

A group of six diverse young children are sitting together outdoors on a wooden bench. From left to right: a girl with blonde hair in denim overalls, a boy with brown hair in a grey t-shirt, a girl with dark hair in a striped shirt, a boy with brown hair in a green star-patterned shirt, a girl with blonde hair in a yellow polka-dot dress, and a girl with dark skin in a light blue shirt and pink plaid pants. They are all smiling and laughing, creating a joyful atmosphere. The background is slightly blurred, showing greenery.

ECAD6050

SEL & WELLBEING
Llythrennedd
Emosiynol lechyd
Meddwl

AMCANION

I amlinellu agweddau o'r cyddestun cyfredol a materion yn ymwneud â llythrennedd emosiynol a iechyd meddwl.

I adolygu peth tystiolaeth a fframweithiau damcaniaethol perthnasol.

AIMS

To outline the current context and issues involving emotional literacy and mental health.

To introduce some of the evidence and related theoretical frameworks.

PEIDIWCH Â
DDEFNYDDIO EICH
GLINIADURON/IPADS
AC ATI CADWCH HWY
YN EICH BAG AM Y 10
MUNUD CYNTAF O'R
SESIWN HON OS
GWELWCH YN DDA

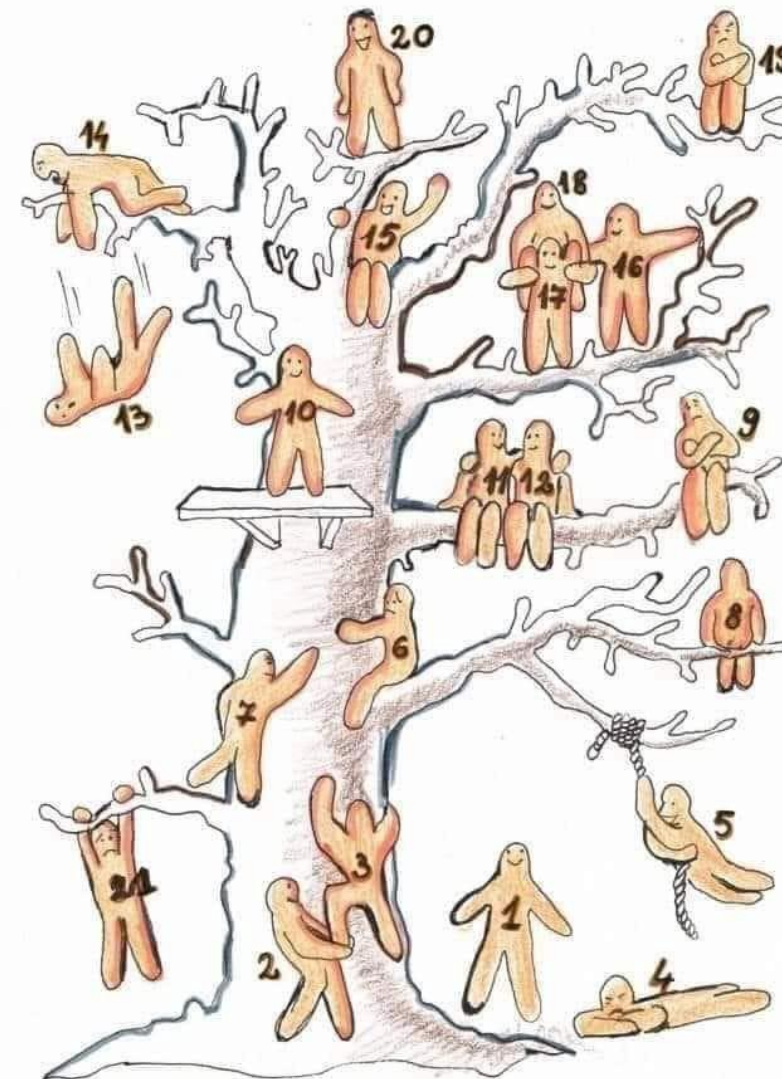


PLEASE LEAVE YOUR
LAPTOPS/IPADS ETC
IN YOUR BAG FOR THE
FIRST 10 MINUTES OF THIS
SESSION

Blob Tree!

