



Sleep

and PSHE Education

Professionals' Pack

2025

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Introduction

This pack aims to support education providers to deliver quality PSHE education around sleep by identifying the curriculum links within the PSHE Associations' Spiral Curriculum and the Department for Education's statutory guidance and developing staff's confidence and competence on the subject matter to support them to facilitate PSHE education on this topic within their own setting.

The Department for Education's statutory guidance states that:

- Pupils can also put knowledge into practice as they develop the capacity to make sound decisions to manage good physical health and mental wellbeing.
- Schools should show flexibility to respond to local public health and community issues to meet the needs of pupils
- Should be addressed sensitively and clearly

Children and young people need to learn the characteristics of good physical health and mental wellbeing to protect and support their own health and wellbeing.



Local Quality Framework

We believe that for PSHE education to be effective it must:

- Be delivered in a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- Have clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- Be relevant, accurate and factual, including using the correct terminology.
- Be positively inclusive in terms of:
 - Age
 - Gender Identity
 - Race
 - Sex
 - Disability
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation
- Designed to include the development of knowledge, skills and values to support positive life choices.
- Use positive messaging, that does not cause shame or victim blaming.
- Challenge attitudes and values within society, such as perceived social norms and those portrayed in the media.
- Be reflective of the age and stage of the children and young people and be tailored to the environment and group.
- Utilise active skill-based learning techniques to encourage active participation.
- Ensure that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.
- Be delivered by trained, confident and competent professionals.
- Empower and involve children and young people as participants, advocates and evaluators in the development of PSHE education.

Safe Learning Environment

A safe learning environment enables children and young people to feel comfortable to share their ideas without attracting negative feedback. It avoids possible distress and prevents disclosures in a public setting and enables professionals to manage conversations on sensitive issues confidently.

We have created a guidance document to support professionals to create this safe in their own setting.



No. 01 – Ground Rules

Create in collaboration with the group . As the facilitator role model the agreed ground rules.



No. 02 – Collaborate with DSL

Let them know when the session is being delivered to ensure the correct support is in place should any disclosures be made.



No. 03 – Staff Confidence

Check Staff confidence levels. If anyone is in panic zone it is not safe or appropriate for them or the participants to teach on the topic. This pack should help professionals to move from panic zone to learning or comfort zone



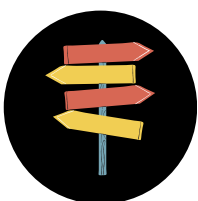
No. 04 Learning Techniques

Use scenarios and stories to help participants engage with the topic. Refer to the third person rather than you e.g. what could this character do?, or people of about your age....



No. 05 – Difficult Questions

Questions are an important part of learning. Sometimes a child or young person will ask a difficult question. As with all questions the first thing is to value the question whilst either allowing time to consider an appropriate answer or to deflect an inappropriate question.



No. 06 – Signposting

It is absolutely essential, that included in the lesson, is information about different organisations and people that can provide support both within the organisation and outside of it.

A more detailed version of this page is available by emailing either Natalie or Ellie

Best Practice Principles

Knowledge, Skills and Values

Topics explored in PSHE education, relate directly to a child's or young person's life, when they might find themselves in a tricky situation or "crunch" moment – and need to make a quick decision; for example, a child who is dared to run across the road by their friends, or a teenager who is being pressured to start a fire. They will need to recall learning from PSHE education at that moment to help them make a decision.

They will, of course, require knowledge e.g., of the legality (or not) of their actions. However, in order to make a safe decision in the moment, they will also need skills to negotiate with their peers to resist pressure from others, to exit the situation (if they choose to) and access appropriate help or support if necessary. They will need a strong sense of their own values, to make the right decision and the confidence to stick to it.

Knowledge on its own won't necessarily stop someone from trying things. In many cases young people end up in situations where they know what they are doing is "wrong", but they do it anyway, as they lack the essential skills or attributes to help them effectively manage the situation.

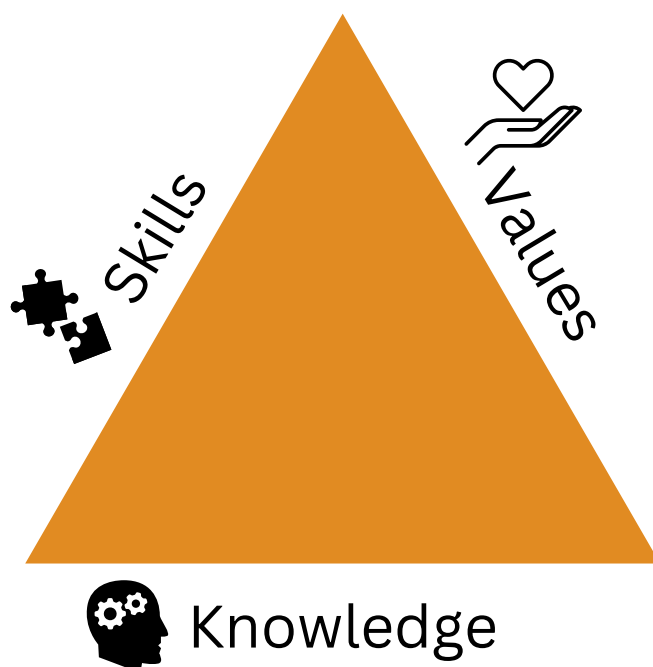
To ensure that sessions are balanced it is important to know the purpose of the activity and create a balanced session that increases or enables reflection on knowledge, skills and values.

