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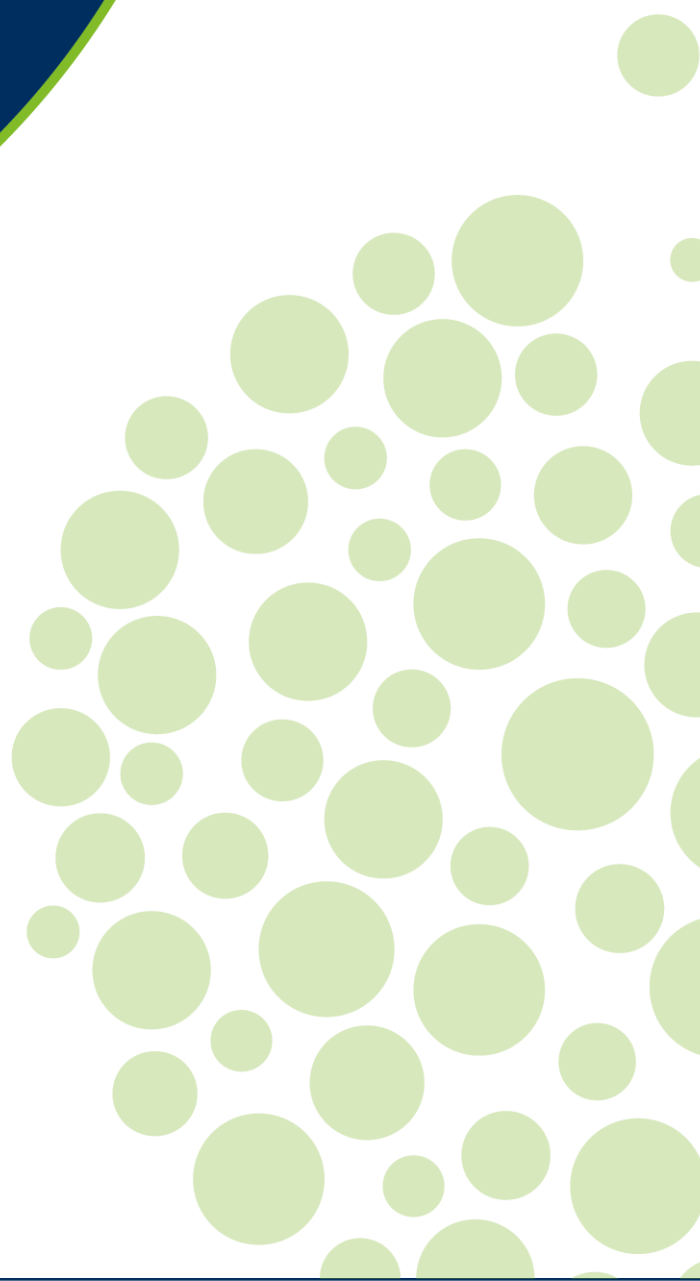
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The School Health Research Network (SHRN)

Learner Health and Well-Being in Wales:
Key Findings from The SHRN Student
Health and Well-Being Survey in
Primary Schools 2024

November 2025



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s'n Hybu Iechyd a Lles
Welsh Network of Health and
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Title: Learner Health and Well-being in Wales: Key findings from The SHRN Student Health and Well-being Survey in Primary Schools 2024.

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Updated on 28/11/25: Clarified descriptive text regarding social media use and liking school by family affluence group on Page 65 and Page 35. Figures remain correct.

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We are also deeply grateful to the teaching staff whose time, support, and encouragement were instrumental in enabling learner participation. Their commitment to fostering environments where children feel safe and empowered to express their views and opinions has been central to the success of this survey and the wider SHRN network.

Special thanks are extended to the Healthy School Co-ordinators within the Welsh Network of Health and Well-being Promoting Schools (WNHWPS), Public Health Wales. Their continued dedication to promoting health and well-being in schools throughout Wales has been a key factor in the effective delivery of this survey.