Sut ydych chi'n teimlo
heddiw?

How do you feel today?



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AMCANION

Mae SEL yn cyfeirio at ddatblygiad sgiliau i reoli emosiynau. Mae hyn yn cynnwys;

- Hunan-ymwybyddiaeth
- Hunan-reoli
- Ymwybyddiaeth gymdeithasol
- Gwneud penderfyniadau cyfrifol
- Sgiliau perthynas

WHAT IS SEL?

SEL refers to the development of skills to manage emotions. This includes;

- Self-awareness
- Self-regulation
- Social awareness
- Responsible decision-making
- Relationship skills



**Beth allai effeithio ar allu
plentyn i ymgysylltu â dysgu?**

What might affect a child's
ability to engage in learning?



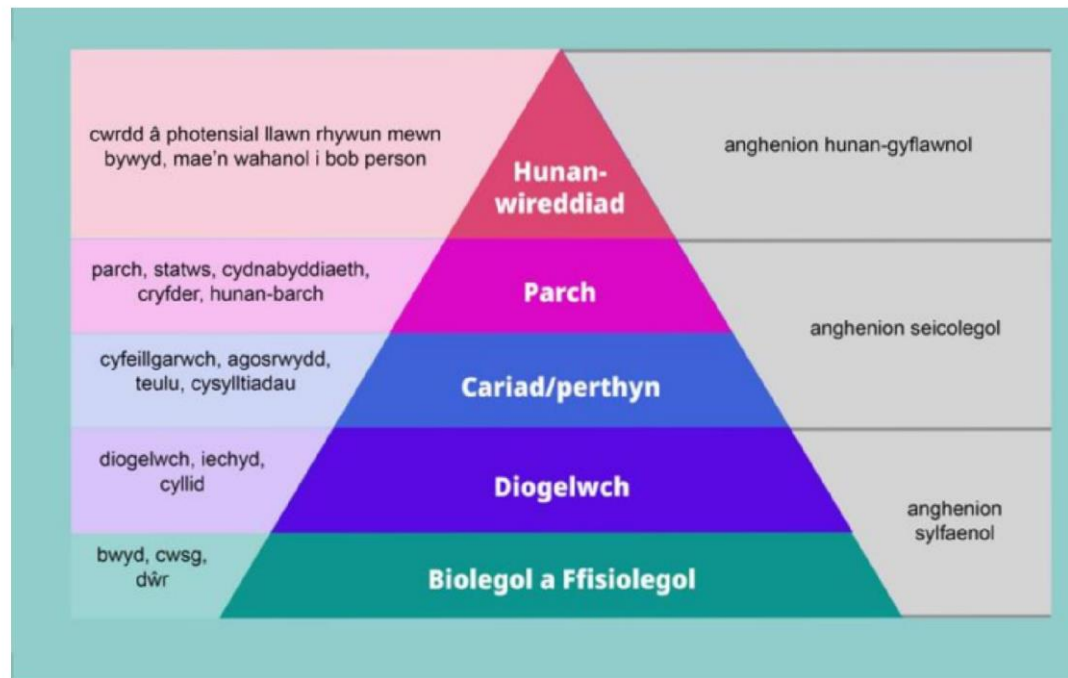
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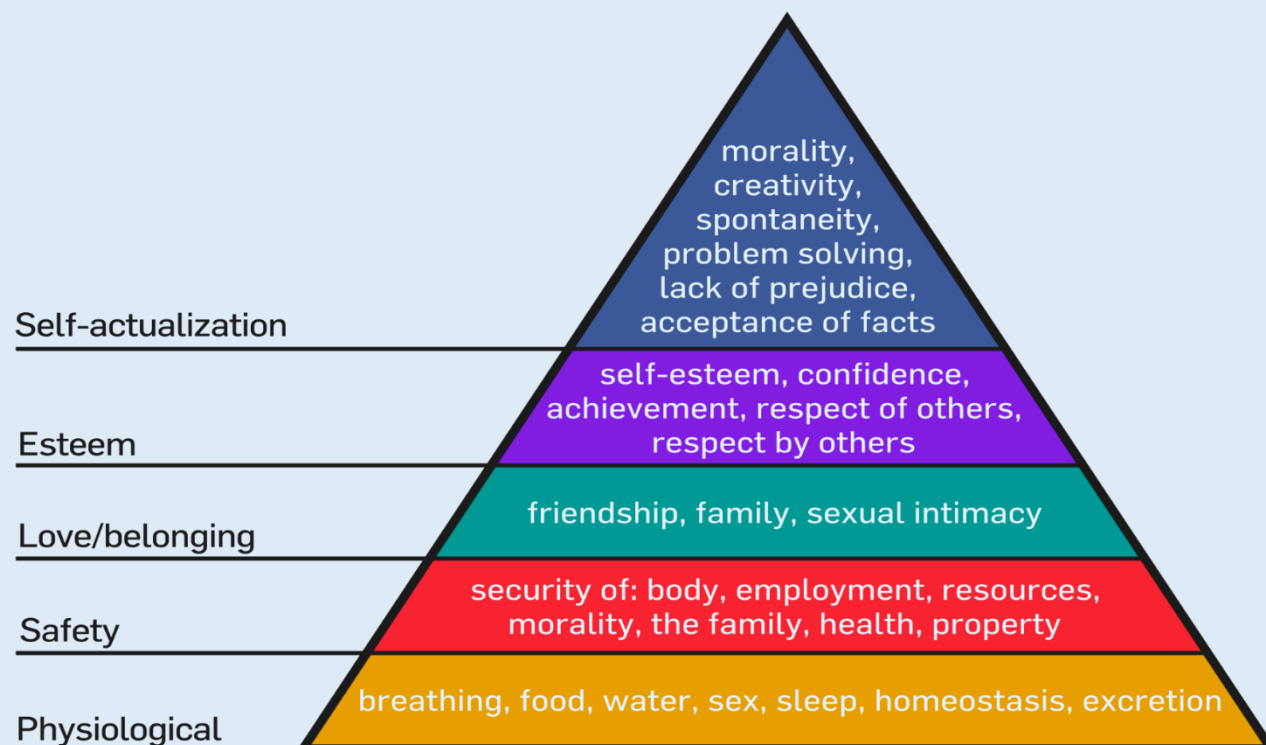