The definition of each of these is:

Knowledge: gaining new information on a topic

Skills: gaining new skills on a topic

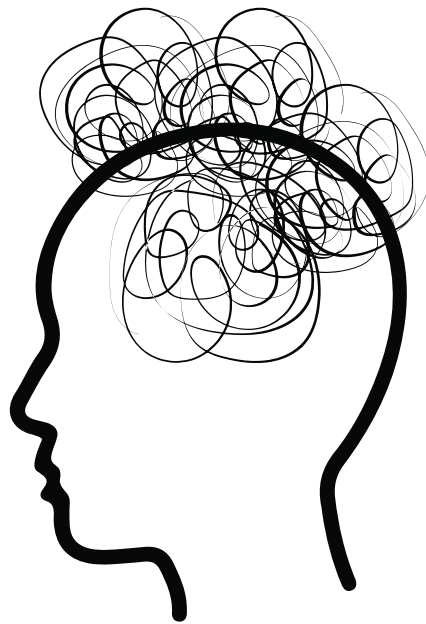
Values: reflecting on, and potentially altering, your own values in relation to a topic



Trauma Informed Approach

Being Trauma-Informed

It is important to be aware of the risks of educative interventions, if not delivered carefully. PSHE resources – when used with children and young people who have been affected by the topic being covered – can re-traumatise children and young people or induce vicarious trauma – this is defined as the feelings of trauma experienced by a third party when witnessing or engaging with the harm or trauma of another (Eaton, 2017).



The National Youth Agency provides a free e-learning course to help professionals gain a greater understanding of trauma and how it affects mental and emotional wellbeing. The module provides tools and reflection space for professionals to enable them to better support young people in this area.

You can access the course [here](#) – you will need to create a Youth Work One account to be able to access the course.

Top Tips

- Do not use resources that include graphic images, victim blaming or scenes of abuse.
- Ensure that the work is part of a planned, sequential curriculum that builds on prior knowledge.
- Work with your pastoral team to understand if there is anyone who could be affected by this scheme of work. Ask the individuals if they want to be included in the class or if they would prefer to do some other work - explain there will be no explanation given to their absence.
- Use resources only within class-sized groups and not within assemblies.
- Ensure that a trigger/content warning is given beforehand.
- Ensure there is plenty of time for class-based discussions and signposting and that children/young people do not move onto a different topic/lesson before having time to debrief.
- When exploring themes with the participants do not ask “what could x have done to not be a victim of...” or “what signs should they have spotted” this encourages victim-blaming and abuse is never the fault of the child or young person.
- Use distancing techniques - Avoid questions or activities which encourage students to consider their personal experiences, or ask them to put themselves in a particular situation. It is more appropriate to ask “how do you think x is feeling?” or “how would you feel if x was your friend?”. This helps to develop skills of emotional literacy and empathy. You could also ask young people to imagine the response of “a young person, about your age who goes to school around here”
- How can you make it easy for participants to leave the room and communicate this in advance?
- How will you ensure parents/carers have information about this scheme of work to support it within the home?
- You might want to consider a Disassociation Game to close the session. This is a quick, light-hearted, unrelated activity following the plenary on learning from the session. The purpose of this is to help students emotionally detach themselves from the content of the session before they leave.

Tips for Communication

Communication difficulties

Special provision should be put in place to support conversations with children, young people or adult learners who:

- have communication difficulties
- are too young
- are unable to communicate
- cannot or will not explain

You should refer to the child, young person or adult learner's behaviour plan and the information available from any assessments. This may include visual cues to help facilitate discussion, such as picture exchange communication cards.

Mencap has published further information on communicating with people with learning difficulties.

The National Autistic Society has also published tips to communicate more effectively with an autistic person.



The table below shows the learning opportunities from the relevant PSHE Association core themes which can be linked to sleep.

Primary

PSHE Association

Key Stage 1

H1.	about what keeping healthy means; different ways to keep healthy
H4.	about why sleep is important and different ways to rest and relax
H17.	about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

Key Stage 2

H2.	about the elements of a balanced, healthy lifestyle
H3.	about choices that support a healthy lifestyle, and recognise what might influence these
H4.	how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H8.	about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H16.	about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

PSHE Association:

HL2 – Taking Care of Physical Health

Foundation	Recognise how we feel if we have not had enough sleep
Core	Recognise that sleeping well is one way we can stay healthy.
Development	Describe simple routines for going to bed/going to sleep.
Enrichment	Explain some of the benefits of balancing exercise, food and rest.
Enhancement	<ul style="list-style-type: none"> • Explain some things that can stop us sleeping well, and suggest ways to manage these. • Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

DfE Statutory Guidance:

By the end of Primary pupils will know:

M6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Secondary

PSHE Association

Key Stage 3

H2.	to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
H5.	to recognise and manage internal and external influences on decisions which affect health and wellbeing
H15.	the importance of sleep and strategies to maintain good quality sleep

Key Stage 4

H11.	to make informed lifestyle choices regarding sleep, diet and exercise
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Key Stage 5

H13.	how to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online
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PSHE Association:

HL1 – Elements of a Healthy Lifestyle

Encountering	Respond to stimuli showing different aspects of a healthy lifestyle
Foundation	Recognise what is meant by a healthy lifestyle
Core	Identify different ways that people can live a healthy lifestyle.
Development	<ul style="list-style-type: none"> • Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. • Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. • Identify some simple strategies to help make positive choices about our health and wellbeing.
Enrichment	<ul style="list-style-type: none"> • Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep. • Explain why it is important to have enough sleep
Enhancement	<ul style="list-style-type: none"> • Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media). • Describe strategies for managing pressures and influences on healthy lifestyle choices.

