

GHLL CONFERENCE 2024



**Education that Prepares for Life
Today and Tomorrow**

27th June 2024



WELCOME

2

Housekeeping

- Toilets on the ground floor are located to the left of the lift as you walk through the main reception.
- Toilets on the first floor are located to the left of the Merlin Suite.
- There are no planned fire alarms throughout your conference with us.
- The fire exits are located to the rear of the Buckholt Suite.
- The exit routes upstairs are clearly labelled by the nearest staircase; do not use the lifts if the fire alarm is raised.
- The fire assembly point is located towards the back left hand point of the car park.
-
- All GHLL team are wearing pale blue sashes – please do not hesitate to ask if you require anything.



AGENDA

8.00am – 9am	Registration and Coffee
9am – 9.10am	Welcome and Launch: Fiona Quan, GHLL Lead
9.10am – 9.25am	Address from Kirsten Harrison, Director of Education GCC
9.25am – 9.45am	Beth Bennett-Britton, Public Health Consultant
9.45am – 10.45am	Keynote Speaker: Jono Baggaley, CEO PSHE Association
10.45am – 11.10am	Coffee and Marketplace
11.10am – 12noon	Workshop 1
12noon – 12.10pm	Workshop 1 Evaluation
12.10pm – 1.25pm	Lunch and Marketplace
1.25pm – 1.30pm	Introduction to Afternoon Session
1.30pm – 2.30pm	Keynote Speaker: Oliver Cope – Art of Brilliance
2.35pm – 3.25pm	Workshop 2
3.25pm – 3.35pm	Workshop 2 and Whole Day Evaluation
3.35pm – 4.00pm	Marketplace and Networking incl tea/coffee



GHLL LEAD TEACHER TEAM



Kate Barnes
Secondary & FE
Lead Teacher



Ella Curtis
Primary Lead &
Head Teacher



Hayley Hancock
Primary & Early
Years Lead Teacher



Di Harrill – MBE to
Education
Secondary Lead Teacher



Belinda Heaven
MHFA National Trainer,
Nurse & Lead Teacher



Santina Iannone
Secondary Lead
Teacher



Val Kennedy
SEND Lead Teacher &
Assistant Head



Sarah Jones
Researcher & Lead
Teacher



Gloucestershire
Healthy
Living and Learning

GHLL LEAD TEACHER TEAM

Cont.



Pete Kirby
Primary Lead Teacher



Phil Matthews
Mental Health Lead
Teacher



Manda Reedman
Primary Lead Teacher
& Assistant Head



Lucy Stevens
Primary Lead Teacher &
SENDCO



Mel Turner
Primary Lead Teacher



Nicky Witcomb
Primary Lead Teacher

Healthy children and young people do better in learning and in life

The aim of Gloucestershire Healthy Living and Learning (GHLL) is to help children and young people achieve their full potential and lead long, healthy, happy lives.

Working with GHLL will enable schools and colleges to support children and young people to make positive choices to improve their physical, emotional and mental wellbeing.



Sometimes in Life Everything Goes Smoothly



And Sometimes Unexpected things happens



The Important thing is knowing how to turn
those problems into solutions



Gloucestershire
Healthy
Living and Learning

RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



Child



Family



School



Community

- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities

PROTECTIVE FACTORS



Gloucestershire
Healthy
Living and Learning

Improving young people's health and wellbeing

A framework for public health

Understanding the importance of a holistic approach



Public Health
England



<https://www.gov.uk/government/publications/improving-young-peoples-health-and-wellbeing-a-framework-for-public-health>



Gloucestershire
Healthy
Living and Learning

“

It can be tempting to go into
rescue mode, but supporting
students to support
themselves is far more
sustainable

”