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Hierarchaeth Maslow (1943)



Maslow's Hierarchy (1943)



Rhesymau statudol am les

1. Hawliau Plant - Children's Commissioner for Wales (complantcymru.org.uk) Hawliau Plant
2. Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) Deddf Lleisiant Cenedlaethau'r Dyfodol
3. Cwricwlwm i Gymru: SEL wedi'i fewnosod yn y cwricwlwm

Statutory reasons for well-being

1. United Nations Convention On The Rights Of The Child (1989) UNCRC
2. Wellbeing of Future Generations Act (2015) - Wellbeing of Future Generations Act
3. Curriculum for Wales: SEL embedded into the curriculum

Changes of environment, resources, curriculum, institutional culture, pedagogical approaches and styles of classroom interaction, all carry a potential to have an impact on how children respond during the first major educational transition. Starting school means having to learn the social rules and values of the organization as well as coming to terms with changes in identity, roles and relationships (Griebel & Niesel, 2000) as children become a 'school pupil' on entry to school, with different expectations placed on them.

Fabian & Dunlop (2006)

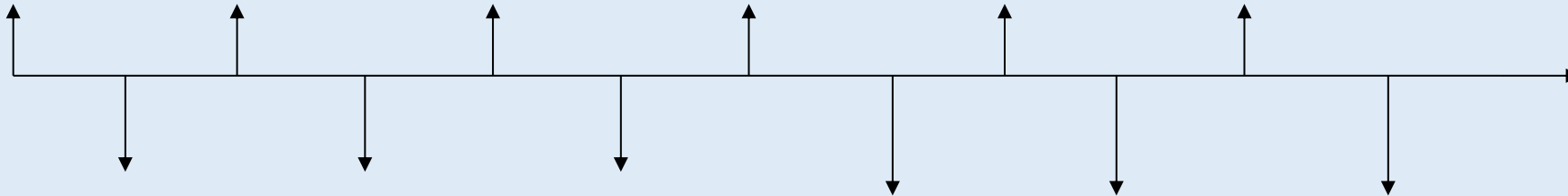


What can we do to support transitions?