DfE Statutory Guidance:

By the end of Secondary pupils will know:

HP5	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
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NYA Youth Work Curriculum:

HW5	Providing appropriate, accurate information and guidance
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Useful Resources

Please check all resources are suitable for your settings and children before use

Sleep

Books:

2-6 years - [I don't want to sleep](#)

7-11 years - [Sleep Tight! Mindful Kids](#)

Videos:

BBC Bitesize - [Rodd's Bad Day - Sleep is Important!](#)

BBC Bitesize - [Tips to Help You Fall Asleep](#)

BBC Bitesize Daily - [Sleep and Exercise](#)

CBBC - [Help Me Sleep](#)

East Lancashire Hospitals NHS Trust - [Why is sleep important? | Primary school](#)

NHS Northampton Healthcare NHS Foundation Trust - [Why is Sleep Important?](#)

Sleep Council - [Why Do We Need Sleep for Health and Wellbeing](#)

Lesson Plans:

Check out our [Resource Library](#) - Sleep section to find lesson plans on this topic. If you haven't already you'll need to [sign up for an account](#) - it's free and takes moments. There is no limit to the number of accounts per organisation.

Resources:

[Teen Sleep Hub](#) - School Supporter Pack and resources to support schools

[NHS South West Yorkshire Partnership](#) - Teen Sleep everything you need to know

Training:

[Sleep Well Academy](#) - Sleep Champion Workshop for secondary schools that outlines the reasons for sleep issues, practical strategies to support young people to improve their sleep and resources to share with both parents/carers and young people. - £185/licence

DEVELOPING SUBJECT KNOWLEDGE

SLEEP



SLEEP

Why is Sleep Important?

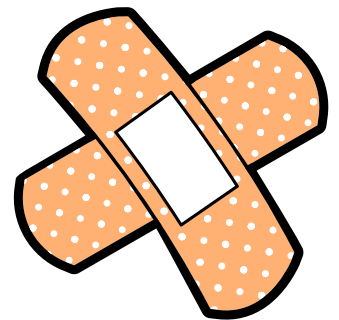
Sleep is a fundamental aspect of our lives that significantly impacts our health and well-being.

Sleep:



Helps the brain to consolidate information
This helps the brain to remember and sort what has been learnt during the day. It does this by strengthening the neural connections that form memories.

Enables the body to heal and grow as a growth hormone is produced at its greatest level during deep sleep



Helps to regulate emotions as sleep affects the amygdala and prefrontal cortex in the brain - both are associated with the regulation of emotions.

How Much Sleep?

The amount of sleep a person needs is usually determined by a person's age.

Age	Typical number of hours of sleep required
1- 3 years old	12-14 hours (including naps)
3-6 years old	10-12 hours
7 - 12 years old	10 - 11 hours
12- 18 years	8 - 9 hours
18 - 65 years	7 -9 hours
65+ years	7 - 8 hours

This means that if a 9-year-old was getting up for school at 7am they would need to be in bed and asleep by around 8pm to get the recommended amount of sleep.

For a teenager getting up at 7am for school, they would need to be in bed and asleep around 10pm to get the recommended amount of sleep.

Sleep Stages

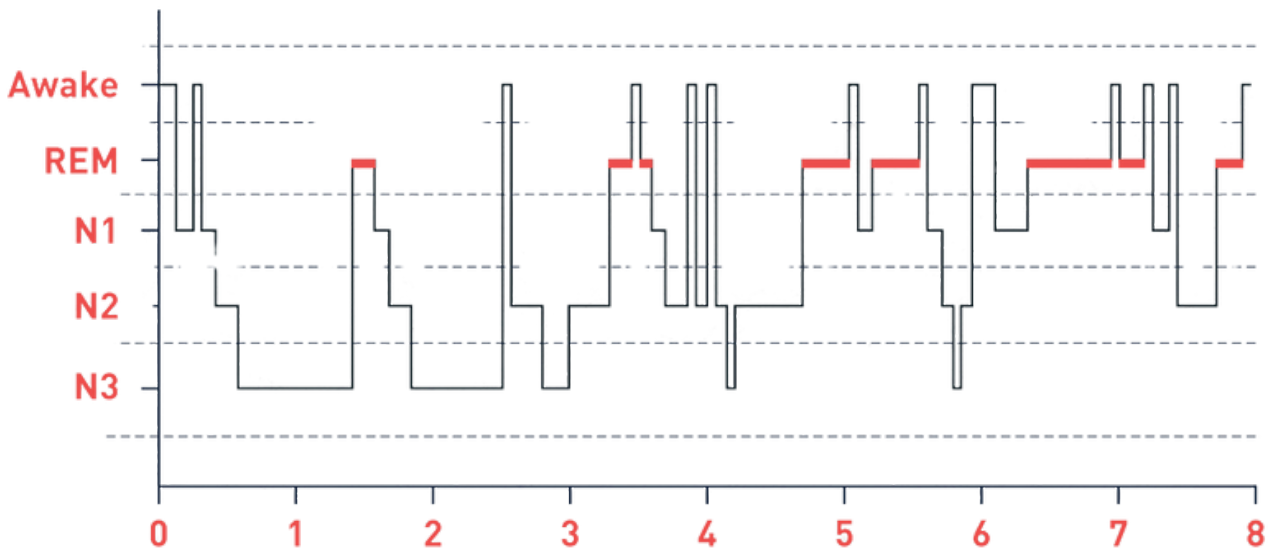
Sleep is not uniform, over the course of the night, sleep is made up of several rounds of the sleep cycle, which comprises of 4 individual stages. These are made up of 2 types of sleep REM and Non-REM. In a typical night, a person goes through 4-6 sleep cycles.