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The work was also supported by [DECIPHer](#) at Cardiff University. DECIPHer brings together scientists, policy and practice stakeholders and the public to develop, evaluate and implement interventions to improve population health and reduce inequalities. DECIPHer is funded by the Welsh Government through Health and Care Research Wales.

If you have any queries or questions relating to this report, please email shrn@cardiff.ac.uk.

Director's Foreword

Dr. Kelly Morgan, Director, The School Health Research Network (SHRN)

It gives me great pleasure to introduce our first national report on the health and well-being of primary school-aged children in Wales. This marks a significant milestone for SHRN as we extend our work beyond secondary schools to build a comprehensive, system-wide understanding of the lives of children and young people in Wales.

Children's experiences in primary school shape their learning, health, well-being and sense of belonging. Yet, nationally in Wales, there has been limited routine collection of representative data on aspects of children's lives from the perspective of children themselves. This report begins to address that gap by presenting findings from over 50,000 school children aged 7-11-years who participated in The SHRN Student Health and Well-being Survey in Primary Schools 2024. This is one of the largest surveys of its kind in the UK, offering a robust and representative evidence base to inform national and local strategies for improving child health and well-being. When paired with The SHRN School Environment Questionnaire, this provides a powerful, dual-lens view, combining pupil voice with insights into school policies and practices.

However, this report is intended to be more than a record of data; it is a tool to support dialogue and encourage reflection in pursuit of meaningful change. It can help schools, local authorities, Public Health Wales, and Welsh Government, to develop and strengthen evidence-informed policy and practice in priority areas, such as embedding whole school strategies to improve children's emotional and mental well-being. It will also support the work of the Welsh Network of Health and Well-being Promoting Schools, who help schools to turn data insights into evidence-informed action. Importantly, the report also offers a valuable opportunity to strengthen collaboration between primary and secondary schools, supporting smoother transitions and continuity of care, and aligning with Welsh Government's vision for a seamless, learner-centred education system.

We are grateful to Welsh Government for their commitment and investment in this work. Continued support of this kind is essential to ensuring children's perspectives and needs remain central to decision-making. We look forward to building on this work in future survey cycles, deepening our understanding and continuing to amplify children's voices in shaping policy and practice.

We strongly encourage all stakeholders to engage with the findings, reflect on their implications, and work together to create environments where every child in Wales can thrive.

On behalf of the SHRN team, I would like to thank the learners, schools, parents and carers, and our partners who made this work possible. Your trust, time and openness are helping to build a healthier future for all children in Wales.



Dr Kelly Morgan, SHRN Director

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1. Purpose Of This Report

This report presents findings from **The SHRN Student Health and Well-being Survey in Primary Schools 2024**, a national, school-based survey of 7-11-year-olds in Wales. It provides policy-relevant insights across a range of health-related topics including children's emotional well-being, screen use, school connectedness, dietary behaviour, physical activity, and vaping, to inform national health improvement efforts. Responses were explored by gender, school year (age), and family affluence.

This inaugural national report follows SHRN's expansion into primary schools in 2024 after the successful completion of feasibility work between 2021 and 2023. Findings from an earlier pilot survey can be found on our [website](#).

2. Introduction

Improving the health and well-being of children and young people is a national priority in Wales. Schools play a central role in this effort, serving not only as educational environments but also as key settings for health promotion and early intervention.

SHRN plays a vital role in shaping the future of education and well-being in Wales. Its work is recognised at the highest levels of government, with strong support for its expansion and impact.

“Funded by the Welsh Government, SHRN is a cornerstone in providing invaluable data and evidence that shape policy and practice. With its expansion into primary schools, SHRN continues to offer one of the most comprehensive datasets in the UK.

This crucial data supports the Welsh Government's mental health and education policies and drives impactful work in the wider education sector and academia. SHRN is at the forefront of transforming the educational landscape, ensuring the well-being of our children and the future of our communities.”