YSTYRIWCH CONSIDER

Beth yw'r trosglwyddiadu a fedr ddylanwadu ar y plentyn rhwng genedigaeth a 16 oed?

What are the varying types of transitions that may have an influence on a child between birth -16yrs?





Research indicates that doodling can reduce stress

(SIMMONS, M., 2016)

Research also suggests that doodling can be beneficial to memory retention and auditory recall

(Sundararaman. D., 2020)



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‘levels of stress and anxiety among pupils are rising’

Respondents described their experiences of “huge” waiting lists for a range of services and support for young people, including

- School counsellors: “We’ve been on the waiting list for the school counsellor for over a year”
- Paediatricians: “My daughter (8) is in crisis. Her mental health is rock bottom. The waiting list for my daughter to be seen by a paediatrician is 3 years. Heaven knows what state she’ll be by 3 years’ time”
- CAMHS: “...exceptionally difficult to access with lengthy waits following referral”

Children’s Commissioner for Wales.
(2023) *Ambitions for Wales*

Hatherley, S. (2022) *Children and young people: is there a mental health crisis?* Senedd Research. Children in Wales.

Data on mental health problems in children and young people in Wales is limited. Commonly reported UK statistics include:

- An **estimated** three children and young people in every classroom (or one in eight overall) has a diagnosable mental health condition; and
- half of all mental health problems manifest by the age of 14, with 75% showing by the age of 24.

‘school-based staff, including teachers, often lack the confidence and capacity to help pupils with their emotional and mental health’

Gobeithion i Gymru

Canlyniadau'r arolwg a dadansoddiad o brofiadau a gobeithion plant, pobl ifanc, rhieni a gofalwyr a gweithwyr proffesiynol yng Nghymru, a'u blaenoriaethau i'r Comisiynydd.

Dr Liz Stones



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales



Ambitions for Wales:

The survey results and analysis of the experiences and hopes of children, young people, parents and carers and professionals in Wales, and their priorities for the Commissioner.

Dr Liz Stones



Comisiynydd
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Children's
Commissioner
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Cymraeg



English



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Primary

**Social and emotional aspects
of learning – Cymru**

Guidance



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

**Headteachers, teachers
and practitioners in
funded Foundation
Phase settings, primary
schools, special
schools, and local
authority and Children's
Services staff**

Primary/Gynradd

WM

EM

Secondary/Uwchradd

WM

EM

Agweddau Cymdeithasol ac Emosiynol ar Ddysgu ar gyfer ysgolion uwchradd

Thema 1: Lle i ddysgu, taflenni adnoddau

Blwyddyn 7



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

**Penaethiaid,
athrawon ac
ymarferwyr mewn
ysgolion uwchradd,
ac ysgolion arbennig,
a staff awdurdodau
lleol a Gwasanaethau
Plant**