Research shows that during puberty sleep patterns alter meaning that children and young people may not fall asleep until much later at night. This can result in challenges waking up in the morning and sleep deprivation impacting their education.

Non-REM is made up of three stages. This is the restful and restorative sleep where the body is being repaired. Non-REM sleep lowers muscle tone, body temperature heart rate and blood pressure.

- N1- This is where a person experiences light sleep when they are nodding off and can be easily woken by a slight sound or movement.
- N2 - This is a deeper sleep, people are still aware of their surroundings but if left undisturbed they will continue to stage N3.
- N3 (slow wave sleep) - This is a deep sleep and people may find it difficult to awaken.

REM (Rapid Eye Movement) is where the body switches off and the brain receives extra blood and processes the day's event. This sleep consolidates learning and help develop social and emotional abilities. In REM this is where dreams occur and during this period of sleep, the body is paralysed so people do not act out their dreams. AS people get old they spend less time in REM sleep.



Many people now wear a sleep tracker watch they may notice it states they have woken up several times in the night - this is perfectly natural. Sleep runs in approximately 90-minute cycles and within that cycle, people go through different stages of sleep (as seen previously in the diagram above). These are broken up with several brief awakenings. As the night progresses, the need to sleep lessens and so people spend more time in lighter sleep which is why brief awakenings can feel more pronounced.

Sometimes people remember these brief awakenings (like checking the time before dozing back off), whereas other times they don't. People should fall back to sleep easily by themselves following this. If people are not finding it so easy to nod off again, they may begin to feel worried, anxious or frustrated. This can send the body into a 'fight or flight' response.

When this happens the mind starts to race, the heart rate increases and blood pressure rises. At this point, it's important to avoid clock-watching as this won't help anxiety levels. Instead, people should focus on breathing and relaxation exercises and if they still haven't fallen asleep within 20 minutes they should get up and try doing something else like reading in a dimly lit room or listening to soothing music. Staying awake in bed leads to the brain associating the bed with being awake, planning, worrying etc... instead of for sleeping.

During teenage years, the sleep cycle is different to that of an adult. This is why they can appear to be lazy and unwilling to get out of bed in the morning.

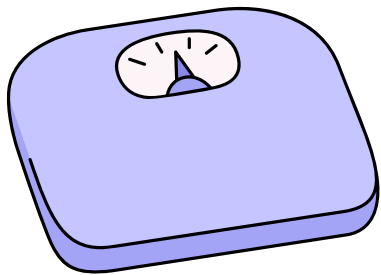
The adolescent brain is the cause of this. Biologically, melatonin is more likely to be produced later at night - this means that teenagers do not feel sleepy until the early hours of the night. For a period of time the natural circadian rhythm (our internal body clock) shifts making it out of sync with the 24-hour period of a day. This may mean that teenagers struggle with falling asleep at an appropriate hour, need lie-ins at the weekend and find it harder to wake up in the morning. This impacts how they feel the next day - tired.

Did you know that Netflix highlighted sleep as its biggest competitor?



Lack of Sleep

If someone does not get enough sleep this may:



Make someone **put on weight** - sleep affects hormone levels (ghrelin and leptin) which control the appetite. A lack of sleep can lead to people eating more causing them to put on weight.

Make it **harder for people to learn and remember** - people can find it more difficult to concentrate and remember things when they are tired.



Put someone in a **bad mood**, short-tempered and more anxious - people who are sleep-deprived have more negative moods, for example: anger, irritation and sadness.

Sleep Hygiene

“Sleep hygiene” is the term used to describe healthy habits people can practice during the day to help get a good night’s sleep.

It is important to have good sleep hygiene, as sleep is essential to both physical and mental wellbeing. It allows the body time to recharge and the mind to process information. Without enough quality sleep, the brain is unable to function properly.

