34/3011	28		Y	Y	Y	Y
First Aid An introduction to first aid to support the delivery of teaching the new DfE Health Education compulsory requirements at primary and secondary level.	Beth Elger, St John Ambulance	34/4005	30	Y	Y	Y	Y	Y
Improving Science and Health Education using e-Bug Resources Fun, interactive and educational resources that teach on hygiene, infection and antibiotics.	Rowshonara Syeda	34/2019	15	Y	Y			
Online Activity - Engaging Parents Our best line of defence against cyber bullying and keeping our pupils safe online is to bring parents on board through meaningful and supportive contact. Workshops 3 and 4 only	Phil Wickins	34/3019	24	Y	Y			
Mental Health Awareness and Coping Strategies A workshop based around mental health and wellbeing. This includes general mental health understanding and coping strategies. Workshops 3 and 4 only	Abby Oakley	34/3011	28			Y	Y	

Workshop Title and description	Name (s) of Facilitator	Building/ Room	Max.	5-11	11-16	16-18	18-25	25+
Thinking about Thinking How cognitive interference, a form of anxiety associated with test anxiety, can impact academic achievement. This workshop is suitable for anyone interested in how our emotions can influence learning.	Ali Marston	34/5001	20		Y	Y		
Live Well Teach Well This workshop will focus on teacher well being. Aimed at cultivating a deeper understanding of the importance of looking after oneself and creating a personal wellbeing toolkit to help sustain , support and enable all school staff throughout their career. Elements of practical activities will be offered therefore wearing comfortable clothing is recommended	Julia Chilcott-Coombes	32/2097	20	Y	Y	Y	Y	Y

Exhibition

From the start of the day until the end of lunchtime you have an opportunity in one of your 'choice' workshop slots and/or during lunchtime itself, to explore the exhibition where you will be able to talk with a range of experts and societies.

To help you explore the exhibition, exhibitors have each been asked to provide a question which is on the enclosed postcard. Please answer at least 6 questions and leave it in the box provided at the exhibition. At the end of lunchtime we will pull one card out of the box and the lucky winner will receive a £30 Amazon voucher.

A map of the stalls will be displayed when you arrive at Garden Court. The exhibitors are expected to include:

- Active Kids
- Alcohol Education
- Campus Collective
- Emotional First Aid
- Health and Wellbeing Community Hub
- HIVE
- Meditation Society
- PSHE Association
- Solent MIND
- Southampton Library Service
- No Limits – Substance Awareness
- The Children's Society – Young Carers
- YogaSoc



Twitter

As at many conferences, you are encouraged to share your experiences, learning and questions through the day using Twitter with the hashtag #UoShconf. Please remember that Twitter is a public forum and you need to be professional in its use.