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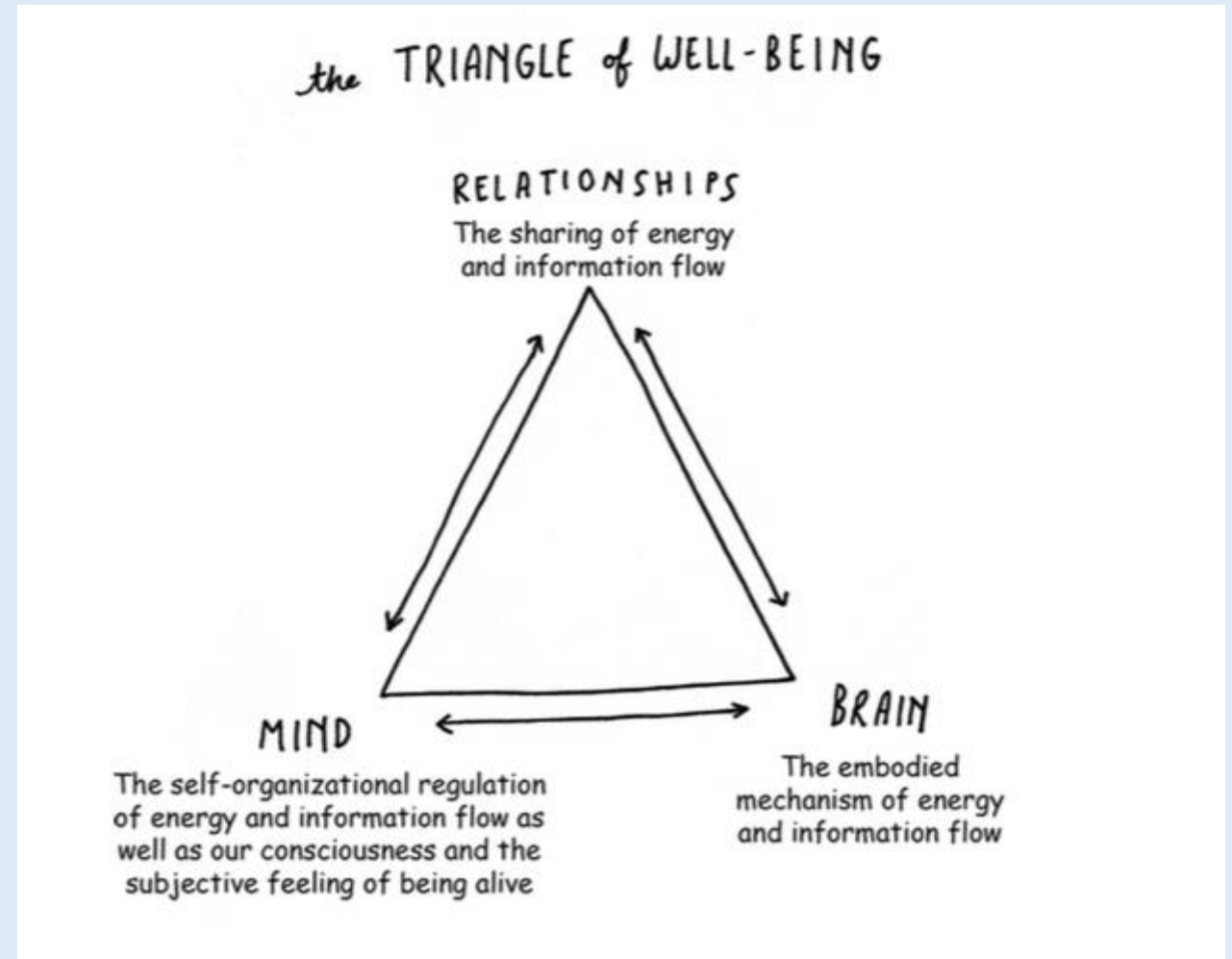
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- fod yn ddysgwyr effeithiol a llwyddiannus • ffurfio a chynnal cyfeillgarwch
- delio â gwrthdaro a'i ddatrys mewn modd effeithiol a theg
- datrys problemau gydag eraill neu ar eu pennau eu hunain
- rheoli teimladau cryf megis rhwystredigaeth, dicter a phryder
- gallu hyrwyddo cyflwr tawel ac optimistaidd sy'n hyrwyddo'r gallu i gyflawni nodau
- dod dros rwystrau a dyfalbarhau yn wyneb anawsterau • gweithio a chwarae'n gydweithredol
- cystadlu'n deg, ac ennill a cholli gydag urddas a pharch at gystadleuwyr
- cydnabod a sefyll dros eu hawliau nhw a hawliau pobl eraill
- deall a gwerthfawrogi'r hyn sy'n wahanol ac yn debyg rhwng pobl, gan barchu hawl pobl eraill i gael credoau a gwerthoedd sy'n wahanol i'w rhai nhw eu hunain

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote calm and optimistic states that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play cooperatively
- compete fairly, and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Beth yw lles positif? Beth sy'n cyfrannu ato? A sut y gallwn ei fesur?