Good sleep hygiene can help improve sleep quality, which in turn can:

- Improve mood
- Improve concentration and memory
- Prevent the development of sleep disorders (e.g. insomnia)
- Help maintain a healthy weight
- Lower the risk of developing serious health conditions (e.g. diabetes and heart disease)
- Help the body to fight off infections

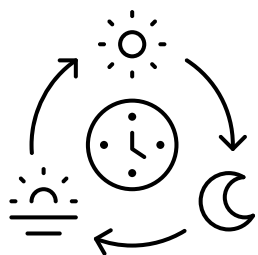
Click on the image below to play a video on tips for sleeping better from NHS Better Health website.



Fall asleep faster and sleep better - Every Mind Matters

Find out what can help you fall asleep faster and sleep better, including using sleep hygiene to improve sleep.

Here are some things that may help people to achieve good quality sleep:



Having a **routine** of getting up and going to bed at the same time (this includes weekends).



Going to bed in time to get enough sleep.



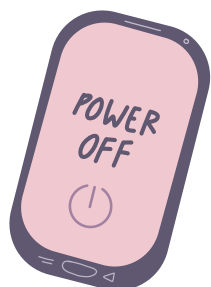
Having **regular exercise** helping to make the body tired.



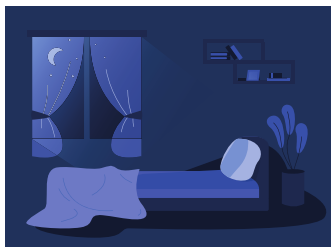
Going **outside** during the day, as daylight makes people feel alert during the day and tired at night.



Limiting **screen time** in the evening



Turning off devices at least an hour before bed



Having a **dark, cool, quiet and comfortable bedroom** to encourage sleep






Avoiding or reducing caffeine - caffeine drunk at any time of the day can affect sleep. Caffeine can be found in tea, coffee, energy drinks, cocoa, chocolate, some painkillers, green tea and some fizzy drinks.



Reducing stress e.g. breathing exercises and relaxation techniques.

[Childline's Calm Zone](#) has some examples.

<p>Breathe in, breathe out</p> <p>If you're feeling overwhelmed, take some long, deep breaths.</p> 	<p>Breathe and sigh</p>  <p>Breathe in through your nose</p> <p>Make a big sigh and drop your shoulders downwards as you breathe out through your mouth</p> <p>Repeat 4 times</p>	<p>Calming words</p>  <p>Breathe in while you say to yourself "I feel calm"</p> <p>Breathe out while you say to yourself "I let go of stress"</p> <p>Breathe in while you say to yourself "Feel calm"</p> <p>Breathe out and say to yourself "Let go of stress"</p>
<p><u>Deep calm</u> ▾</p>	<p><u>Slow breaths</u> ▾</p>	<p><u>Square breathing</u> ▾</p>

Devices and Sleep

**“88% OF CHILDREN AND YOUNG PEOPLE SAID SCREEN TIME HAD A
NEGATIVE IMPACT ON THEIR SLEEP”**

Royal College of Paediatrics and Child Health (2019)

A 2024 report published by Parliament’s Education Select Committee found that young people’s screen time has shot up in recent years, with a whopping 52% between 2020 and 2022.

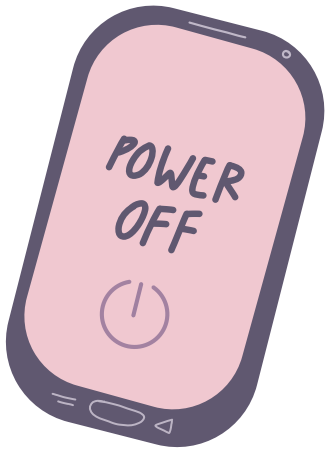
The report highlighted that Screen time can be damaging to children and young people’s sleep patterns, with children and young people often using devices when they are supposed to be sleeping. They linked poor sleep to mental health issues like depression, inability to concentrate, and poorer educational outcomes overall.

Screen-based activities in the evening can affect sleep by:

- Blue light exposure - The blue light emitted by screens (such as phones, tablets, computers, and televisions) directly impacts the production of melatonin, a crucial hormone for regulating the biological clock. Melatonin is typically secreted in response to darkness, helping to prepare the body for sleep. However, exposure to blue light inhibits melatonin release, delaying the natural signals that prompt us to fall asleep. This disruption can not only delay the onset of sleep but also affect the quality and depth of the sleep cycles.

- Screens can overstimulate our brains, keeping us awake and excited. For example, video games can trigger strong emotions like frustration and adrenaline. Watching captivating TV series or scrolling through social media can lead to prolonged screen time, making it harder to "switch off." These activities keep our minds alert, delay the relaxation needed for sleep, and increase the risk of overthinking at bedtime.
- Notifications, sound alerts, and vibrations from devices can wake people up during the night, disrupting their sleep. The urge to check messages or scroll through a news feed can restart the brain activity, reducing overall rest time.

It is important that children and young people (and adults) learn the importance of controlling screen use in the evening before bedtime.



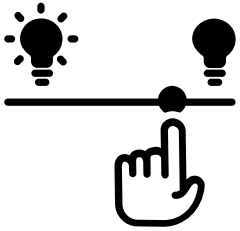
Turning off devices at least an hour before bed. This allows melatonin production to begin.