Gloucestershire
Healthy
Living and Learning



Dr Pooky Knightsmith



Kirsten Harrison - Director of Education



Gloucestershire
Healthy
Living and Learning

Public health in education

GHLL Conference 2024

Beth Bennet-Britton

Consultant in Public Health, Gloucestershire County Council

Living our values every day



Accountable



Integrity



Empower



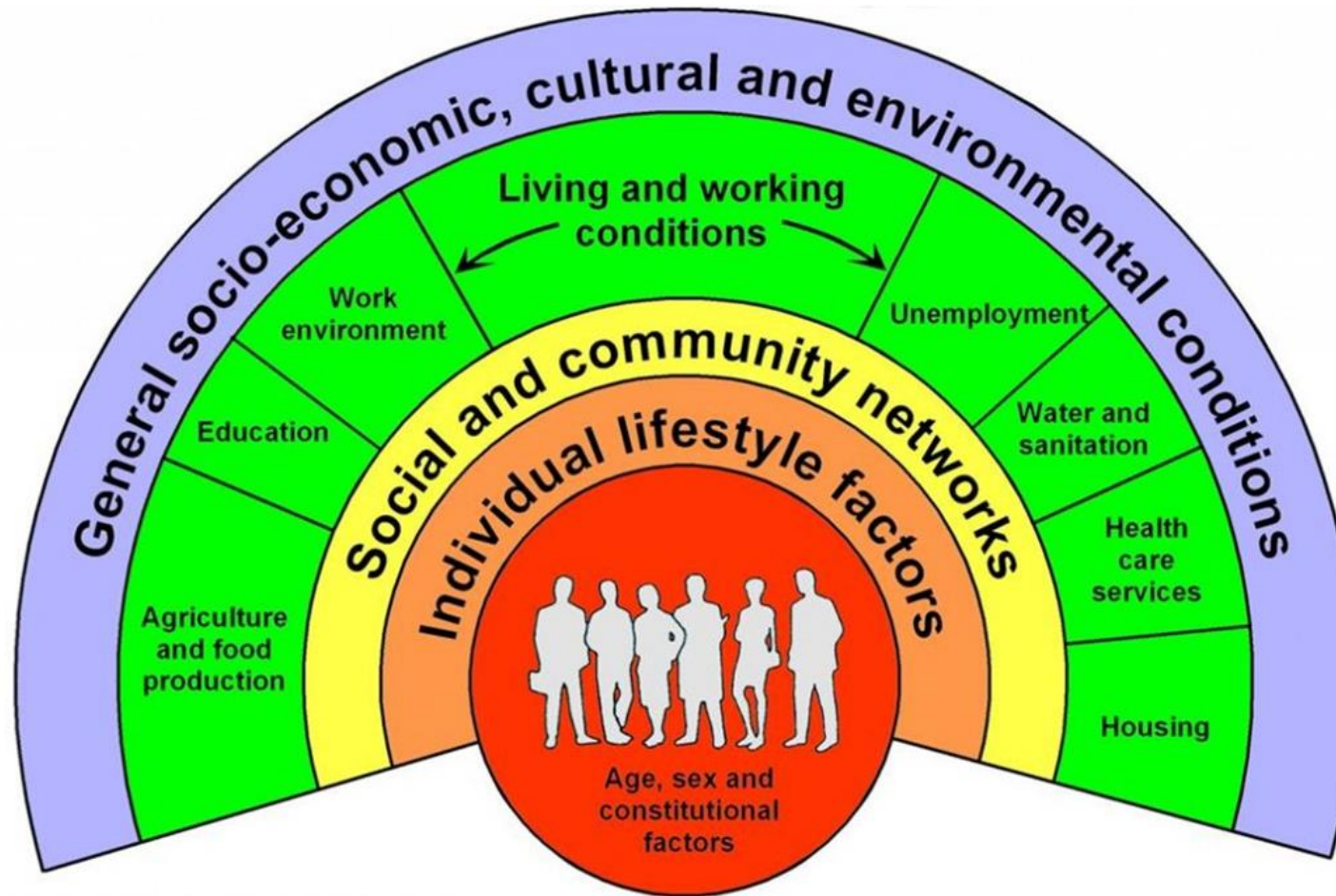
Respect



Excellence



Introduction



Source: Dahlgren and Whitehead, 1991

Partners



Gloucestershire Health and Care
NHS Foundation Trust



One
Gloucestershire
Transforming Care, Transforming Communities



UK Health
Security
Agency



beezee
bodies



Gloucestershire
Healthy
Living and Learning



Be Well
Gloucestershire



ChatHealth



Active
Gloucestershire



OPCC
Office of the Police &
Crime Commissioner
for Gloucestershire

v-i-a

Healthy
lifestyles
Gloucestershire



Living our values every day



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Respect



Excellence

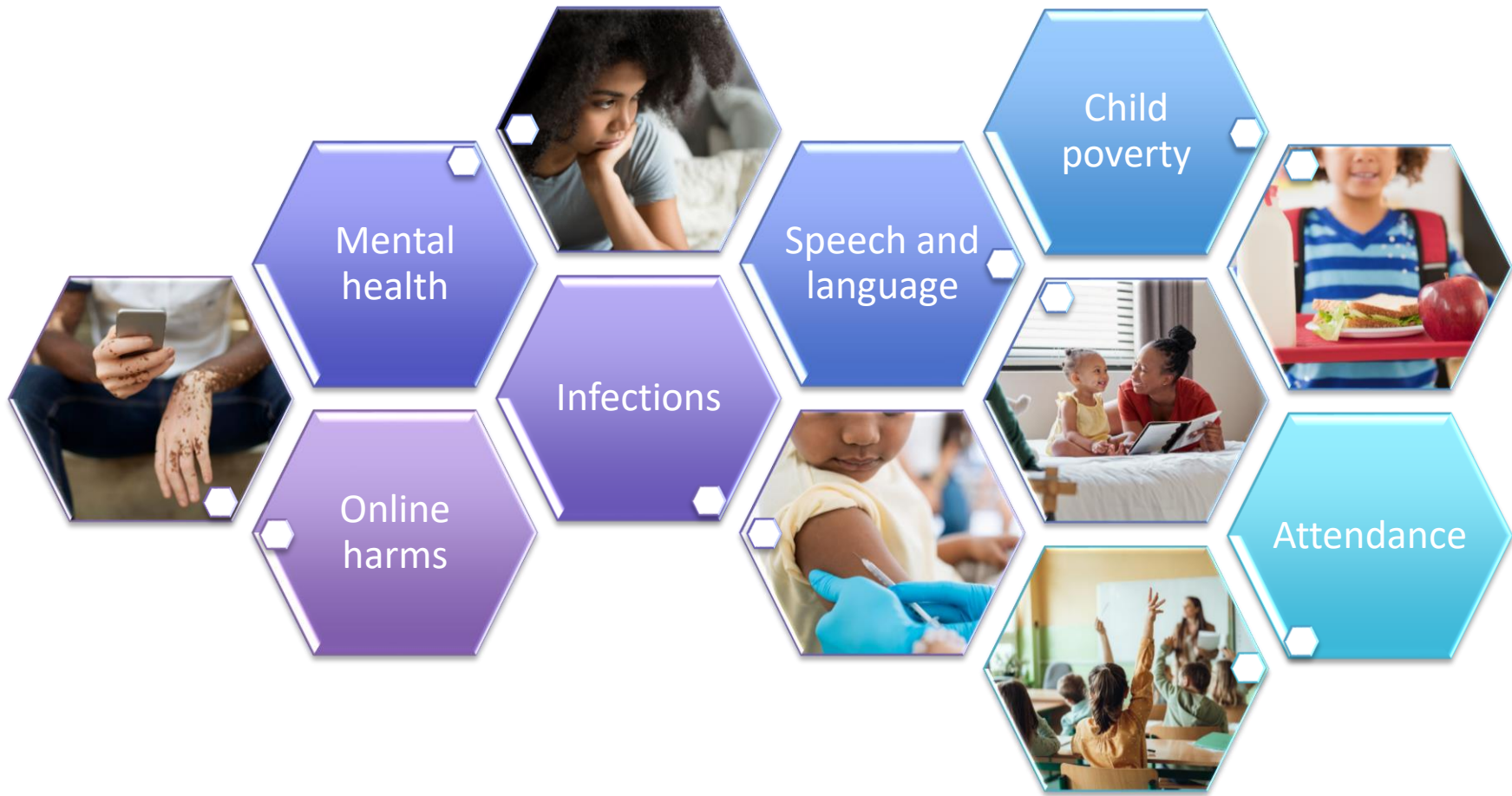


Pupil Wellbeing Survey 2024

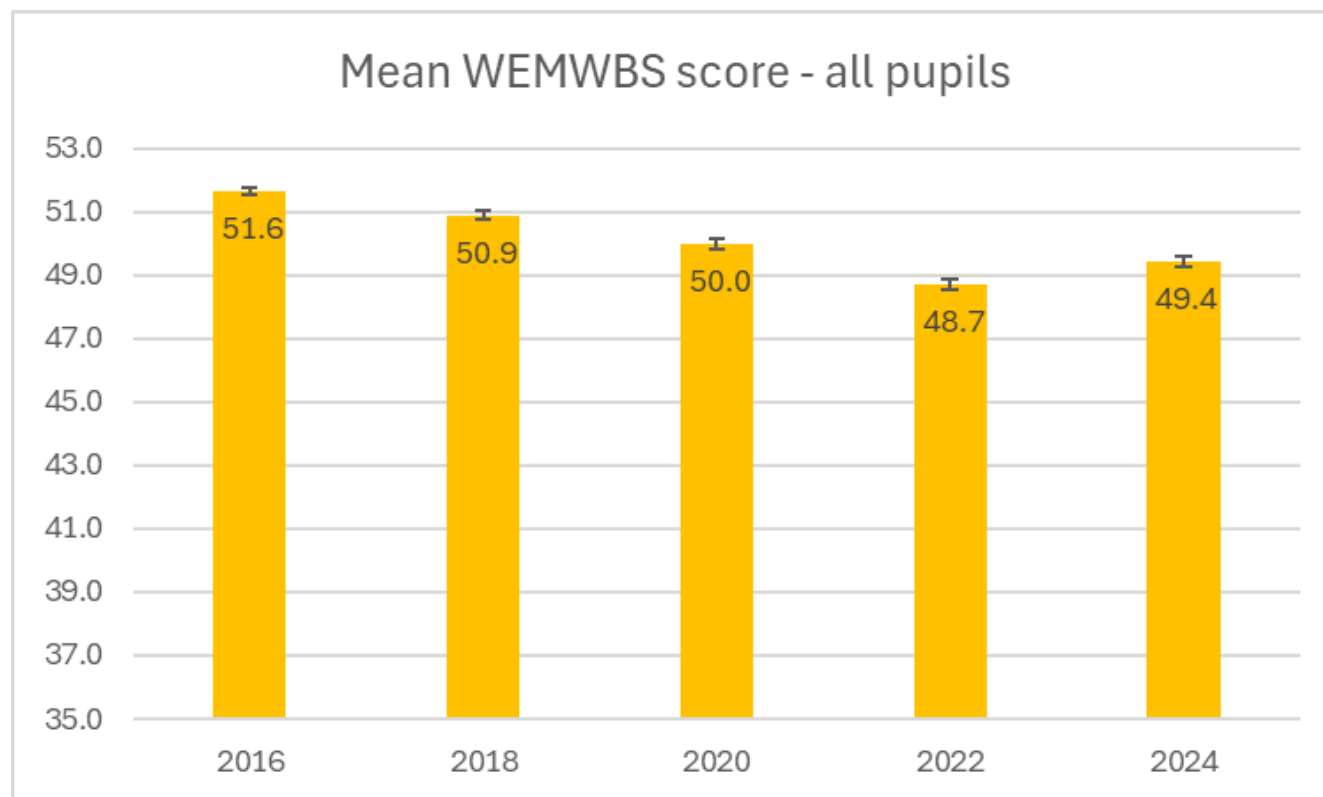
- Almost 25,000 responses
- Currently cleaning and analysing the data
- School reports shared in July
- County report in Autumn



Education that Prepares for Life Today and Tomorrow



Mental health



Pupil Wellbeing Survey 2024

Supporting resilience – what works

Whole school approach:

- the school as a community hub
- Achievement, strengths-based and restorative approaches
- friends
- The role of teachers and other staff and linking with specialist services
- parents and carers
- healthy environments
- supporting transitions

5 ways to wellbeing



<https://networkofwellbeing.org/five-ways-to-wellbeing/>


<https://www.instituteofhealthequity.org/resources-reports/building-children-and-young-peoples-resilience-in-schools/evidence-review-2-building-childrens-and-young-peoples-resilience-in-schools.pdf>

Infection

- **Measles** rates in the south-west remain low - MMR vaccine gives long-term protection and is the key to elimination
- WHO recommendation is that 95% of the population should receive two doses of the MMR vaccine however the England average <5yrs was only 84.5% in 2022-23. Gloucestershire uptake of the vaccine is higher (now over 90%) but there are still pockets of lower uptake, predominantly in central urban areas
- Maternal vaccination is very effective against **Whooping Cough/pertussis** disease and hospitalisation.

Infection prevention and control

- A-Z of infections
- Supporting immunisation
- Managing outbreaks and incidents
- When to contact the UK Health Security Agency Health Protection Team (HPT)
- South West HPT
- swhpt@ukhsa.gov.uk
- 0300 303 8162 option 1, then option 1
- South West Early Years and Education Webinars
- E-Bug sessions today!



Should I keep my child off school?



Yes	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.

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How GHLL can support schools

Whole School Approach



[Whole School & Family : Gloucestershire Healthy Living and Learning \(ghll.org.uk\)](http://ghll.org.uk)

PSHE
Association

Keynote:
Jono Baggaley,
CEO of the PSHE
Association



What's next for PSHE education

Jonathan Baggaley, CEO, PSHE
Association



The PSHE Association

- Membership organisation and community
- Support, training and advice
- Partnerships with government, public bodies, civil society, local authorities and Multi-Academy Trusts



**High quality PSHE education
provision for all pupils**

Newsflash!

Consultation opened on 16th May, until **11th July** – DfE confirmed this will continue despite GE.

Key changes include:

- more detail on engaging with parents about the curriculum
- some new content
- age restrictions for some content
- information and restrictions on what can be taught around LGBT.

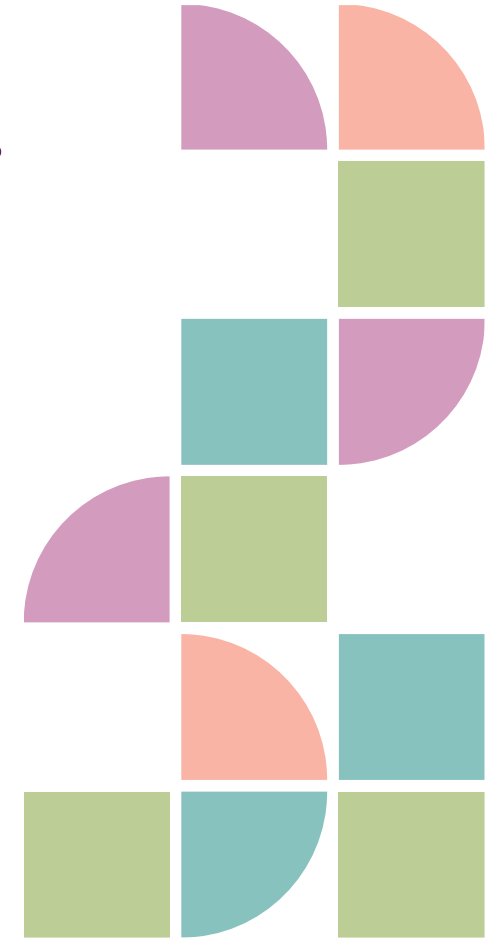
New draft open for consultation



Draft Relationships Education, Relationships and Sex Education (RSE) and Health education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

There are some positive changes...



Positive changes: new content (primary)

Scams and gaming: the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

Vaping: the facts about legal and illegal harmful substances and associated risks, including ...vaping.

Personal safety:

- about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- how to recognise risk and keep safe around roads, railways and water, including the water safety code.

Positive changes: new content (secondary)

Scams: that criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society.

Gambling: the risks related to online gambling **and gambling content within gaming**, including addiction and the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

Positive changes: new content (secondary)

AI and Deepfakes: About the prevalence of deepfakes, including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.

Pharmacists: how and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.

Menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis, and polycystic ovary syndrome (PCOS), and when to seek help from healthcare professionals.

Positive changes: new content (secondary)

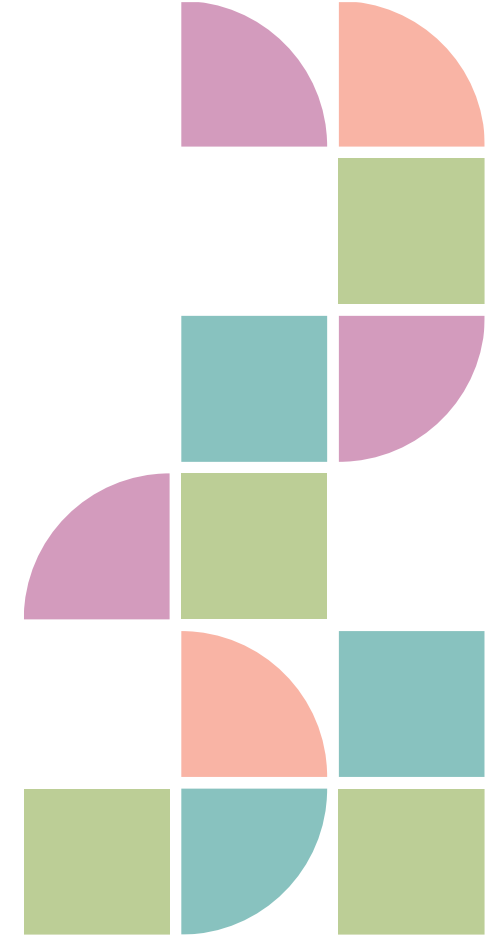
New section on personal safety including:

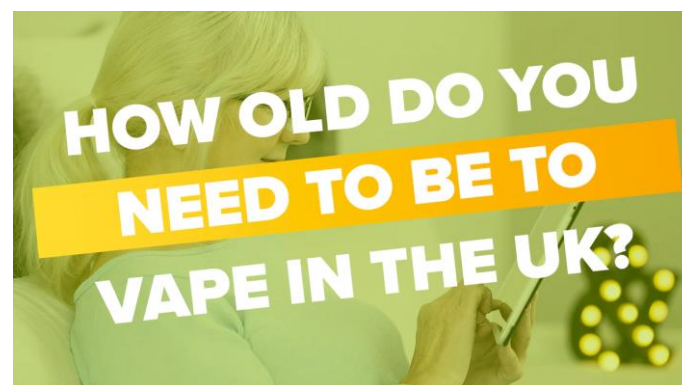
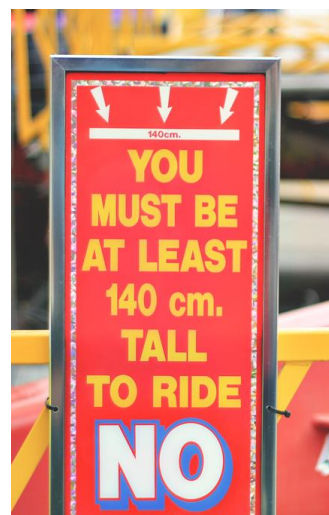
1. how to identify risk and manage personal safety in increasingly independent situations, including around roads, railways and water (including the water safety code), and in unfamiliar social or work settings....
2. how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety.
3. facts and the law around carrying knives and knife crime.

BUT there are also some real concerns...

For example:

- Age restrictions
- LGBT inclusivity
- 'Downgrading' of the subject and promotion of poor practice





Rishi Sunak considers curbing social media use for under-16s

Reports suggest a ban is among potential options to protect young people from online harm



UK ministers considering banning sale of smartphones to under-16s

Polls show significant support for curb to protect children but some Tories uneasy with idea of government 'microparenting'



RSE: DfE names experts advising on 'age-appropriate' lessons

Panel appointed following concerns that children are 'being taught concepts they are too young to understand'

31st May 2023, 4:42pm

Matilda Martin



Rishi Sunak has come under pressure from Tory MPs on the issue (Image: Getty Images)

Sex education classes could be given age ratings to curb 'inappropriate' lessons



We believe childhood is too short to be spent on a smartphone

JOIN THE MOVEMENT

**Get the Mail for a
WHOLE YEAR**
DELIVERED TO YOUR MOBILE OR TABLET
SUBSCRIBE AT: MAILSUBS.CO.UK/JUST20



SEX EDUCATION TO BE BANNED FOR UNDER 9s - AND NO MORE GENDER DOGMA

SCHOOLS are set to be banned from teaching sex education to pupils under the age of nine.

Education Secretary Gillian Keegan will unveil proposals tomorrow for a total ban on the subject until at least Year

By **Kumail Jaffer**
and **Jason Groves**

Five. She is also set to rule that gender identity is a 'contested subject that should not be taught' in schools.

Parents will now be given the right to see material their children are taught. And in a surprise move,

ministers have decided to make the guidance statutory, meaning schools must comply by law.

One government source said Rishi Sunak believed the rules around sex education for the youngest children needed to be made 'much tougher'.

Currently relationship teaching

Turn to Page 6

Charles's portrait like no other

SEE PAGES 6-7

NEWS

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Plan to ban sex education for children under nine

🕒 1 day ago



GETTY IMAGES

By **Becky Morton & Alice Evans**

BBC News

Schools in England will be banned from teaching sex education to children under nine, in new government guidance expected to be published on Thursday.

Open consultation

Review of the RSHE statutory guidance

From: [Department for Education](#)

Published 16 May 2024

 [Get emails about this page](#)

Applies to England

Summary

We're seeking your views on changes to the relationships, sex and health education statutory guidance.

This consultation is being held on [another website](#).