**Lynne Neagle AS/MS
Cabinet Secretary for Education**

This endorsement reflects SHRN's growing influence and commitment to improving the health and well-being of children and young people across Wales. What follows below is an overview of SHRN's mission, its collaborative approach, and the data-driven work that underpins national policy and school-level change.

What is SHRN?

SHRN is a policy-practice-research partnership between [Welsh Government, Public Health Wales](#), and [Cardiff University](#) established in 2013. SHRN aims to improve children and young people's health and well-being in Wales by collaborating with schools in both primary and secondary education settings to generate and use high quality evidence for health and well-being improvement.

This includes learner and school-level surveys, capturing key health and well-being metrics. These metrics are referenced in over 30 national policies and strategies, including the Whole-School Approach to [Mental Health and Well-being](#) (2021) and [Estyn's Healthy and Happy Report](#) (2019).

Our network helps schools in Wales collaborate with researchers to generate and apply high quality evidence about health and well-being improvement. Surveys are conducted on a rolling two-yearly cycle, with primary and secondary school learners surveyed on alternate years. This provides a comprehensive overview of children and young people's health behaviours and subjective well-being.

Expansion into Primary Schools

Our recent expansion of SHRN into primary schools offers an opportunity for joined up working across childhood and adolescence, and an avenue to better understand and support events such as transition to secondary school. This phase is recognised as one of the five key transitional periods in the lives of children and young people.

SHRN's Contribution to Children and Young People's Health and Well-Being

SHRN aims to improve children and young people's health and well-being by:

- Providing **robust health and well-being data** to schools, regional and national stakeholders. View our [national data](#).
- **Co-producing high-quality, school-based research** with policymakers and practitioners from health, education, and social care. Generating **new research evidence** on how best to improve children's and young people's health and well-being in the school setting.

- Helping schools, and their partners, to better **understand health and well-being research evidence** to inform in health improvement (www.shrn.org.uk/schools-using-data).

For more information, please visit www.shrn.org.uk.

3. Methods

Survey Design

An electronic, self-report survey was developed for learners in Years 3 to 6 (aged 7-11 years). It included twenty-four questions for learners in Years 3 and 4, thirty-three questions for learners in Year 5 and thirty-eight questions for learners in Year 6. To aid comparability with findings reported during the feasibility study, the survey content was largely consistent with the version used in the 2022-23 (September-March) pilot survey. Some minor revisions to questions were made to improve methodological quality, which may have changed how learners interpreted and answered these questions. Caution should therefore be taken when making comparisons with previously reported findings regarding physical activity, use of digital devices (e.g., to watch TV, read books), and bedtime. The sampling frame included all state maintained primary schools in Wales. Each participating school received a standardised research protocol to maintain consistency in survey administration. The survey was overseen by teaching staff and completed by learners in a classroom setting. The survey was available in both English and Welsh language. Data collection took place between September and December 2024. The survey was administered by Ipsos (the designated survey contractor) on behalf of SHRN.

Response Rates

Overall, 510 primary schools took part in the study from across all twenty-two local authorities in Wales, representing 42% of all state maintained primary schools. One independent ('private') school participated. In total, 51,662 learners in Years 3 to 6 completed the questionnaire (Table 1). Local authority response rates are provided in Table 2.

Table 1: Number of Participants by School Year Group

	Year 3	Year 4	Year 5	Year 6	Total
Participants (N)	11,518	12,899	13,395	13,850	51,662