What is positive wellbeing? What contributes to it? And how can we measure it?



Siegel.D The Yes Brain Child 2018



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The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

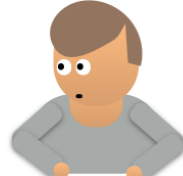
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look **dejected**, **sad**, **frightened** or **angry**. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of **discomfort** is not expressed the whole time.



Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.

By Richard Wells
Twitter: @EduWells
EduWells.com

Felly, pa systemau cymorth sydd ar waith?

So, what support systems are in place?



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Hafan > Addysg a sgiliau > Cynhwysiant, lles, ymddygiad a phresenoldeb > Iechyd a lles mewn ysgolion >
Gwasanaethau iechyd meddwl plant a phobl ifanc, a'r gwasanaeth cwnsela

CANLLAWIAU

Gwasanaethau iechyd meddwl plant a phobl ifanc, a'r gwasanaeth cwnsela

Canllawiau ar eu gwasanaethau a sut y gallant gydweithio i ddarparu'r driniaeth fwyaf priodol.

Rhan o: [Iechyd a lles mewn ysgolion](#)
Cyhoeddwyd gyntaf: 29 Tachwedd 2016
Diweddarwyd ddiwethaf: 29 Tachwedd 2016

Dogfennau



Cydweithio rhwng Gwasanaethau Iechyd Meddwl Plant a'r Glasoed a'r Gwasanaeth Cwnsela

PDF 669 KB

Efallai na fydd y ffeil hon yn addas i ddefnyddwyr technoleg gynorthwyol.
[Cais am fformat gwahanol.](#)

WM

Home > Education and skills > Pupil inclusion, well-being, behaviour and attendance >
Health and well-being in schools > Child and adolescent mental health services (CAMHS) and the counselling service

GUIDANCE

Child and adolescent mental health services (CAMHS) and the counselling service

Guidance on their services and how they can work together to provide the most appropriate treatment.

Part of: [Health and well-being in schools](#)
First published: 29 November 2016
Last updated: 29 November 2016

Documents



Collaborative working between Child and Adolescent Mental Health Services and the Counselling Service

PDF 669 KB

This file may not be accessible. [Request a different format.](#)

EM



Edrychwch ar y wefan a dewiswch bwnc penodol ar y dudalen adnoddau a chreu cyflwyniad dim mwy na 3 sleid ar sut allwch chi gefnogi plentyn/person ifanc.



Take a look at the website and choose a specific topic and create a presentation, no more than 3 slides on how you could support a child/young person

Darllenwch
argymhellion yr
adroddiad ar gyfer byd
addysg ac ystyriwch yr
hyn rydych chi wedi ei
brofi a'i weld.



Read the report's
recommendations for
education and
consider what you
have seen or
experienced

[Good-childhood-report-summary-2023_0.pdf](#)

Ymagwedd ysgol gyfan

- Llais y plentyn
- Partneriaeth gyda rhieni/gofalwyr ag asiantaethau allanol
- Datblygiad proffesiynol parhaus ar gyfer staff.
- Cynllunio cwricwlwm ag arfer i hyrwyddo lles a iechyd meddwl.
- Ethos, diwylliant ag amgylchedd
- Ymrwymiaeth arweinyddiaeth a rheolwyr at newid a gweithredu polisi.

A whole school approach

- The voice of the child
- Partnership with parents/carers and outside agencies
- Continued professional development for staff
- Curriculum planning and practice to promote well-being and mental health
- Ethos, culture and environment
- Leadership and management committed to change and implementing policy

