

## The SEJ and Education / Government Legislation

The SEJ process has been used in Education for a number of years now and is imbedded in the curriculum at Kingston University. We have been able to demonstrate how the SEJ Process enables education settings to meet Education and or Government Legislation. The section below is to demonstrate that when a business sponsors a local educational setting it is effective in not only empowering students, educators, and parents/carers, but also in enabling settings to meet government guidelines.

Below you will find a selection of articles written by Dr Mariko Howard Kishi BSc,MSc,PhD advocate of the SEJ, Senior Lecturer, Course Leader and Personal Tutor. Each article references legislation and how the SEJ can support in implementing guidelines into your setting.

### **The SEJ and the Curriculum 2020 Reform**

This article explains how the SEJ supports the educational setting in addressing the findings from the report on the Children and Young People's Mental Health policy, Funding and Education: Curriculum 2020 reforms published in August 2018.

<https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/CBP-7196.pdf>

NB Gov.UK states on 13 Sept 2021: Updates to the page text to make it clear this guidance is now statutory. Updated the drugs and alcohol section of annex B to include a link to the teacher training module on drugs, alcohol, and tobacco and to remove the link to the research and briefing papers. We have not made changes to any of the other guidance documents.

#### 4.2 Mental health education on the curriculum: 2020 reforms

Alongside changes to Relationships and Sex Education, the Government announced the introduction of statutory health education in July 2018. Draft statutory guidance on RSE and health education was published, with a consultation on the guidance open until 7 November 2018. The statutory guidance is intended to come into force in September 2020, with schools able to implement the changes from September 2019 if they wish.

The draft guidance sets out proposed requirements for health education. The requirements cover physical health and mental wellbeing and makes clear that the two are interlinked.

The very basis of the SEJ training teaches that the emotions cannot be separated from the mind, the body, nor the essence of the child/person. Once learnt and practiced the SEJ will assist the pupils and the staff to study/work and live a full and productive life.

To provide an indication of what is included under the specific mental health aspects of the curriculum, at **primary** level, pupils would be expected to learn about:

- Mental wellbeing

– Including: importance of mental well-being alongside physical health; understanding and discussing emotions; benefits of physical exercise; loneliness; where to seek support; that it is common to have mental health problems and that these can be resolved with support.

The SEJ is a simple and easy process that can be taught to a young child. It has been proven that once learnt and practiced the SEJ will build resilience in children so that they learn to manage their own feelings and reactions and to communicate in a healthy manner. The SEJ training is centred on a child's wellbeing in the belief that happy children learn easily and thus their attainment and wellbeing goes hand in hand. The SEJ process teaches through the training, that there is no judgement in how someone feels so that they feel safe and supported. Pupils will get the help they need in the moment that the need arises before it escalates, so preventing emotional distress, gaining an understanding of what a mental health problem is.

At **secondary** level, pupils would be taught about:

- Mental wellbeing

– Including: how to talk about emotions; that happiness is linked to being connected to others; how to recognise the early signs of mental wellbeing problems; common types of mental ill health; the positive and negative impact of various activities on mental health.

As in the case of the primary level, the SEJ being a simple and easy to use process which can be taught to all ages. Step 1 of the process enables a person to gain awareness of their thoughts, emotions, and physical reactions, creating opportunities to understand the difference between positive and negative mental and physical health, as it is a known fact that over half of all mental ill health starts before the age of fifteen.

<https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/849.pdf>

The SEJ process enables the pupil/staff to regulate behaviours, thoughts and emotions in the moment that arises offering immediate benefit and instant results.

The SEJ training once learnt will ensure that the pupil will be able to address and maintain positive mental health themselves by building self-awareness and self-confidence. A key aspect of the training supports awareness in a person's emotional understanding, how to talk about emotions, what emotions are and why relationships with others and life impact their emotions.

Existing position: What is PSHE?

The PSHE Association defines personal, social, health and economic education (PSHE) as: a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

What provision do schools have to make?

PSHE is a non-statutory subject, but the Government expects all schools in England to make provision for it.

In September 2013, following an internal review, the Department for Education issued new guidance on PSHE, which makes clear that it is largely up to schools to determine what is taught; it also states that the then Government did not intend to publish new non-statutory

programmes of study for PSHE. The Government provides funding to various bodies, principally the PSHE Association, to support the teaching of PSHE.

The SEJ process is delivered as a holistic and inclusive tool across all areas of the school life, providing the framework for the whole school in embedding wellbeing not just in subject specific areas but as a part of the daily practice for everyone in the educational setting. The SEJ training is delivered so that it enhances the current ongoing teaching practice of the staff which can easily be integrated into their teaching style. The membership package with the comprehensive supporting material is designed to support the educational setting to fit within their budgets.

#### PSHE Association programme of study

The PSHE Association has published its own programme of study for PSHE, covering Key Stages 1-5.

The programme includes focus on a variety of areas, including diversity and equality, relationships of different kinds, personal financial choices, drugs education, the importance of respecting and protecting the environment, and people's rights and responsibilities as members of families and other groups, and as citizens.

- Mental health is part of the PSHE Association programme of study at Key Stages 4 and 5 (ages 14-18), covering issues such as the maintenance of personal wellbeing, and supporting others with mental health problems.

The SEJ will build resilience in pupils as they learn to address and maintain positive mental health through the practice of the SEJ. The SEJ offers a holistic approach that can be offered to teachers, other staff, parents, and anyone within the pupils' learning environment. This supportive environment will show to the pupil that it is a safe and supportive environment so that they can question their beliefs in all areas of life and explore other possibilities in the expression of self.

- Social media is also part of the programme, during Key Stages 2-5 (ages 7-18), with relevant topics including bullying via social media, the potential distorting effect of social media on information, and the impact of sex in social media, such as from the sharing of explicit images.

Since the SEJ has taught the pupils to build resilience and maintain positive mental attitude they will naturally regulate what they choose to see or hear. The SEJ will enable the pupils to develop strategies and resilience to cope with issues that are causing anxiety in their emotional lives.

The SEJ process is simple and easy to use, can be applied to all areas of life and all life situations. Once learnt a person will remain open, enthusiastic, and eager to explore their own beliefs and perceptions.