This consultation closes at
11:59pm on 11 July 2024

Primary:

Topic	Age limit
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Not before year 3
Growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process, including the key facts about the menstrual cycle, including physical and emotional changes.	Not before year 4
Sex education topics taught in primary, which should be in line with what pupils learn about conception and birth as part of the national curriculum for science.	Not before year 5

Secondary:

Topic	Age limit
What constitutes harmful sexual behaviour, including sexual harassment and the concepts and laws relating to it, including revenge porn, upskirting and taking intimate sexual photos without consent, public sexual harassment, and unsolicited sexual language / attention / touching.	Not before year 7
The concepts and laws relating to sexual exploitation and abuse, grooming, stalking, and forced marriage.	
Circulating images and information and how to safely report to trusted adults the non-consensual creation or distribution of an intimate image.	
The risks of inappropriate online content, including pornographic content, without discussing the details of sexual acts.	

In 2021-22, 10% of Childline counselling sessions on nude images were for children under 11.

The average age at which children first see pornography is just under 13. Nearly 1 in 3 had seen it by age 11.

Last year, approx. 20% of users of the Report Remove tool from NSPCC were aged 11-13.

According to Revealing Reality, 1 in 3 girls were first asked to share a nude image when they were 13 or younger.

Topic	Age limit
<p>The sexual details relating to sexual violence, including rape and sexual assault.</p> <p>The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas.</p> <p>The details of violent abuse when teaching about domestic abuse including controlling or coercive behaviour, emotional, sexual, <u>economic</u> or physical abuse, and violent or threatening behaviour.</p> <p>Explicit discussion of the details of sexual acts when teaching about intimate and sexual relationships, including in relation to contraception and STIs.</p>	Not before Year 9

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts

There is no age limit on when children experience abuse; 50% of survivors of abuse state that their abuse started before the age of 11 and 30% before the age of 9.

We risk letting children and young people down...



Young people have consistently told us

54% of young people report that teaching in school 'rarely' or 'never' covers what they want to know about relationships, sex and sexuality.

"When you're a kid it's never spoke about. And then when you hit puberty, it's like, put right in your face."

"And we're being taught this stuff too late and, at this point, I feel like, from the information that we have, either we learnt it from our parents or we learnt it on the internet because the school really doesn't do much to help us with these types of topics."

Young people have consistently told us

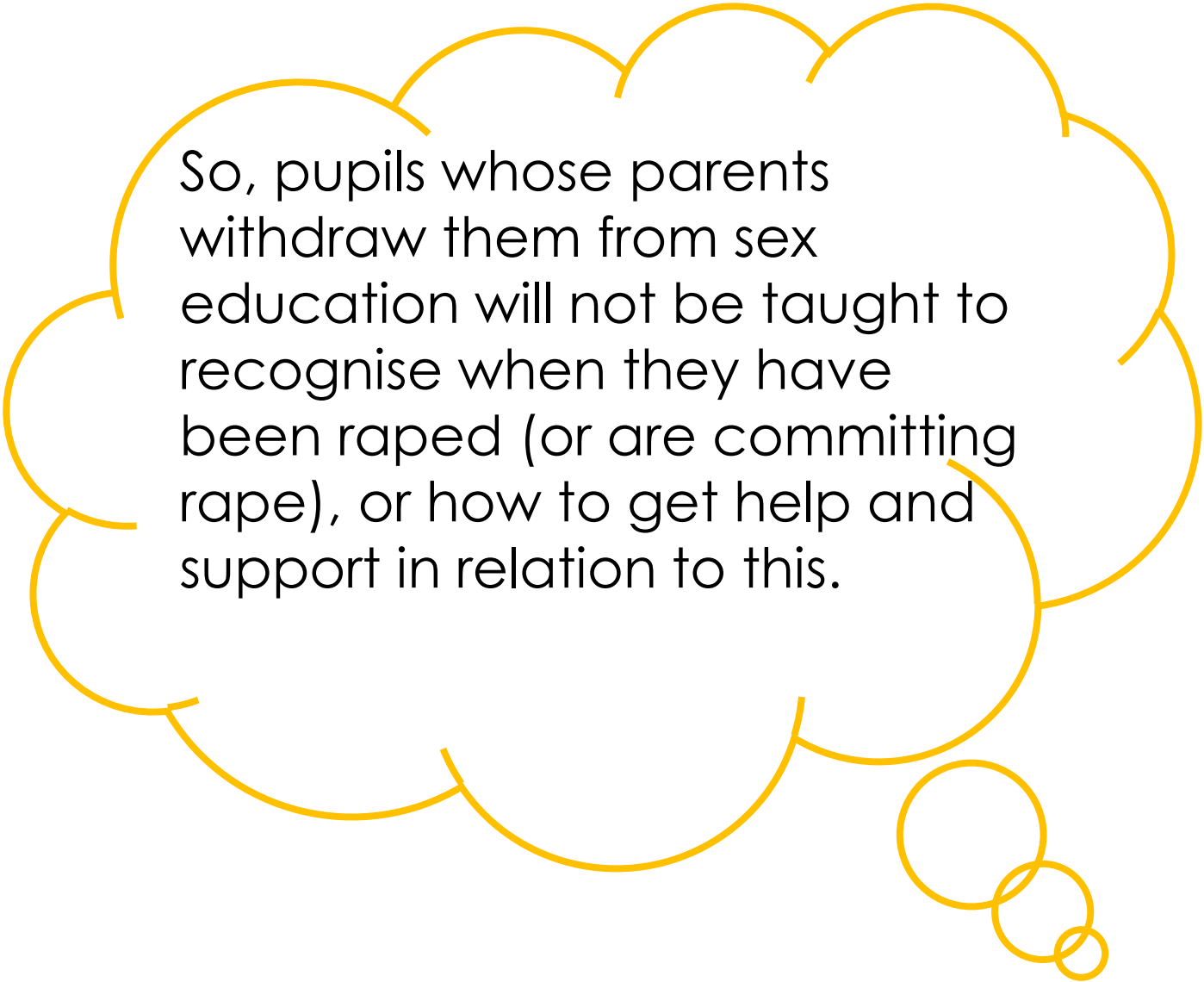
"I had a consent talk in Year 11, when I was 16, and I was like, 'well, if I'd had this talk, like, five years ago, you don't understand what it would have prevented, like, you've done me a disservice by only telling me now, like, you've actually offended me so...' Like, I couldn't even sit in the talk, I was so annoyed."

"You do sex ed in school and you talk about healthy relationships and stuff, but that came too late for me. Our lessons on healthy relationships started a month or two after this happened... and it was too late... and that's what hit me... I thought, if I'd have learnt that sooner, or you know, if, earlier on..."

'Ella' and 'Maria' (both 17) cited in Hamilton-Giachritsis et al (2017)
Everybody deserves to be happy and safe. NSPCC.

Some implications

- “Relationships education should not include topics which involve explaining different forms of sexual activity. This includes discussions of forms of abuse that involve explaining details of sexual activity, for example rape.”



So, pupils whose parents withdraw them from sex education will not be taught to recognise when they have been raped (or are committing rape), or how to get help and support in relation to this.

Some implications

- “Pupils may ask questions related to topics which go beyond any sex education covered by the school, or which cover age-restricted content. The school’s policy should explain how teachers will handle such questions, with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed.”
- “Schools should seek to follow these age limits at all times. However, flexibility may be necessary in order to respond promptly to issues which pose an imminent safeguarding risk to their pupils.... For example, if a primary school becomes aware that pupils are circulating pornographic material on social media.”

Inclusion (...or lack of it?)

Current statutory guidance:

“All pupils should feel that the content is relevant to them and their developing sexuality.”

New draft guidance:

“We expect the majority of primary schools to teach about healthy loving relationships. Primary schools have discretion over whether to discuss sexual orientation or families with same-sex parents.”

and

“Schools can most commonly refer to families with a mother and a father when discussing families”.

Current statutory guidance:

“That stable, caring relationships, which may be of different types, are at the heart of happy families”

New draft guidance:

“That stable, caring relationships are at the heart of happy families”

New draft guidance:

“Pupils should also be taught the law about gender reassignment.”

But...

“Schools should not teach about the broader concept of gender identity. Gender identity is a highly contested and complex subject.”

But then again...

“Schools with a religious character may teach their distinctive faith perspective on relationships, and balanced debate may take place about issues that are contentious.”

Status of the subject

Current statutory guidance:

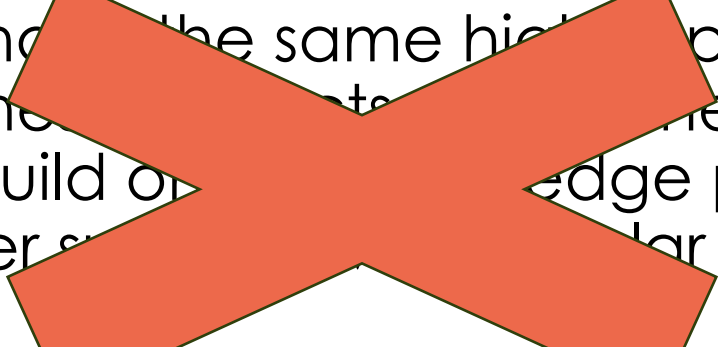
“Senior leadership and whole school approach

Schools which demonstrate effective practice often ensure clear responsibility for the subject is held by a senior teacher in leadership position with dedicated time and specialist provision, e.g. a subject lead or co-ordinator.



“Assessment


Schools should hold the same high expectations of the quality of pupils' work in the subject as in other curriculum areas. A strong curriculum will build on knowledge pupils have previously acquired, including in other subjects. Regular feedback provided on pupil progress.”



What next?




- Please respond to the consultation outlining your concerns. We will share our analysis of the guidance shortly.
- Engage pupils in the consultation process; what are their views on the current curriculum and proposed changes?



[Home](#) > [Education, training and skills](#) > [School curriculum](#) > [Personal, social, health and economic education](#)

Open consultation
Review of the RSHE statutory guidance

From: [Department for Education](#)
Published 16 May 2024

 [Get emails about this page](#)

Applies to England

Summary

We're seeking your views on changes to the relationships, sex and health education statutory guidance.

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This consultation closes at
11:59pm on 11 July 2024

- Continue to adhere to the existing guidance. We will need to wait to see what happens to the draft guidance following the election.
- Continue the excellent work you already do in communicating with parents and engaging them in PSHE.
- When updates to the guidance are finalised, schools will still have a year to implement changes to the curriculum.

We have been here before...



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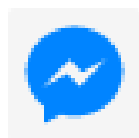
PETER HITCHENS: Conservative values? Now that means forcing your children into sex lessons

By [PETER HITCHENS](#) FOR THE MAIL ON SUNDAY

PUBLISHED: 01:40, 3 March 2019 | **UPDATED:** 02:34, 3 March 2019



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shares

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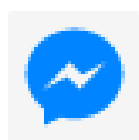


By [PETER HITCHENS FOR THE MAIL ON SUNDAY](#)

PUBLISHED: 01:40, 3 March 2019 | **UPDATED:** 02:34, 3 March 2019



Share



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Revolutionaries love to indoctrinate children. You can look up yourself who said these words: 'When an opponent declares, 'I will not come over to your side', I calmly say, 'Your child belongs to us already... What are you? You will pass on.

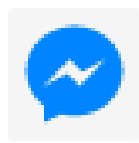
Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community.' '

By PETER HITCHENS FOR THE MAIL ON SUNDAY

PUBLISHED: 01:40, 3 March 2019 | **UPDATED:** 02:34, 3 March 2019



Share



120
shares

Revolutionaries love to indoctrinate children. You can look up yourself who said these words: 'When an opponent declares, 'I will not come over to your side', I calmly say, 'Your child belongs to us already... What are you? You will pass on.

Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community.' '

But it does not really matter who it was. It is horribly true, and it is what all these meddlers think and why they are all so keen on getting control of schools and youth movements.



CONTROL

make healthy choices
make positive decisions
the right choices

AUTONOMY









CAMPAIGN TO  STOP
KILLER ROBOTS

StopKillerRobots.org

STOP
KILLER ROBOTS



CAMPAIGN TO STOP
KILLER ROBOTS

RAYTAT.COM

RAYTAT.COM

HUMAN

Autonomy makes us human

Human beings are not alone in having desires and motives, or in making choices.



Autonomy makes us human

Human beings are not alone in having desires and motives, or in making choices.

It seems to be peculiarly characteristic of humans that they are able to form '**second order desires.**'

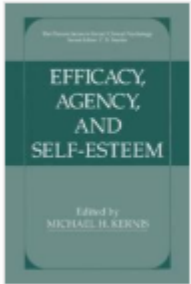
Besides wanting and choosing to be moved to do this or that, humans may also want to have (or not to have) certain desires and motives'

Harry Frankfurt, Freedom of the Will and the Concept of a Person, 1971





**WHY DOES IT
MATTER?**



Efficacy, Agency, and Self-Esteem pp 31-49 | Cite as

Human Autonomy

The Basis for True Self-Esteem

Personality and Social Psychology Review
1997, Vol. 1, No. 2, 170-182

Copyright © 1997 by
Lawrence Erlbaum Associates, Inc.