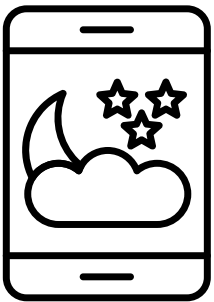
Leaving devices outside of the bedroom to resist the impulse to use them.



Limit screen time (especially in the immediate hours before bedtime)



Dim the screen to its lowest light settings.



Turn on blue light filters on screens (e.g. set the screen to night mode). Blue light can disrupt the 'darkness hormone' melatonin which helps to prepare the body for sleep



Sleep Problems

Sleep problems are common, and the reasons people struggle to sleep are likely to change throughout their lives, for instance illness, school or work, or having a baby are all possible causes.

A few sleepless nights are usually nothing to worry about, but it can become an issue if sleep starts to affect a person's daily life.

Not getting enough sleep is sometimes described as being sleep deprived, or called "sleep deprivation", "sleeplessness" or "sleep inefficiency".

Insomnia:

Insomnia is a sleep disorder that can last months or years. IT is where someone cannot get to sleep or stay asleep long enough to feel refreshed.

Changing sleeping habits often helps with sleep problems, if this doesn't help them people should seek support and advice from their GP.

Signs or Symptoms of Sleep Problems:

If someone is experiencing sleep problems they may:

- Find it difficult to fall asleep
- Lie awake for long periods at night
- Wake up several times during the night
- Wake up early and be unable to get back to sleep
- Feel down or have a lower mood
- Have difficulty concentrating
- Be more irritable than usual

Longer-term sleep problems can affect relationships and social life, and leave people feeling tired all the time, eating more and not able to do daily tasks.

Safer Sleep

In Staffordshire and Stoke-on-Trent, we have continued to see babies die where there are avoidable risks in the sleep environment that may have had an impact. We know that families are given information about safer sleep for their baby, but we need to create further awareness.

Greater awareness of safer sleep leads to a decrease in the numbers of babies dying. Sadly, in the UK, around 4 babies a week still die from Sudden Infant Death Syndrome (SIDS) and if all parents and carers were aware of safer sleep advice many lives could be saved. Around 700,000 babies are born every year in the UK and we need to continue to promote the safer sleep message.

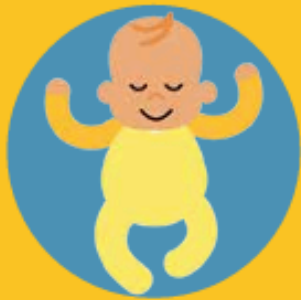
The NHS defines SIDS as Sudden Infant Death Syndrome - sometimes known as "cot death" - which is the sudden, unexpected and unexplained death of an apparently healthy baby.

It's important that anyone caring for a baby follows this advice for every sleep, day and night, until the baby is 12 months old (adjusted for premature babies). This includes siblings and babysitters so it is essential that young people are taught this important message now but also to prepare them if they choose to become parents later in their life.

The PSHE Education Service has created a local resource for Safer Sleep & SIDS that can be found in the [resource library](#) (sign-up required). This resource is located in Sleep and Parenthood.

Safer sleep for babies

Things you can do



- ✓ Always place your baby on their back to sleep



- ✓ Keep your baby smoke free during pregnancy and after birth



- ✓ Place your baby to sleep in a separate cot or Moses basket in the same room as you for the first 6 months



- ✓ Breastfeed your baby



- ✓ Use a firm, flat, waterproof mattress in good condition



Things to avoid



- ✗ Never sleep on a sofa or in an armchair with your baby



- ✗ Don't sleep in the same bed as your baby if you smoke, drink or take drugs or if your baby was born prematurely or was of low birth weight