Dull ysgol gyfan

A whole school approach



WG42005

English



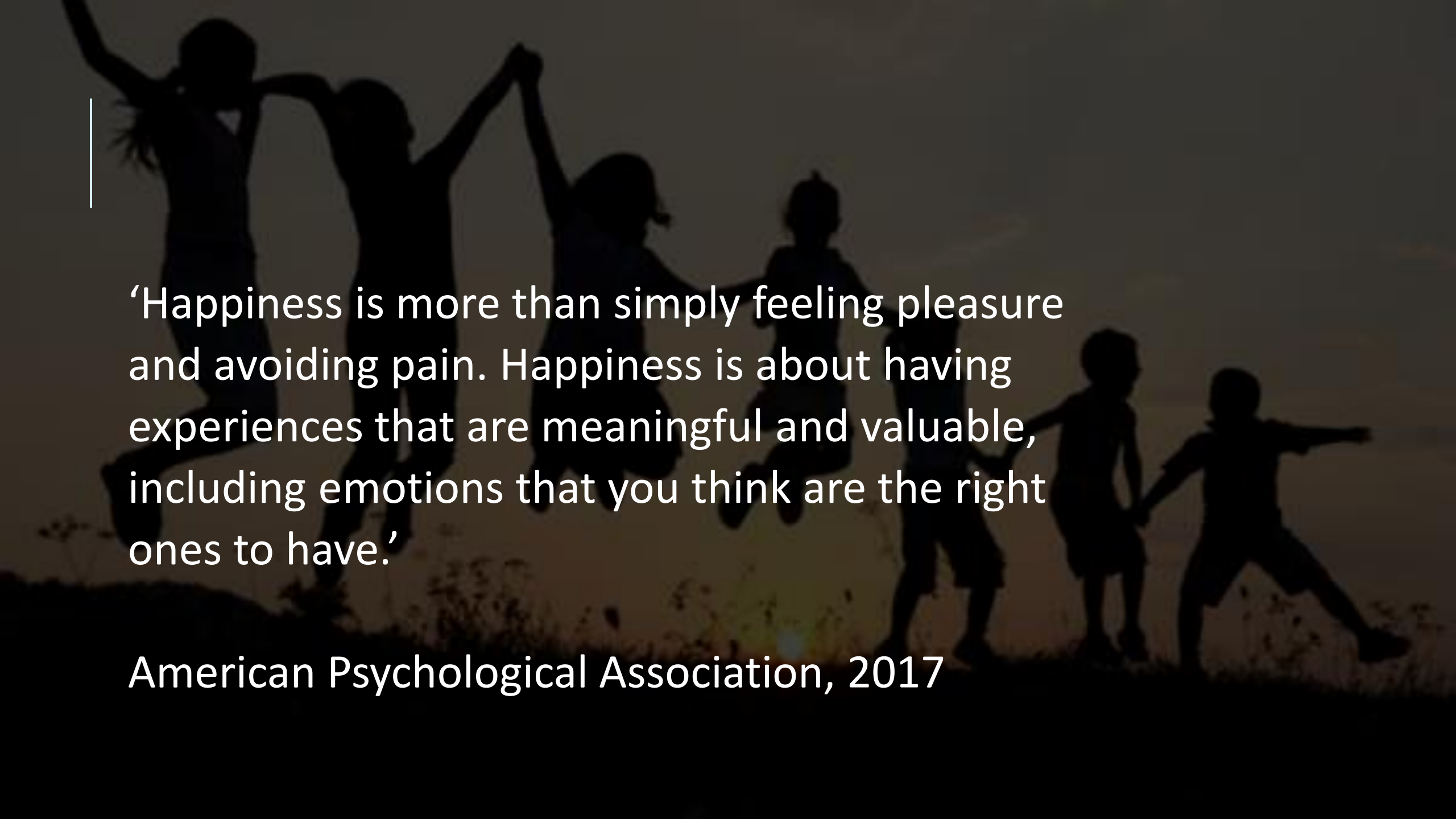
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A group of children are silhouetted against a warm, orange-hued sunset sky. They are captured in various dynamic poses of jumping and running, with their arms raised and hands held, conveying a sense of joy and movement. The foreground shows dark, silhouetted grass or foliage.

‘Happiness is more than simply feeling pleasure and avoiding pain. Happiness is about having experiences that are meaningful and valuable, including emotions that you think are the right ones to have.’

American Psychological Association, 2017

Cyfeirnodï References

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