Performance Effects of Motivational State: A Meta-Analysis

Christopher H. Utman
Department of Psychology
Northeastern University

1987; Elliot & Dweck, 1988; Grolnick & Ryan, 1987) have of two different motivational states and have hypothesized astery (learning goal) leads to better performance than hat one has high ability (performance goal). This article f research in which motivational states are manipulated goals lead to better performance than do performance cate that the learning goal advantage may be limited to d that the learning goal advantage is smaller for young viduals. Further, the learning goal advantage was largeroderately pressuring and when participants were tested on of various theories of motivation and practical impli- f discussed.

in describ-
gts lead to
s involved
, 1985), ego
olls, 1984),
& Dweck,
scribe how
ts may lead
One research tradition that has distinguished be-

Self-Regulation and the Problem of Human Autonomy: Does Psychology Need Choice, Self-Determination, and Will?

Richard M. Ryan and Edward L. Deci
University of Rochester

ABSTRACT The term *autonomy* literally refers to regulation by the self. Its opposite, *heteronomy*, refers to controlled regulation, or regulation that occurs without self-endorsement. At a time when philosophers and economists are increasingly detailing the nature of autonomy and recognizing its social and practical significance, many psychologists are questioning the reality and import of autonomy and closely related phenomena such as will, choice, and freedom. Using the framework of self-determination theory (Ryan & Deci, 2000), we review research concerning the benefits of autonomous versus controlled regulation for goal performance, persistence, affective experience, quality of relationships, and well-being across domains and cultures. We also address some of the controversies and terminological issues surrounding the construct of autonomy, including critiques of autonomy by biological reductionists, cul-

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Relations of autonomy, self-referenced beliefs, and self-regulated learning among Japanese children.

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Database: PsycINFO Journal Article

Full text from publisher

Yamauchi, Hirotsugu Tanaka, Kiho

Citation

Yamauchi, H., & Tanaka, K. (1998). Relations of autonomy, self-referenced beliefs, and self-regulated learning among Japanese children. *Psychological Reports*, 82(3, Pt 1), 803-816.
<http://dx.doi.org/10.2455/PRO.82.3.803-816>

Abstract

Investigated relations among autonomy, self-referenced beliefs, and self-regulated learning for 356 Japanese elementary school children (ages 10-12 yrs) from Grades 5 and 6. Ss completed an autonomy scale, a self-references beliefs scale, and a self-regulated learning scale as part of 2 self-report questionnaires. The measures assessed 4 types of motivation; self-esteem; strategy, capacity, and control beliefs; values; 4 types of goal orientations; and 3 types of learning strategies. Four types of motivation were shown to conform to a simplex structure or ordered correlational structure. Correlations among scores on autonomy (4 kinds of regulation) and on self-regulated learning, and between scores on self-referenced beliefs and on self-regulated learning were examined. Finally, canonical correlation was used to investigate the relations between autonomy and learning and between beliefs and learning. Results suggest that as motivational types change from external to intrinsic regulation, the self-regulated learning process becomes more closely related to better self-regulated learning. Also, motivational components of adaptive learning modes are more controlled types of motivation and beliefs about ability are directly related to the success or failure of Ss' performance. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Chapter 20

The Significance of Autonomy and Autonomy Support in Psychological Development and Psychopathology

Richard M. Ryan, Edward L. Deci, Wendy S. Grolnick, Jennifer G. La Guardia

Book Editor(s): Dante Cicchetti, Donald J. Cohen

First published: 05 September 2015 | <https://doi.org/10.1002/9780470939383.ch20> | C

Summary

This chapter, in keeping with the spirit of the field of developmental psycho examines both the developmental underpinnings of healthy autonomy and



Psychology & Health

ISSN: 0887-0446 (Print) 1476-8321 (Online) Journal homepage: <http://www.tandfonline.com/loi/gpsh20>

Predicting dental attendance from dental hygienists' autonomy support and patients' autonomous motivation: A randomised clinical trial

Original Communication

Autonomy-Supportive and Controlling Styles of Teaching

Opposite or Distinct Teaching Styles?

Camille Amoura¹, Sophie Berjot¹, Nicolas Gillet², Sylvain Caruana¹,
Joanna Cohen¹, and Lucie Finez²

¹Laboratoire Cognition, Santé, Socialisation, Université de Reims Champagne Ardenne, Reims, France, ²Laboratoire des Ages de la Vie, Université François Rabelais, Tours, France, ³Laboratoire de Socio-Psychologie et Management du Sport, Université de Bourgogne, Dijon, France

Abstract. Autonomy-supportive and controlling styles of teaching are usually considered to be the opposite ends of a single continuum. An alternative view, however, is that individuals can perceive both styles simultaneously, which suggests that they are different constructs (Bartholomew, Ntoumanis, Ryan, Bosch, & Thøgersen-Ntouman, 2011). Using cluster analysis, Study 1 ($N = 160$) confirmed that both teaching styles were perceived by students. Four clusters appeared depending on the student's score on the measures of autonomy and controlling styles (high autonomy-high control; low autonomy-low control; high autonomy-low control; low autonomy-high control). Participants in the high autonomy-low control cluster reported the highest self-determined motivation in their studies. Using path analysis and mediational analyses, Study 2 ($N = 127$) tested the independence of the two styles by studying the process through which they influenced motivation. The results showed that need satisfaction (specifically, the need for autonomy) mediated the path between perceived autonomy-supportive teacher behavior and motivation, and that need-thwarting (specifically, the need for autonomy and relatedness) mediated the path between perceived controlling teacher behavior and self-determined motivation, which in turn predicted academic performance. These results add to the existing literature supporting the independence of the two styles.

Keywords: interpersonal style, need satisfaction, need-thwarting, self-determined motivation, performance

in the realm of the self-determination theory (SDT; Deci & Ryan, 1985, 2000; Ryan & Deci, 2000), the interpersonal style of supervisors is a significant social factor. It was found to influence self-determined motivation and performance in various contexts such as sports (Gillet, Vallerand, Amoura, & Baldes, 2010), work (Gillet, Berjot, & Paty, 2010), and, as studied here, education (Black & Deci, 2000). It is generally assumed that there are two interpersonal styles: autonomy-supportive and controlling, the former of which leads to self-determined motivation and the latter of which leads to non-self-determined motivation. Thus, the first is considered to be opposed to the second (Deci & Ryan, 1987; Deci, Schwartz, Sheinman, & Ryan, 1981; Vansteenkiste et al., 2012). Such opposition implies

students at the same time, a finding that encourages future research to consider autonomy support and control independently (Balaguer et al., 2012; Bartholomew, Ntoumanis, Ryan, Bosch et al., 2011; Ng, Ntoumanis, & Thøgersen-Ntouman, 2013; Pelletier, Fortier, Vallerand, & Briere, 2001; Silk, Morris, Kanaya, & Steinberg, 2003; Tessier, Samraiz, & Ntoumanis, 2008). Moreover, SDT assumes that basic psychological needs mediate the relationship between social factors and motivation (Vallerand, 1997). However, here again, although many studies have confirmed that the autonomy-supportive style predicts motivation through need satisfaction (for a review, see Vallerand & Miquelon, 2008), very few have confirmed the hypothesis that a controlling style predicts motivation through

Chapter 28

Autonomy Is No Illusion

Self-Determination Theory and the Empirical Study of Authenticity, Awareness, and Will

RICHARD M. RYAN
EDWARD L. DECI

**WE ARE
VULNERABLE**

THE PSYCHOLOGY OF ADVERTISING

*A Simple Exposition of
The Principles of Psychology
In Their Relation to
Successful Advertising*

By WALTER DILL SCOTT, Ph.D.

*Director of the Psychological Laboratory of Northwestern University
Author of "The Theory of Advertising," "The Psychology of Public Speaking,"
"Die Psychologie der Trisbe," etc.*

NEW EDITION, WITH ADDITIONS AND A COMPLETE INDEX



Boston
Small, Maynard & Company
1913

THE AUTHOR RESPECTFULLY DEDICATES THIS VOLUME TO
THAT INCREASING NUMBER OF AMERICAN BUSINESS
MEN WHO SUCCESSFULLY APPLY SCIENCE WHERE THEIR
PREDECESSORS WERE CONFINED TO CUSTOM.

I should say not! My
Dad would never smoke
anything but a

Marlboro



Yes, you need never
feel over-smoked
...that's the Miracle



You're darn tootin
my dad smokes

Marlboro
...he knows
a good thing!



Yes, you need
never feel
over-smoked

...that's the
Miracle of
Marlboro!



YOUR CHOICE OF
IVORY TIPS • PLAIN ENDS • BEAUTY TIPS (RED)



Gee, Dad, you always get
the best of everything
...even

Marlboro!



Yes, you need
never feel
over-smoked
....that's the
Miracle of
Marlboro!



YOUR CHOICE OF IVORY TIPS •
PLAIN ENDS • BEAUTY TIPS (RED)





Drink

Coca-Cola

BOTTLED BY THE BOTTLE

Delicious and Refreshing



Think Small.



Think different.

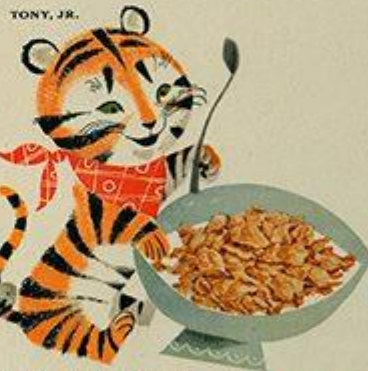
JUST DO IT.





TONY, SR.

Which Tony
has the
Kellogg's
SUGAR FROSTED FLAKES?

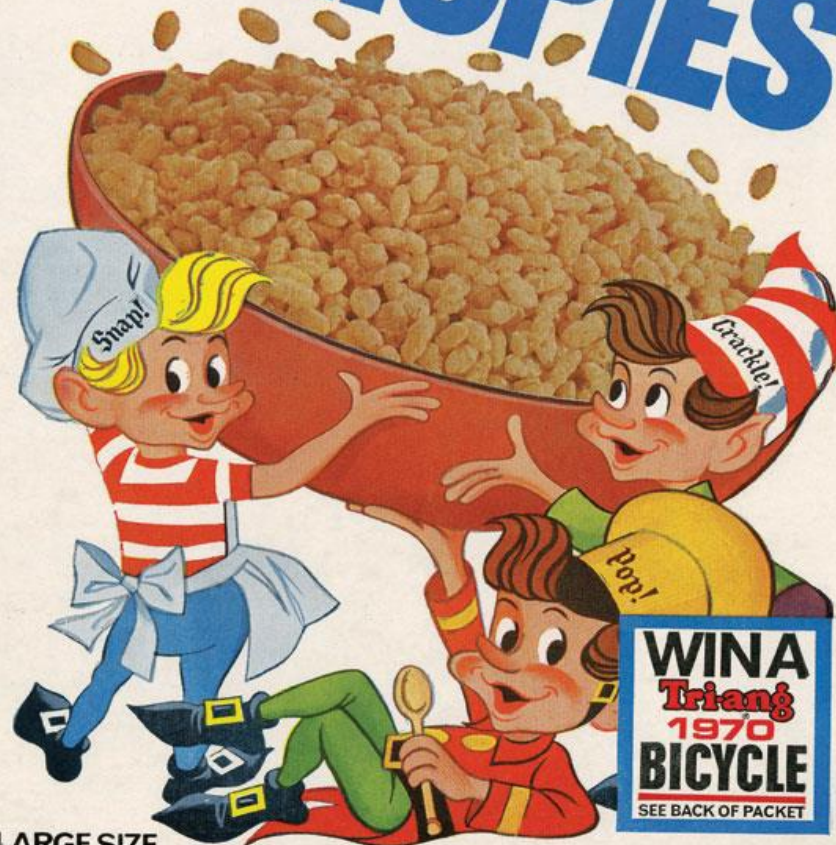


TONY, JR.

They're both lucky tigers! Tony Sr. snacked his up right out of the box. Tony Jr. has his in a bowl with milk! Either way, you know these days 'most everybody has Kellogg's Sugar Frosted Flakes—Tonys, Smiths and folks with your name. Aren't they gr-eat fun to eat?



Kellogg's RICE KRISPIES



WINA
Triang
1970
BICYCLE
SEE BACK OF PACKET

LARGE SIZE

20M

WEDNESDAY, APRIL 29, 2015 **Star** 55

WORLD SNOOKER

Pep gets Kloppe

From ANTONY KASTRINAKOS

£30m CUP DEAL

From Back Page

money circulating in football in TV rights to avoid this. Football is about history and tradition. Our Cup was different. No other country had anything to compare with it. Football fans also took the deal last night, calling it "horrible" and "bullshit".