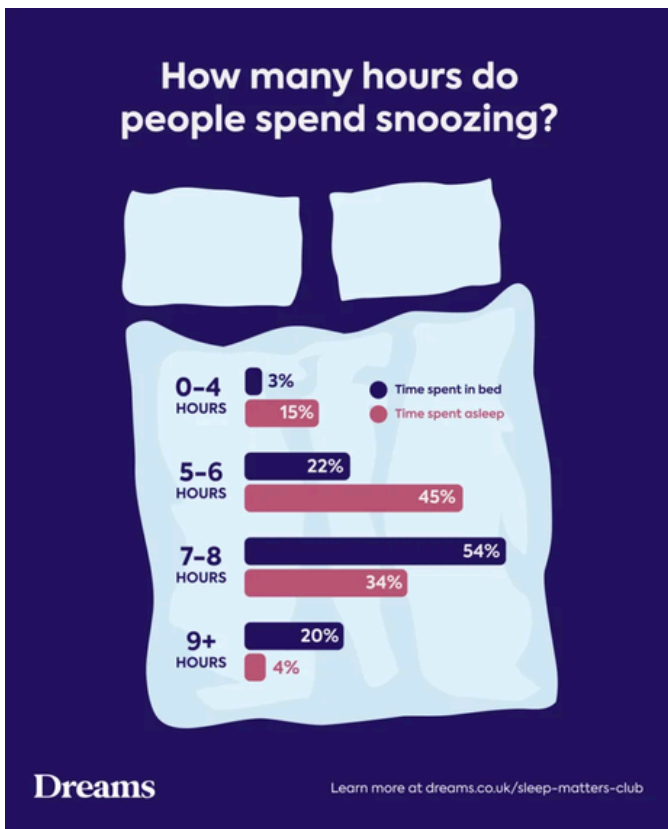
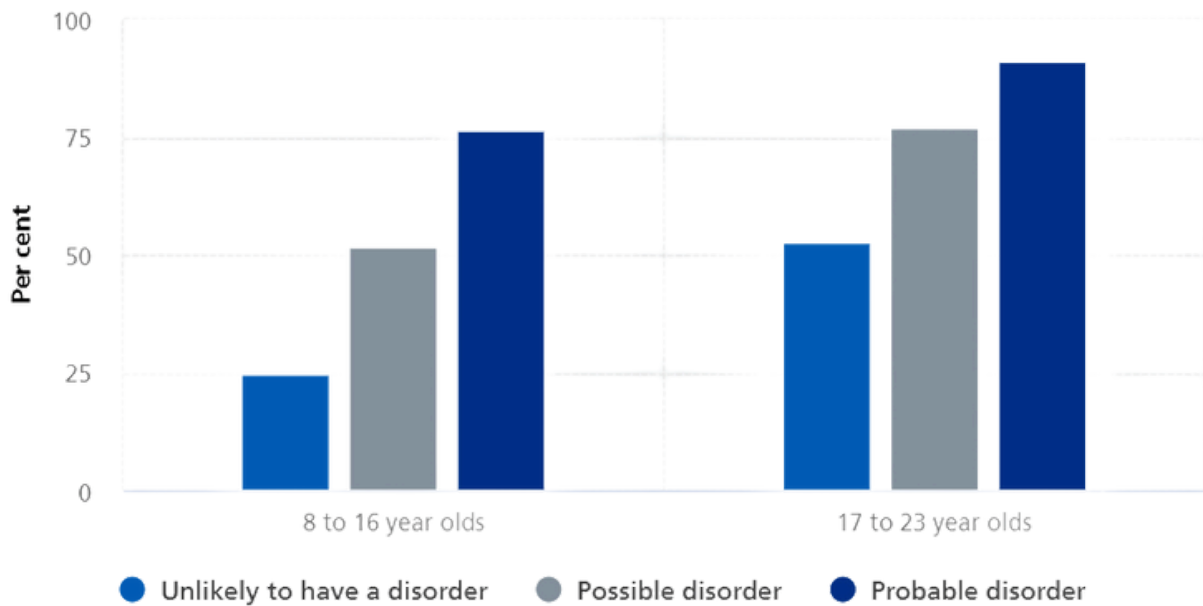
- ✗ Avoid letting your baby get too hot
- ✗ Don't cover your baby's face or head while sleeping or use loose bedding

You should follow the advice for all naps, not just for night time sleep

Sudden Infant Death Syndrome (SIDS) is the sudden and unexpected death of a baby for no obvious reason and although we don't yet know how to completely prevent SIDS, it is possible to significantly lower the chances of it happening by following the advice.

You can also talk to your midwife or health visitor if you have any questions or concerns or get in touch with us
Email: info@lullabytrust.org.uk
Telephone: 0808 802 6869
Website: www.lullabytrust.org.uk

The chart below shows the percentage of children and young people who had a problem with sleep 3 or more times over the previous seven nights, by mental health of child or young person (2023)



On average, respondents to a Dreams survey in 2024 spent 7 hours 22 minutes in bed, in total, per night. This is an 8% increase since 2016 and about the same since 2022.