Notes

Alphabetical list of delegates and groups

Lydia Adams-Wainwright-K
Rufia Ahmed-I
Thomas Ambler-B
Heather Andrews-I
George Appleyard-C
Bernard Aquilina-I
Alice Arnold-B
Alisha Askew-F
Sean Attrell-D
Joshua Bailey-I
Trevyn Barlow-J
Olivia Bawcutt-G
Tristan Benfield-J
Alistair Bennett-B
Michael Blair-G
Daniel Booth-B
Stephanie Breuer-E
Katrina Brookman-B
Conor Buckman-G
Jodi Bungay-G
Tasleemah Bungshy-E
Rebecca Burnett-K
Samuel Byrne-K
Justin Campari-Moss-B
Jessica Carr-Taylor-F
Maria Castanedo-E
Kate Chapman-D
Karina Chegwiddden-C
Aimee Chhibber-K
Katherine Chivers-D
Daniel Cirelli-H
Heather Cochrane-K
Aoife Collins-B
Jack Connell-A
Laura Coombs-J
Lucy Cousins-D
Abigail Craddock-J
Ella-Louise Crocker-K
Charlotte Crompton-I
Rebekah Cruse-F
Philip Cunningham-H
Georgina Dance-E
Ian Davies-F
Rachel Davies-K
Joshua Day-A
Chloe Daykin-G
Rachel Deane-E
James Deary-B
Stephanie Dixon-D
Alice Dobbs-G
Emma Dolan-K
Melissa Donne-A
Bethany Downes-J
Conor Duffin-C
Rebecca Dumbleton-J
Sophie-Louise Durham-B
Madeleine Dwyer-H
Oliver Dye-G
Hannah Eastman-F
Samantha Elliott-E
Jacqueline Eustace-C
Mary Eynon-E
Faslene Fernandez-E
Georgia Filgate-A
Keeley Fitzgerald-G
Hayden Foster-F
David Fowler-I
Bethany Francis-E
Rebecca Francis-D
Thomas Freeney-F
Chloe Friswell-G
Conor Gardner-F
Jordan Gardner-C
Samantha Garling-C
Victoria Gentili-K
Amy Gladwell-F
Hannahlee Goddard-J
Cheryl Gogin-F
Paul Golby-A
Amanda Gonzalez-A
Kathryn Goodall-K
Hayley Greenwood-J
Antonia Grindey-G
Elliott Hall-G
Idan Hamm-I
Emma Harris-B
Elizabeth Harrison-F
Ian Harrison-B
James Harrison-B
Nicola Hart-J
Jonathan Hill-J
Thomas Hill-I
Lindsey Hinks-H
Katie Hodson-G
Florence Hoile-K
Jessica Hollings-B
Timothy Holmes-H
Howard Hooper-H
Lucy Hosker-E
Rebecca Howe-E
Nina Husk-F
Robin Hutchings-B
Peter Iveson-H
Ptryk Jackowski-D
Catherine Johnston-E
Katherine Joss-H
Wiktorija Kedziora-H
Christopher Keogh-C
Mahrukh Khalid-C
Lydia Kinlin-Martin-F
Lauren Knapton-J
Janina Knight-E
Marta Labunska-G
Nicola Lamonte-K
Katie Lampshire-K
Rebecca Lascelles-A
Thomas Laycock-J
Rosemary Le Bas-J
Ellie Lee-K
Olivia L'Etang-G
Joseph Luke-J
Hannah Lyons-F
Anona Mann-C
Catherine Mannan-I
Jasmine Marsh-E
Romany Matthews-A
Eilis McCallion-G
Thomas McCarthy-I
Chloe McNamee-D
Jhanvi Mehta-A
Emma Menzies-C
Sinead Mighty-B
Radka Miklusova-K
Florence Miller-E
Bethany Mills-K
Charlotte Mills-K
Jessica Mills-K
Mary Mitchell-K
Rosamund Moger-B
Kelly Morris-J
Katie Mullender-E
Racheal Murphy-B
David Newble-D
Jasmine Nokes-G
Mandy Ohare-I
Sophie Oldham-K
Philip Painter-F
Thomas Painter-D
Daisy Parsons-K
Robert Paveley-C
Ella Payne-J
Mark Pearson-D
Lina (Hanna) Peertum-A
Nicol Phillips-J
Tyrone Phillips-B
Laura Piechota-C
Hayleigh Poole-D
Khadijah Poswall-J
Megan Pugh-G
Amelia Pullinger-I
Ellen Rackham-G
Maisha Rahman-D
Reenaz Rahman-K
Jessica Ratcliffe-H
Angela Reeve-D
Hannah Regan-D
Christina Reynolds-F
Rose Reynolds-J
Luke Rigden-A
Rebecca Rowson-J
Emma Russell-F

Joshua Russell-C
Amy Ryan-J
Louise Saul-I
Rori Saxby-G
Laura Seymour-B
Ryan Short-B
Alia Sidki Gomez-H
Sapna Singh-A
David Smith-C
Natalie Smith-G
Sophia Sofianopoulos-D
Ebony-Storm Stanberry-F
Aimee Stevenson-J
Matthew Stokes-K
James Storey-I
Bridie Strachan-E
Alfred Strickland-F
Daniel Tabrah-C
Georgina Thomas-A
Alex Tosta-K
Abigail Townsend-K
Rebecca Turnbull-B
Ellen Unitt-G
Katie Wadeson-J
Sophie Wakefield (Bio)-F
Sophie Wakefield (Pri)-J
Clara Wan-H
Ilyas Warshow-C
Rebecca Watkins-K
Natasha Watts-K
Stefanie Weilgart-Whitehead-F
Daisy Weller-J
Lydia Wells-J
Aidan Weston-I
Hannah Whalley-G
Penny Whalley-I
Hugh Wilson-D
Katrina Wilson-G
Samuel Wilson-I
Rosemary Winch-B
Mia Winston-Hart-E
Sophie Wright-J
Terri Young-E

Timetable

8.45 – 9.15 Registration at Garden Court (see front cover).

9.25 – 10.35 Workshop slot 1 (see below)

10.50 – 12.00 Workshop slot 2 (see below)

12.00 – 12.50 LUNCH, including exhibition at Garden Court (please be aware that some exhibitors are running workshops in the afternoon so may not be there after 12.30).

13.00 – 14.10 Workshop slot 3 (see below)

14.25 – 15.35 Workshop slot 4 (see below)

15.35 Conference ends

WORKSHOPS

	9.25 - 10.35 Workshop 1		10.50 – 12.00 Workshop 2		13.00 – 14.10 Workshop 3		14.25 – 15.35 Workshop 4
A	Choice:		Choice:	Lunchtime exhibition in Garden Court	Mental health		Mental health
B	RSE		Choice:		PSHE		Choice:
C	Choice:		RSE		Choice:		PSHE
D	PSHE		Choice:		RSE		Choice:
E	Choice:		PSHE		Choice:		RSE
F	RSE		Choice:		PSHE		Choice:
G	Choice:		RSE		Choice:		PSHE
H	PSHE		Choice:		RSE		Choice:
I	Choice:		PSHE		Choice:		RSE
J	RSE		Choice:		Internet City		Choice:
K	Choice:		RSE		Choice:		Internet City