144-year history that full naming rights have been granted. US drinks giant Budweiser - who has a year merely to be "in" the trophy FA Cup and £10m with the three-year





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Mark Zuckerberg

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Message



Posts About Friends Photos Videos Reels More



About

Overview

Work and education

Places lived

Contact and basic info

Family and relationships

Details About Mark

Life events



Works at Meta and Chan Zuckerberg Initiative



Studied Computer Science and Psychology at Harvard University
Attended from 2002 to 2004



Lives in Palo Alto, California



From Dobbs Ferry, New York



Married to Priscilla Chan
Since 19 May 2012

Friends

Followers



মোহাম্মদ রাফিম ইসলাম ওমর
Works at Hacker BD

Add friend



Solenn Mae Paragas

Add friend



Olaafa Adéwalé Joël
Works at Moteur électrique

Add friend



Umair Abbas

Add friend



Md Rakib
Dhaka, Bangladesh

Add friend



Grind Grow & Laugh



Naim Hassan Evan
Works at Student

Add friend



Thàkúrí Rëshàñ

Add friend

See All





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Captology

Every day more and more computing products, including websites and mobile apps, are designed to change what people think and do.

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Persuasive Technology Lab
Stanford University



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Enter your email address to receive monthly or bimonthly updates from the lab

DESIGN RESOURCES for BEHAVIOR CHANGE

Tools for understanding human nature, hot triggers, & new habits.

Persuasion & Technology

BJ Fogg, Ph.D.
Stanford University

Persuasive Technology Lab



11:29

Fall 2006



MACHINES DESIGNED TO CHANGE HUMANS

Yes, this can be a scary topic: machines designed to influence human beliefs and behaviors. But there's good news. We believe that much like human persuaders, persuasive technologies can bring about positive changes in many domains, including health, business, safety, and education.

INFORMATION FOR:

- Designers & Interventionists
- Teachers & Trainers
- Prospective Students

"A must-read for everyone who cares about driving customer engagement."
—ERIC RIES, author of *The Lean Startup*

HOOKED



How to Build
Habit-Forming Products

NIR EYAL

WITH RYAN HOOVER



Chamath Palihapitiya:

Facebook Senior Executive
(2007–2011)


```
taTypes[0]&&l.accepts[l.datatypes[0]]?l.as...  
=u))return w.abort();v="abort";for(e in(succ  
try{u=1,j.send(s,y)}catch(x){if(!(2>u))throw  
S(v=Vb(l,w,d)),v=Wb(l,v,w,k),k?(l.ifModified&  
AD'===l.type?y="TRIGGER$THE HOOK MODEL":304==  
,w.statusCode(r),r=void 0,i&o.trigger(k?"aja  
script:function(a,b){return n.get(a,void 0,b,"s  
a)}})).n._evalUrl=function(a){return n.ajax({ur  
var b=n(a,this[0].ownerDocument).eq(0).clone(!0  
from this); wrapper = function(){ return n.  
on(b,"ajaxSuccess",function(){wrapper.call(this,  
this.responseText,status,responseHeaders)}),  
wrapper(),b.remove()}; if (!isFunc
```










16:59 Telekom.de 88880

00:10 4:04 1/11 **HEAVEN** 104 104

Ray Kim

Guardian (Original Teles)

21 °C A/C 82 21 °C



It's more
than a
fridge.

It's the Family Hub.™

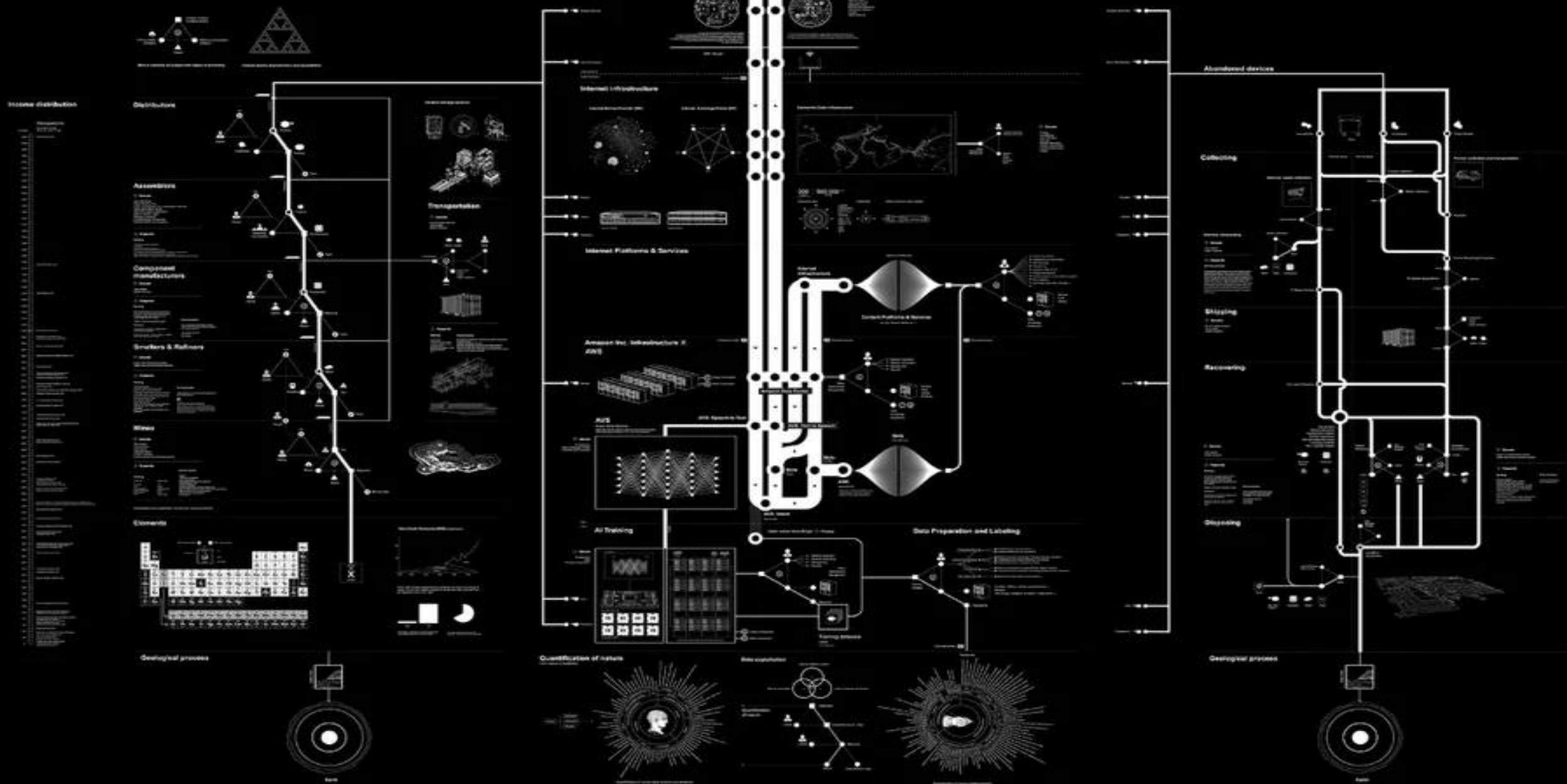
ring

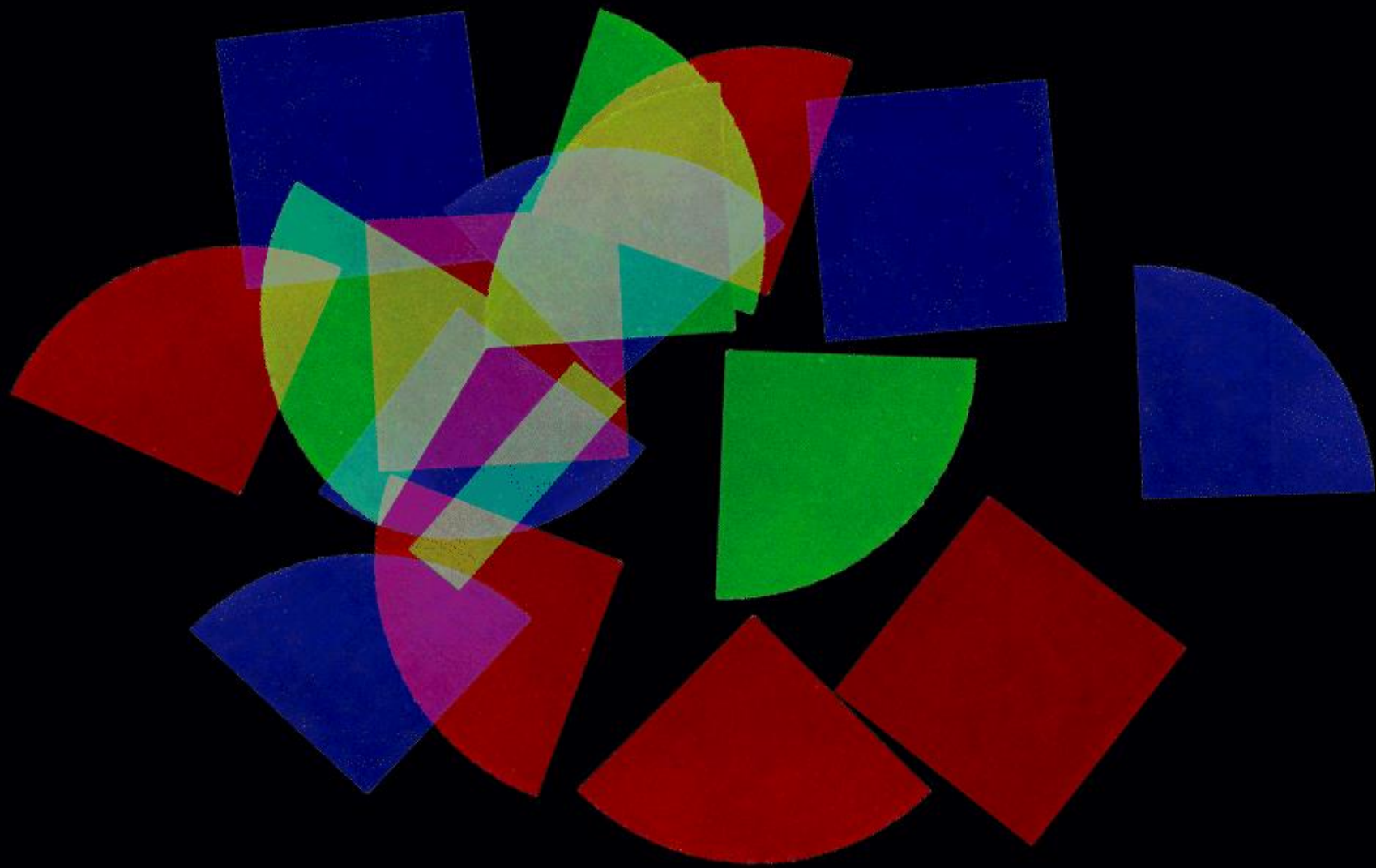
Always Home.



Anatomy of an AI system

An anatomical case study of the Amazon echo as a artificial intelligence system made of human labor







Log out

Account

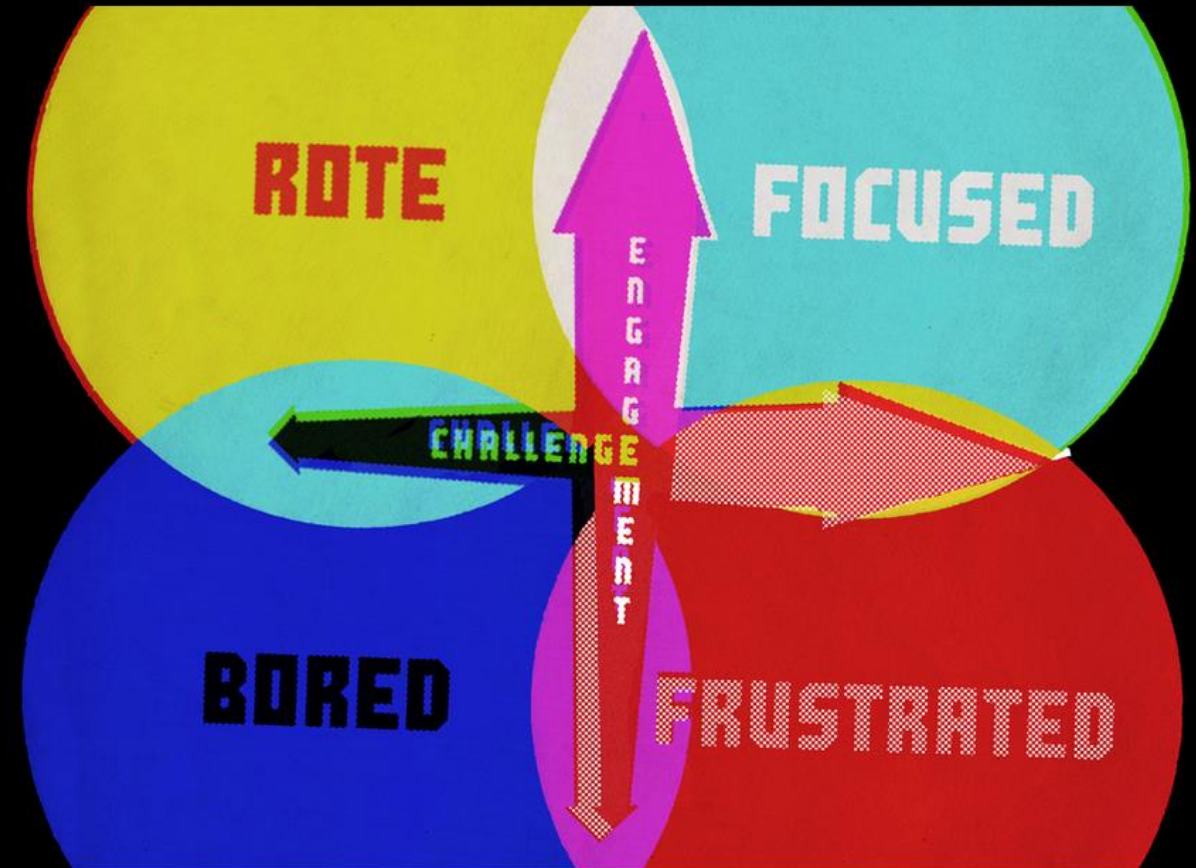
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LOOKING FOR ATTENTION: PROMOTING ATTENTIONAL WELLBEING IN A DIGITAL AGE



Fully Human
May 15, 2024

Dr Joshua Stubbs explores what we can do in the face of digital distraction to support children's agency, maintain attention and manage the persistent pull of digital technologies....