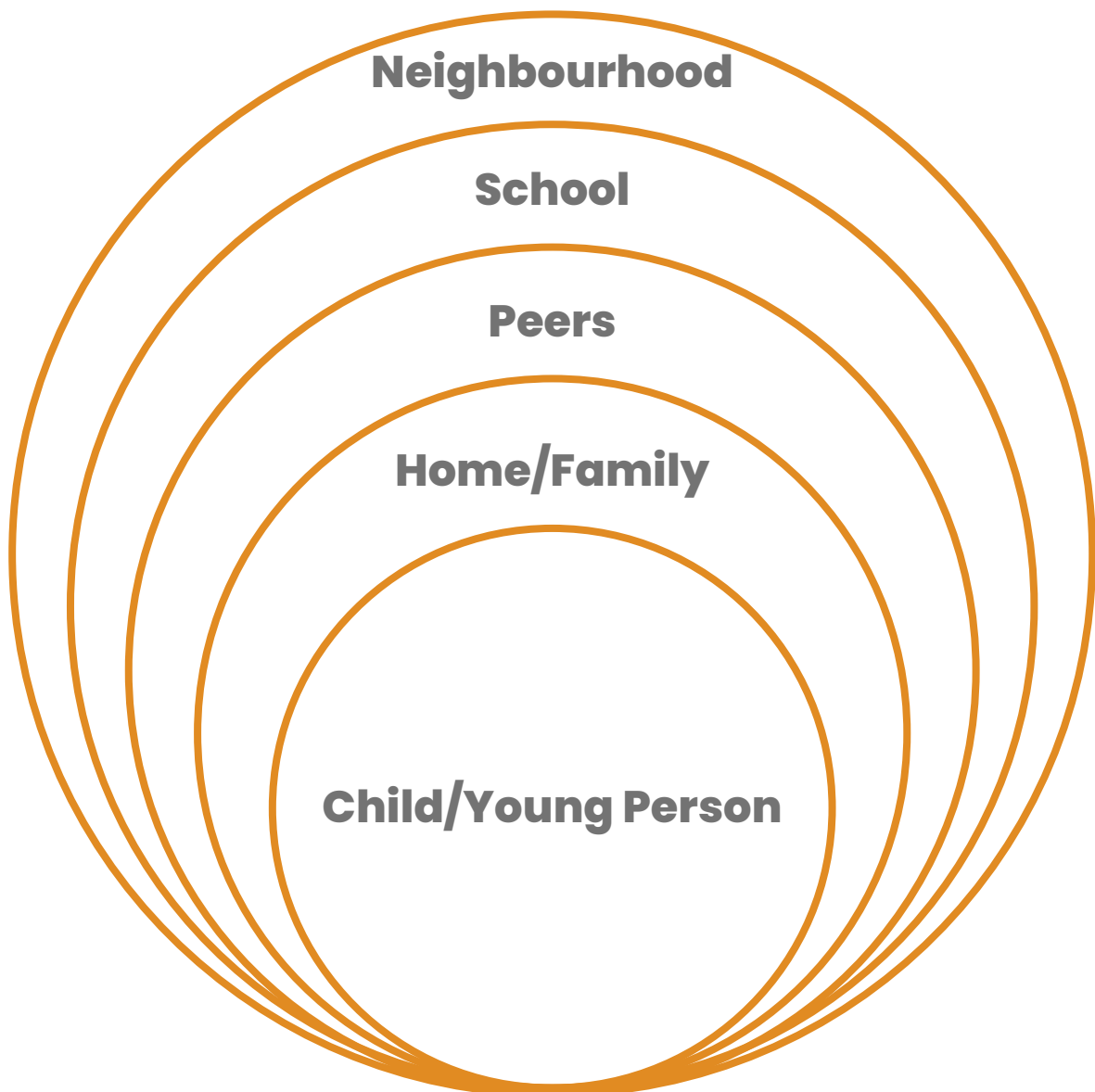
68% OF TEENS DO NOT GET ENOUGH SLEEP DURING THE SCHOOL WEEK

Contextual Safeguarding

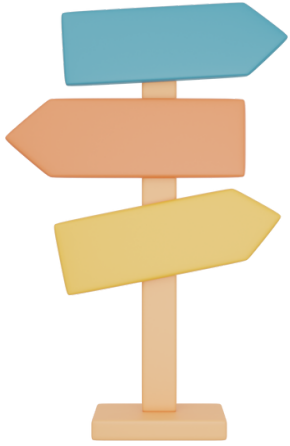
Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

Using Contextual safeguarding can enable professionals to build a holistic picture of the child or young person's individual factors and also identify where and by whom interventions can occur

More information on contextual safeguarding can be found [here](#)



Signposting Information:



It is important to signpost children and young people to relevant local and national organisations who can provide further advice and support.

Families Health and Wellbeing Service

For parents and carers:

Text - 07520 615 7211 (Staffordshire Moorlands, Newcastle, South Staffordshire, Stafford only)

Text - 07520 615 721 (East Staffordshire, Cannock, Lichfield, Tamworth)

Text - 07520 615 723 (Stoke-on-Trent only)

For young people:

Staffordshire - 07520 615 721

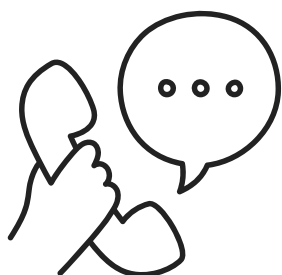
Stoke-on-Trent - 07520 615 723

www.Healthforteens.co.uk

www.teensleephub.org.uk

National Sleep Helpline - 03303 530 541 (Monday, Tuesday and Thursday 7-9pm and Monday, Wednesday 9-11am)

Useful Contacts:



If you would like more information or support about sleep please contact:

Families Health and Wellbeing 0-19 Service

East Hub – covering East Staffordshire, Cannock, Lichfield, and Tamworth – 0808 178 0611 (Option 1)

West Hub – covering Moorlands, Newcastle, South Staffordshire, and Stafford – 0808 178 0611 (Option 1)

Stoke Hub – 0808 178 3374

If a referral to Children's Social Care is required, please contact:

Staffordshire:

Staffordshire Children's Advice Service – 0300 111 8007

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 0345 604 2886 / 07815 492613

Stoke:

CHAD – 01782 235 100

Monday – Thursday 8.30am – 5pm and Friday 8.30–4.30pm

Out of Hours – 01782 234 234

Further Reading:



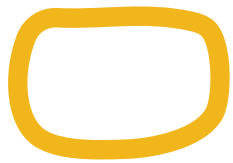
[NHS - Better Health How to fall asleep faster and sleep better](#)



[NHS - Sleep and Tiredness](#)



[NHS - Sleep Problems](#)



[The Sleep Charity](#)



[The 2024 UK Sleep Survey](#)



PSHE

Education

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