Log out

Account

Home About ...

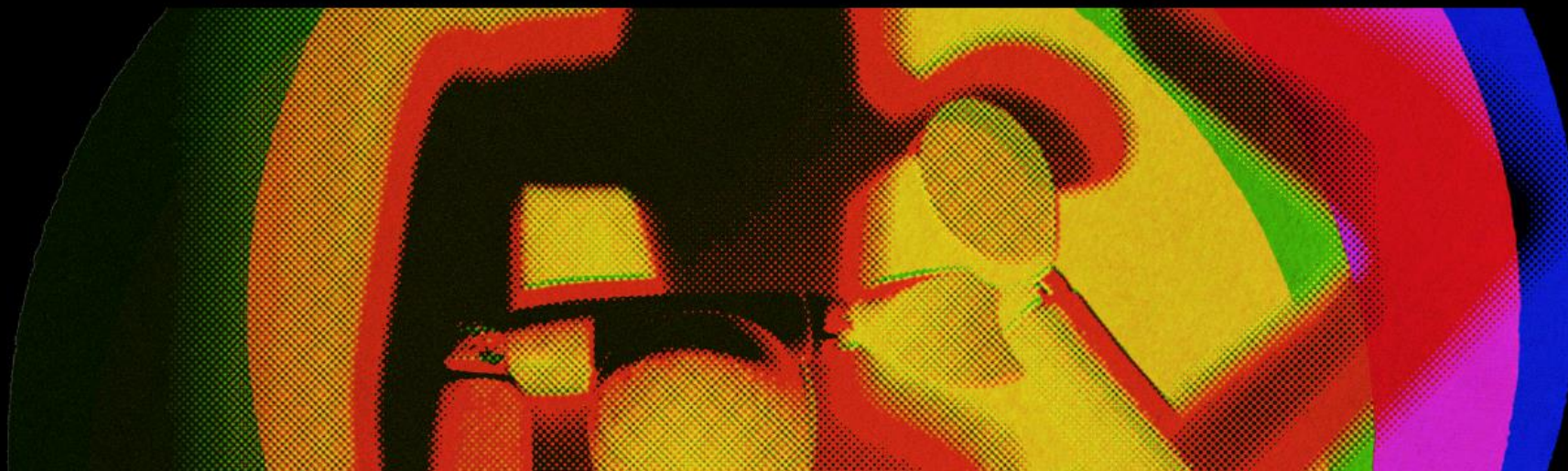
WHEN BUYING SEXUAL SERVICES BECOMES NORMAL: CORPORATE PROFIT AND HUMAN LOSS



Elly Hanson

May 1, 2024

The first in a series of three essays looking at more and less human approaches to sex in our age of hyper-charged online consumerism....



PORNOGRAPHY AND HUMAN FUTURES



PSHE
Association

PORNOGRAPHY AND HUMAN FUTURES

●● *Q: Do you like having your picture taken?*

A: I don't like having my picture taken.

Q: Do you believe that it is possible that, at some point in the future, one will be able to achieve sexual satisfaction, "complete" sexual satisfaction, for instance by taking a pill?

A: I doubt that it's impossible.

Q: You don't like the idea.

A: No, I think under those conditions we would know less than we do now.

●● *Q: Know less about each other.*

A: Of course.

From 'The Explanation'
Donald Barthelme: Forty Stories

fullyhuman.org.uk

1. Introduction

What is pornography in this age of ever-present technology? How does it work and what does it do? What does it mean for our hopes for young people? How does it affect our potential for what we might call a fully human existence? These are the fundamental questions about porn that Fully Human Issue #1 seeks to explore.

There now exists a robust body of research evidencing various effects of pornography on both young people and adults, and this is critical to our ability to find answers to these questions. Alone however this research is insufficient – here we look beyond individual 'impacts' of porn to explore what lies beneath, joining up these studies with research on the core qualities of human flourishing, as well as the essential aspects of the porn complex and experience – always asking what one means for the other.

One backdrop to this report is the long-standing heated debate about pornography, with people divided broadly along liberal, conservative and feminist lines, and the arguments centred on whether pornography should be censored given (contested) harms to women and the family, or whether in fact that constitutes an infringement of individual rights and freedoms. The analysis here and the position we come to does not neatly sit within any of these camps, nor indeed this debate as a whole. First our focus is on today's mainstream online porn, and its which, when taken as a whole, differs in some fundamental ways from earlier pornography.

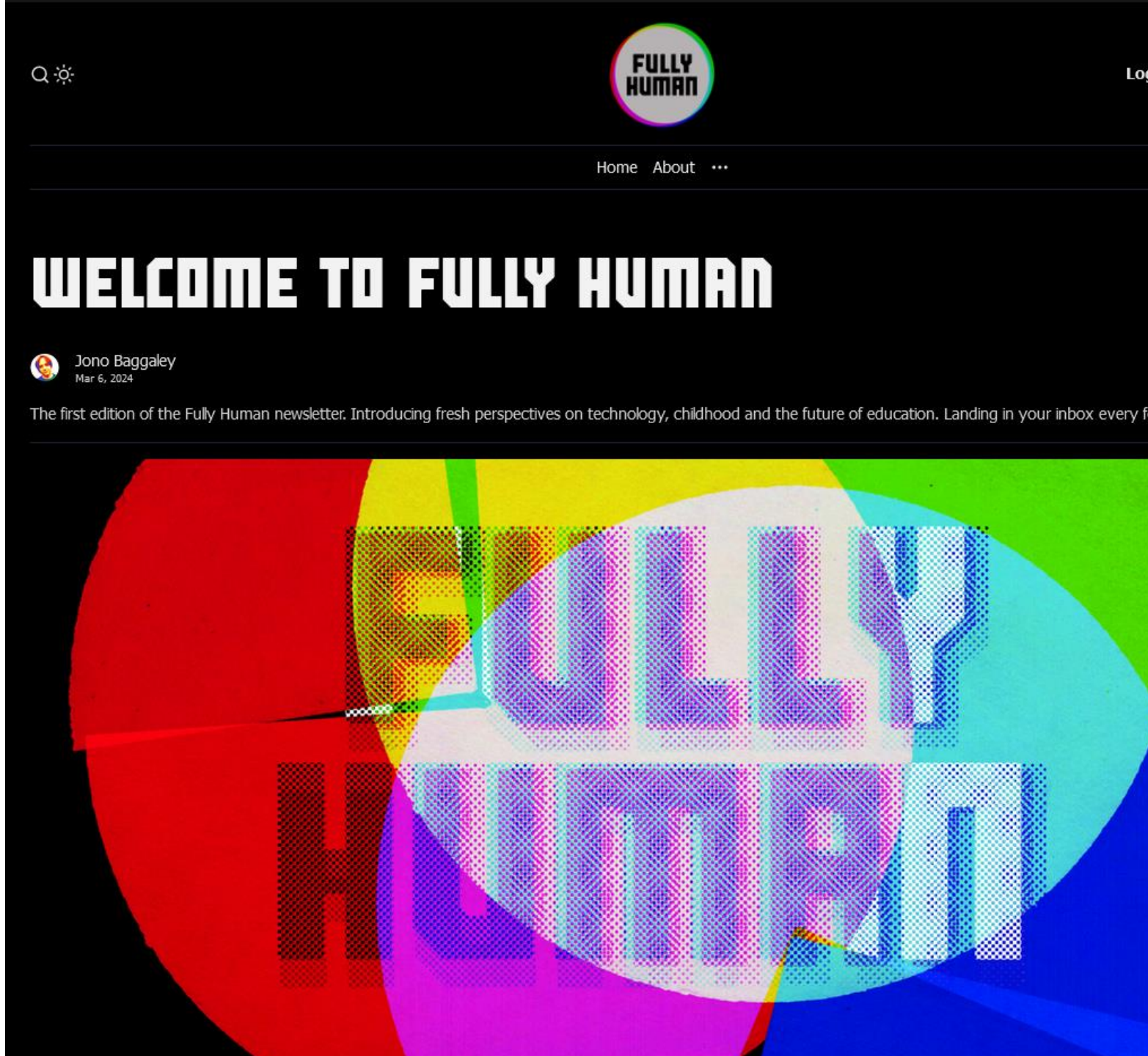
Second, the different views in this debate arise from people giving more or less weight to different values (for example, some emphasising individual freedoms versus others prioritising equality), yet we see each of these as core to a fully human existence and seek to foreground them all – perhaps at their most fundamental these core 'goods' being autonomy, connection and justice. Third, our focus here is largely on surfacing the fundamentals at play, rather than presenting the case for specific ways forward – this exploration being a necessary basis for those subsequent discussions.

The themes of visibility and invisibility run throughout. What do viewers see and what don't they? What do those behind the algorithms see, and what do they hide? What are the elemental qualities of being human that are both profoundly 'known' but all too infrequently articulated, and in what ways might they be quietly chipped away at by today's online porn? **By bringing all of this to the surface, we can more clearly think about what porn means for our children and young people, and for all of us, and what we can do in the effort to chart a fully human course forwards.**

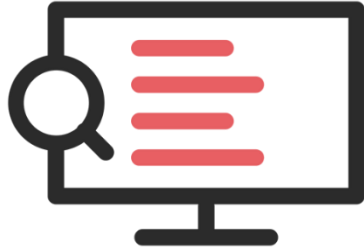
Note that, whilst important, this analysis does not focus on the impact on individuals in videos on porn sites. Recent activism and media coverage has highlighted how porn sites have been hosting and profiting from videos of abuse: girls and women (in the main) suffering the severe trauma of images of their abuse being seen by thousands and having no means to prevent it.

Sign up!

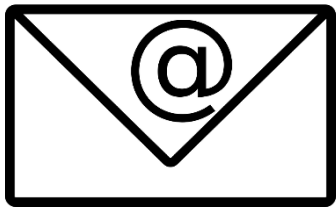
fullyhuman.org.uk



Thank you! Stay in touch



pshe-association.org.uk



info@pshe-association.org.uk



[@PSHEAssociation](https://twitter.com/PSHEAssociation)



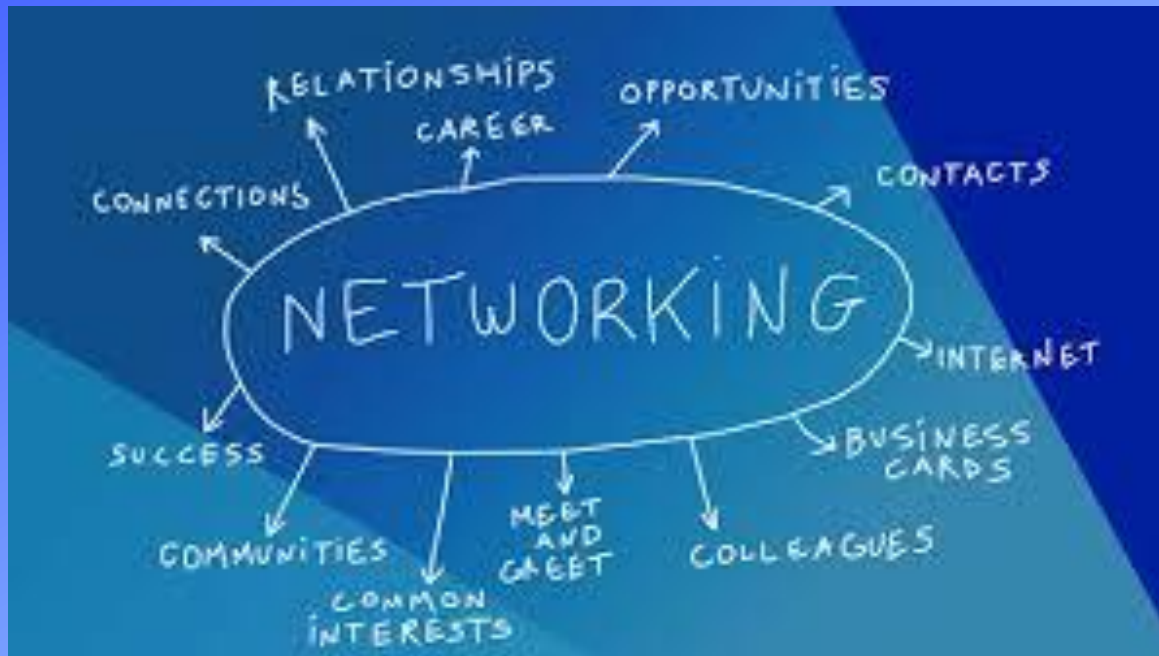
Coffee & Tea Break

10.45 - 11.10am:
Break for Refreshments

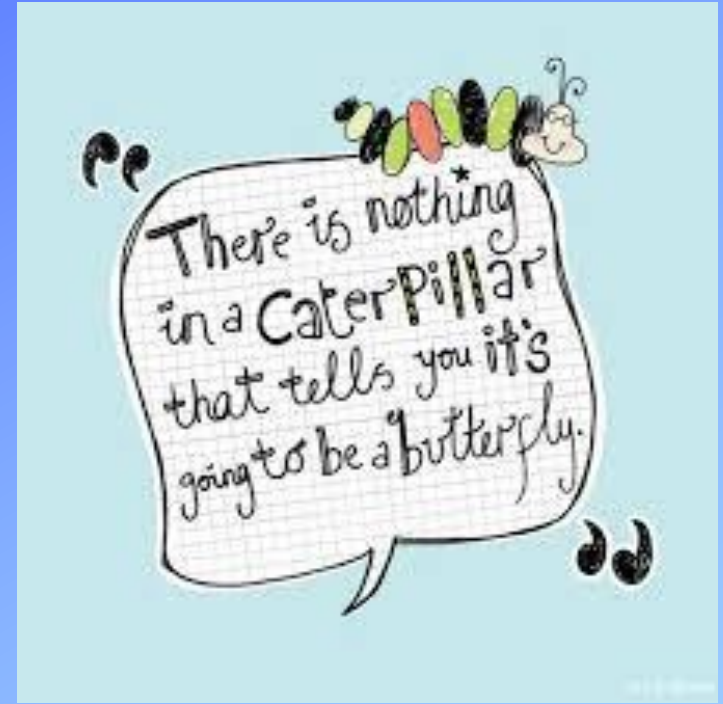
11.10am -12.10:
Workshop 1

Lunch & Marketplace

12.10-1.25pm



Introduction to Keynote: Oliver Cope





The Art of Being Brilliant

Your wellbeing launchpad

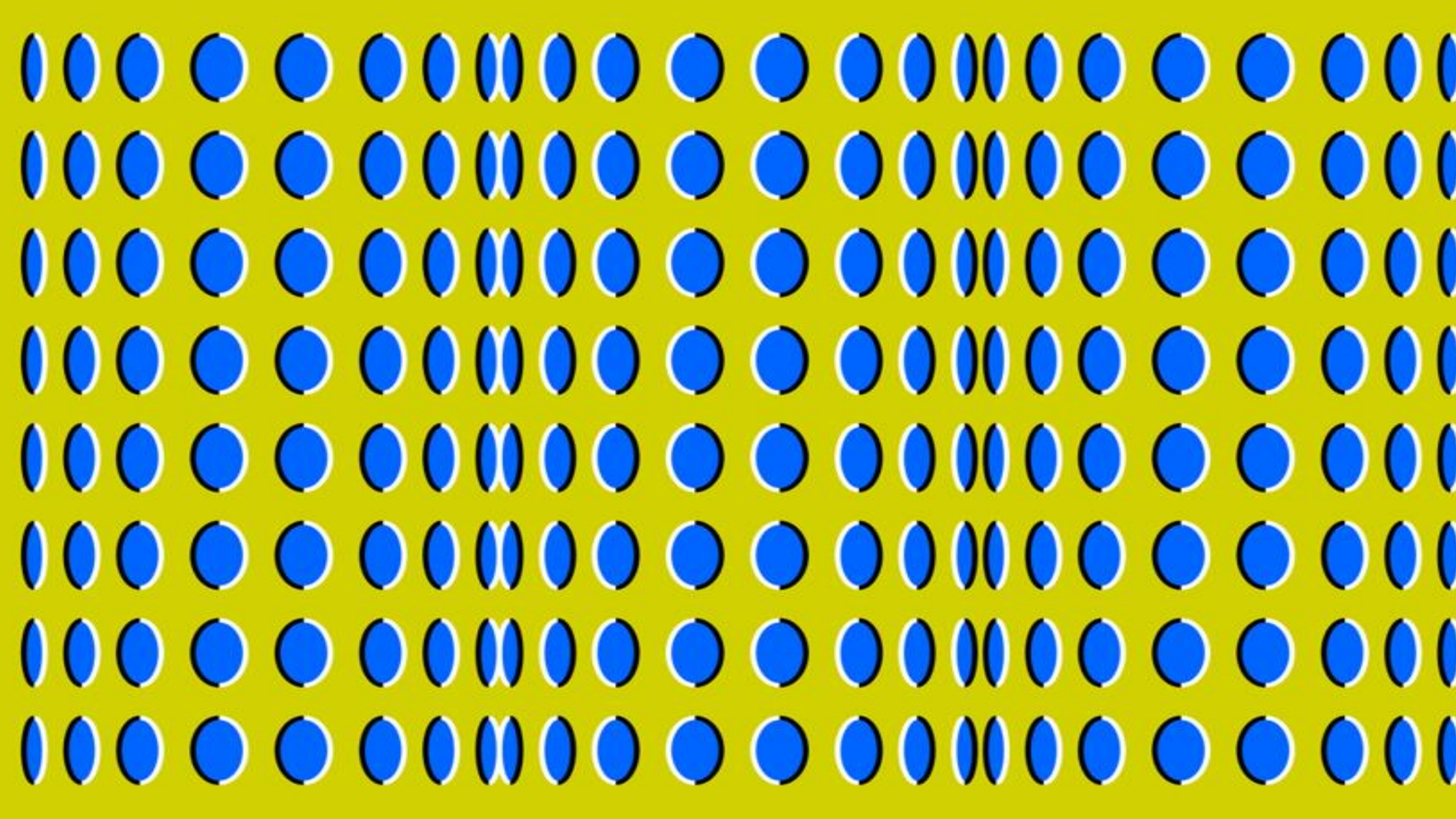
Ollie@artofbrilliance.co.uk

Shift happens



**On the cat
scale, how's
your mood?**





Put these in order of importance:

money, health,

happiness,

relationships,

success



Children's words of the year

2023	Climate change
2022	Funeral
2021	Anxiety
2020	Coronavirus
2019	Brexit
2018	Plastic
2017	Trump
2016	Refugee
2015	Hashtag
2014	Minion



THE
TERMINATOR

IF YOU FEAR

CHANGE,

LEAVE IT HERE!





2022

2021

2020

2023

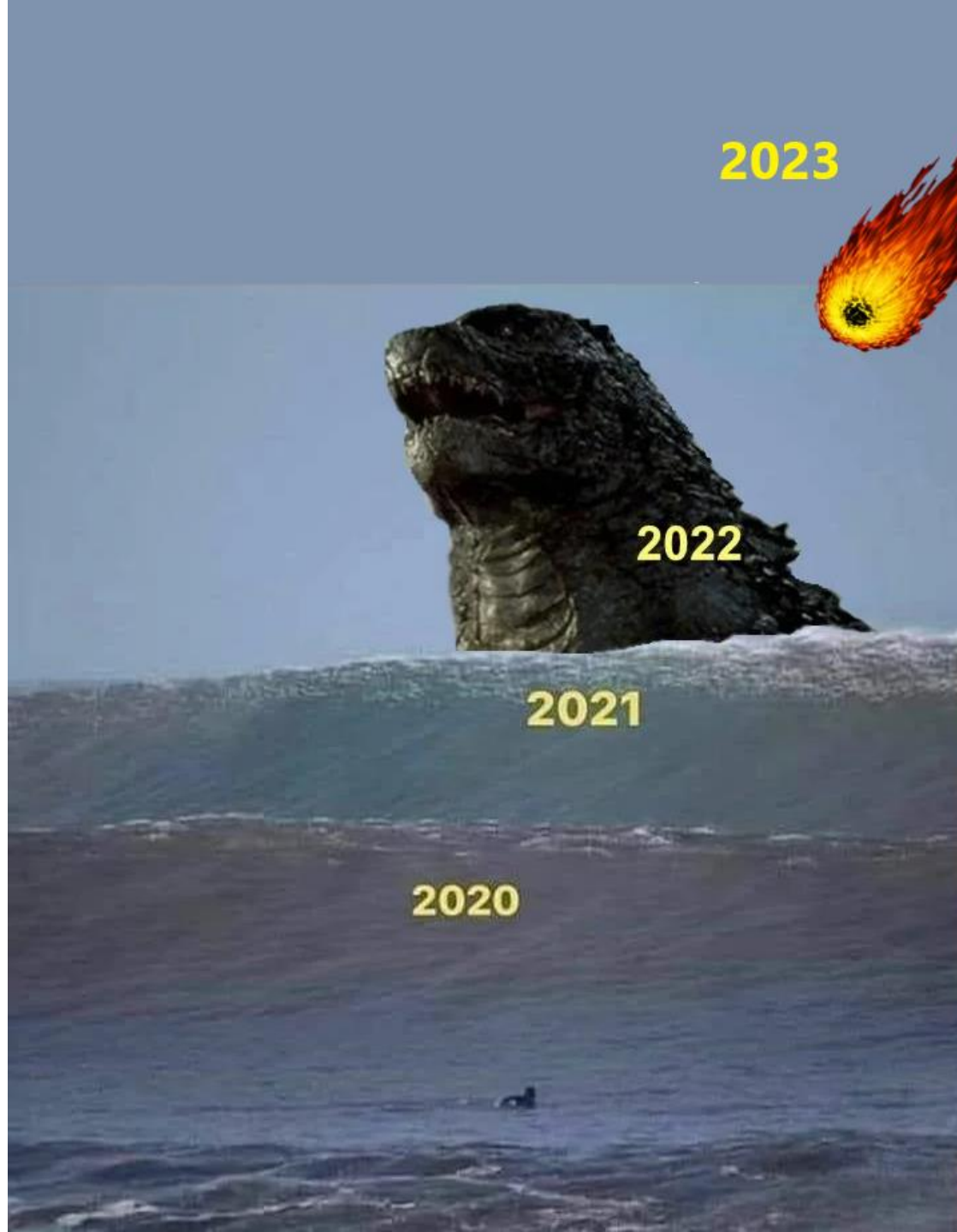


2022



2021

2020



2024



2023



2022



2021

2020









**3 words that
describe you at
your best...**

★UPPER LEVEL★ (positive)



2%

languishing

LOWER LEVEL (negative)



Personal brilliance

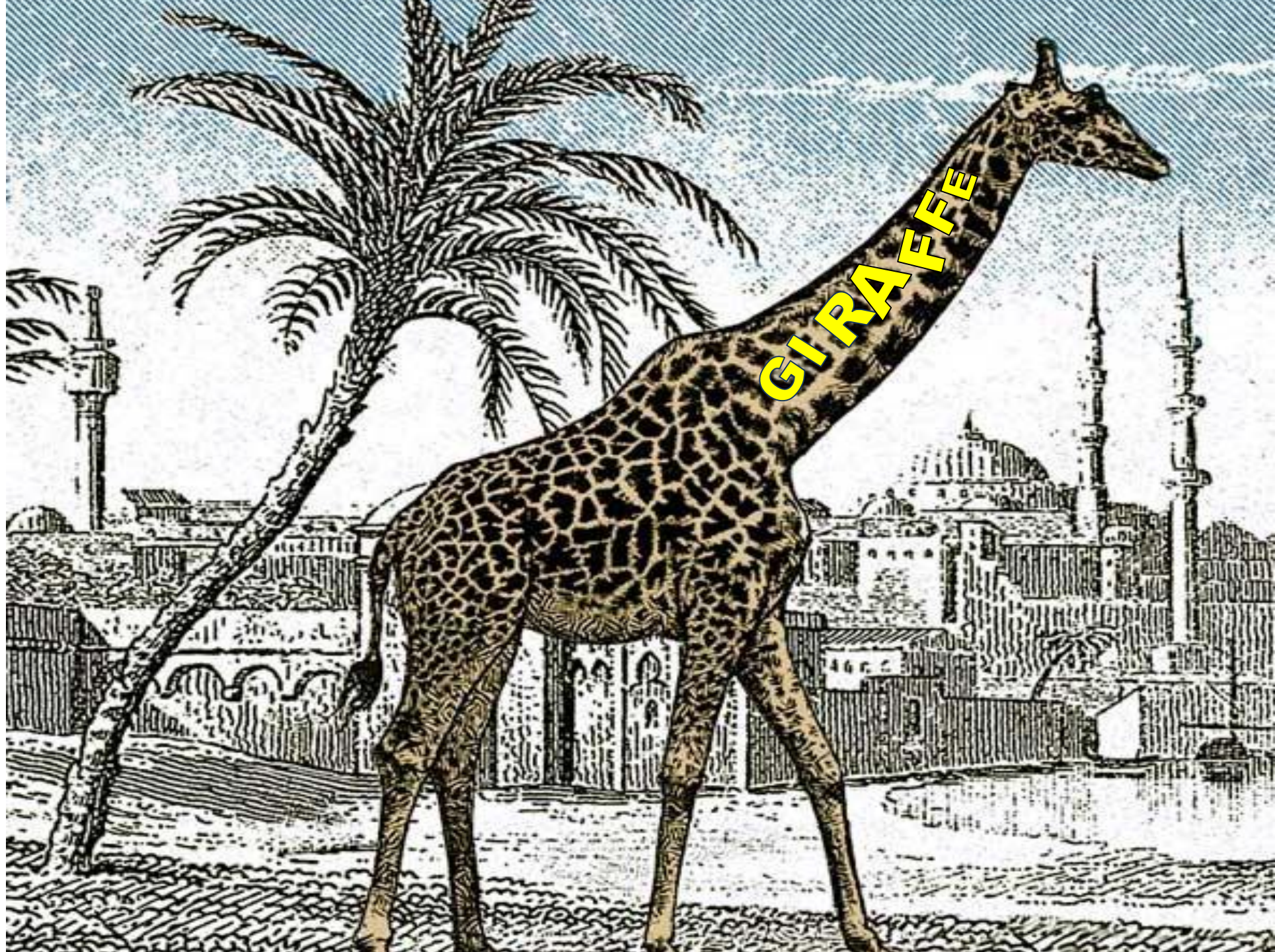


Your 'best' looks different every day (and that's okay)

Mon Tues Wed Thur Fri Sat Sun

FIND THE
HIDDEN
GIRAFFE





GIRAFFE



Choose to be
POSITIVE



That's my clock





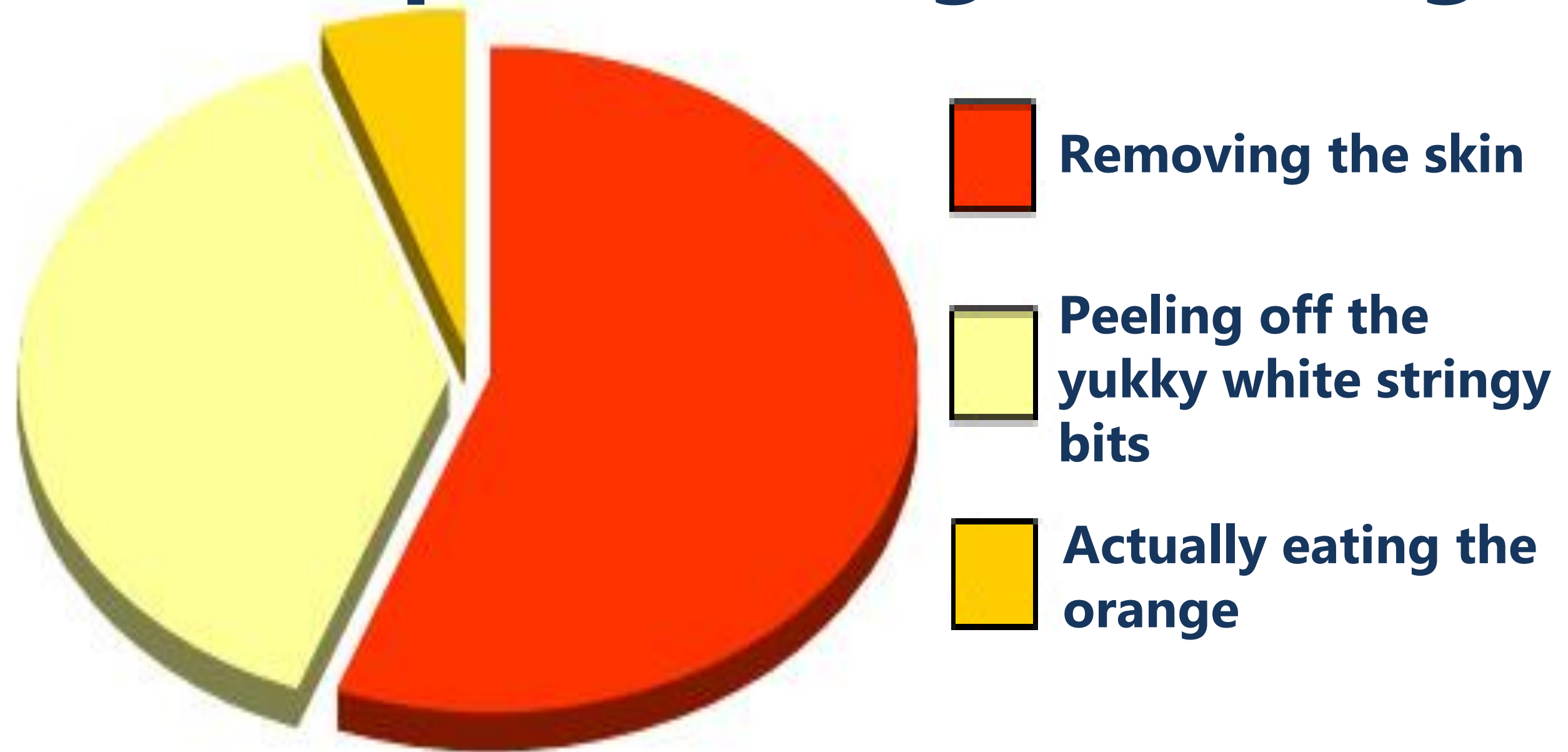
THE 4-MINUTE RULE





40%

Time spent eating an orange

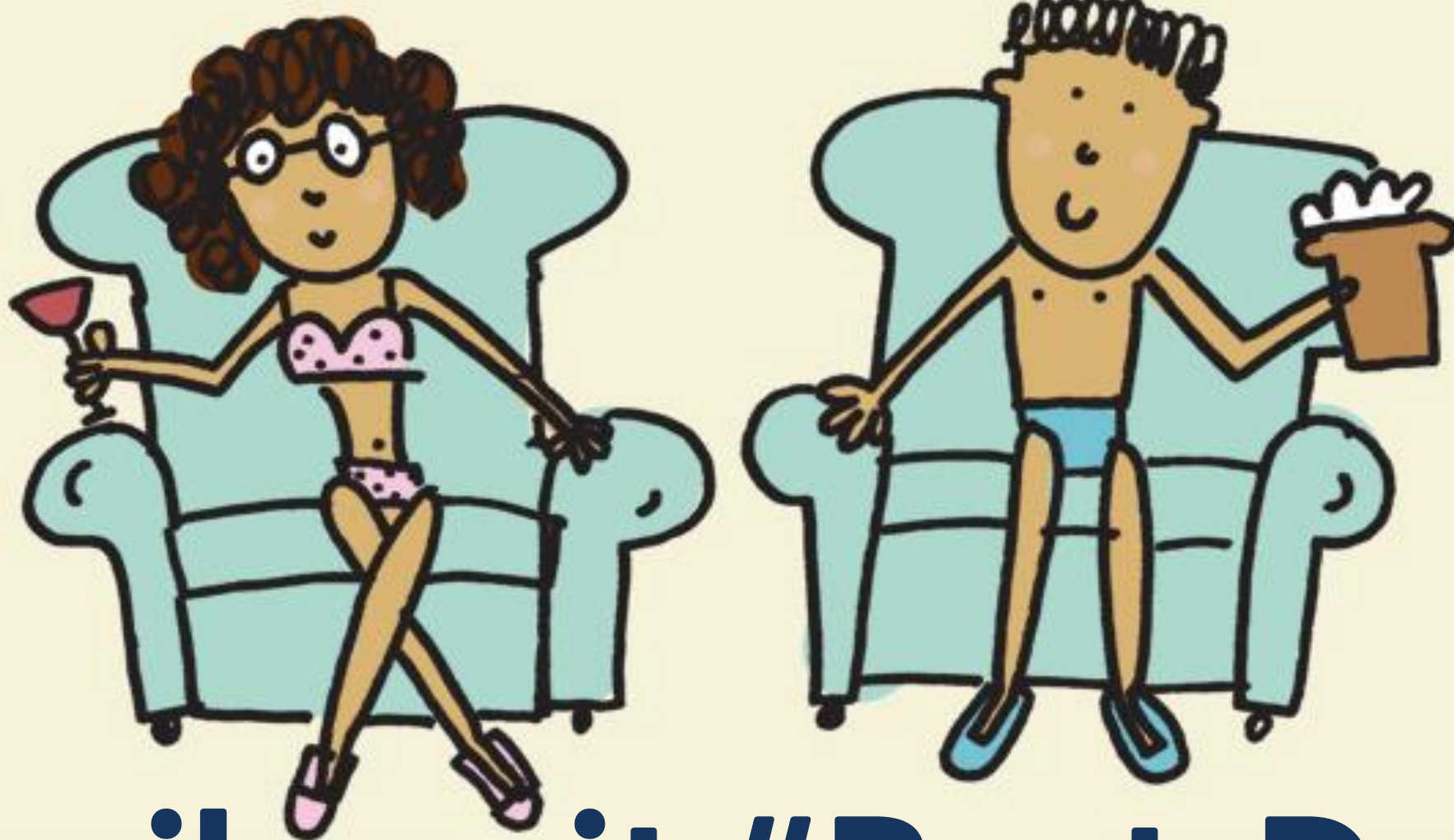




why?

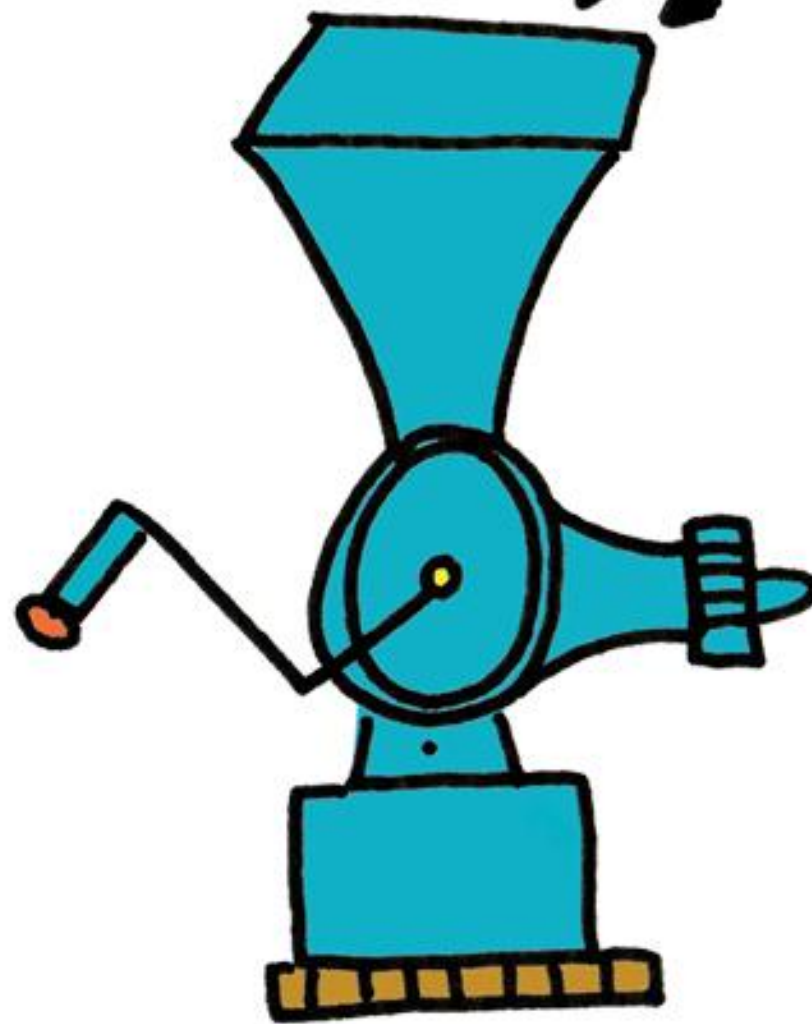
how?

what?



Kalsarikannit #PantsDrunk
**Drinking at home in your underwear,
with no intention of going out**

What goes in...



... must come out!

Sausage
Machine



art of brilliance
why settle for anything less than being yourself... brilliantly?





**What are you gonna
do with your
1,000,000,000
heartbeats?**



The Art of Being Brilliant

Your wellbeing launchpad

Ollie@artofbrilliance.co.uk

2.35 - 3.25pm: Workshop 2



3.35-4.00 pm: Marketplace
and Networking with tea/coffee

GHLL Evaluation



**We would really appreciate it if you would scan the QR code and feedback on the event today.
Thank you from the GHLL team.**



**Gloucestershire
Healthy
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THANK YOU

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