Table 2: Learner and School-Level Participation by Local Authority

Local Authority	Number of Participants (% of Years 3-6 learners in Pupil Level Annual School Census, 2024-25)	Number of Schools (% of total primary schools)
Blaenau Gwent	1,418 (46.6%)	14 (73.7%)
Bridgend	3,363 (51.5%)	29 (60.4%)
Caerphilly	3,204 (38.7%)	37 (50.7%)
Cardiff	5,988 (34.9%)	49 (49.5%)
Carmarthenshire	3,162 (39.4%)	36 (38.3%)
Ceredigion	900 (33.2%)	13 (36.1%)
Conwy	764 (16.9%)	9 (17.7%)
Denbighshire	702 (15.3%)	10 (22.7%)
Flintshire	1,059 (15.6%)	10 (15.6%)
Gwynedd	707 (14.5%)	15 (19.2%)
Isle of Anglesey	578 (19.4%)	8 (20.0%)
Merthyr Tydfil	1,210 (41.0%)	11 (57.9%)
Monmouthshire	2,743 (76.1%)	28 (96.6%)
Neath Port Talbot	1,354 (22.2%)	14 (26.4%)
Newport	4,717 (56.7%)	33 (75.0%)
Pembrokeshire	2,669 (51.4%)	32 (62.8%)
Powys	1,597 (30.5%)	26 (36.1%)
Rhondda Cynon Taf	5,026 (45.8%)	47 (51.1%)
Swansea	4,185 (39.0%)	35 (45.5%)
Torfaen	2,965 (67.9%)	20 (80.0%)
Vale of Glamorgan	2,641 (40.1%)	23 (52.3%)
Wrexham	710 (11.4%)	11 (19.0%)
National (Wales)	51,662 (37.0%)	510 (42.2%)

Weighting

National data were weighted to account for different response rates across local authorities in the 2022-23 pilot report. Similar weights were derived but not applied to national data in this report as they had minimal impact on reported estimates.

Data Cleaning

Data cleaning was undertaken by our survey contractor, Ipsos. Responses were excluded if the number of individual entries from a school exceeded the expected number of learners based on publicly available data from the [Pupil Level Annual School Census \(PLASC\)](#). Participants who did not progress beyond the demographic questions were also removed. All other partial responses were retained (e.g. if a participant completed some but not all of the questionnaire).

Ethical Approval and Informed Consent

Ethical approval for the study was obtained from the Cardiff University School of Social Sciences Research Ethics Committee (Ref. SREC/578). All state maintained primary schools were invited to participate with those that registered to take part were emailed an information pack containing an electronic copy of the questionnaire and a letter to be sent to parents and carers notifying them of the survey. Schools were instructed to use at least two communication methods to contact parents and carers (e.g. letter, email, text message, or web-based app). Parents and carers could request to view the questionnaire in advance of data collection by contacting their child's school. Parent and carer opt-out consent was used, meaning all learners in participating schools were invited to take part unless withdrawn by their parents and carers. Learners were informed of the survey and advised that participation was voluntary, that they could withdraw at any time without needing to give a reason, and that they could choose not to answer any question by selecting, 'I do not want to answer'. Learners provided assent at the start of the questionnaire if they wished to participate.

4. Notes on Reporting

The level of missing response varied for each question (or 'survey item'). Estimates based on survey items with lower missingness (i.e., where a greater number of learners provided an answer) are considered more reliable. Base numbers (denominators) are provided for all estimates reported. A colour-coded system has been used to indicate the level of missingness across survey items:

- Green – less than 5% missing data.
- Amber – 5-10% missingness.
- Red – more than 10% missingness.

No formal statistical testing has been carried out in this report. However, the precision of the estimates reported will be greater when the sample size is larger. Children who reported identifying as neither a boy nor a girl represented a very small number of learners (n=375), less than 1% of the total sample. The estimates for this group will therefore be less precise than for other subgroups. The Family Affluence Scale (FAS) was asked of learners in all year groups. The 4-item FAS II version was preferred, which asks about car ownership, bedroom occupancy, number of household computers, and family holidays. This is a different approach to that used in the 2022-23 report based on the pilot survey, where FAS items were only asked of learners in Years 5 and 6. More details on the measures used, including FAS, are provided in the Appendix.

5. Sample Demographics

Table 3 presents sample demographics with regards to family affluence, gender, and household composition, for all participating learners.

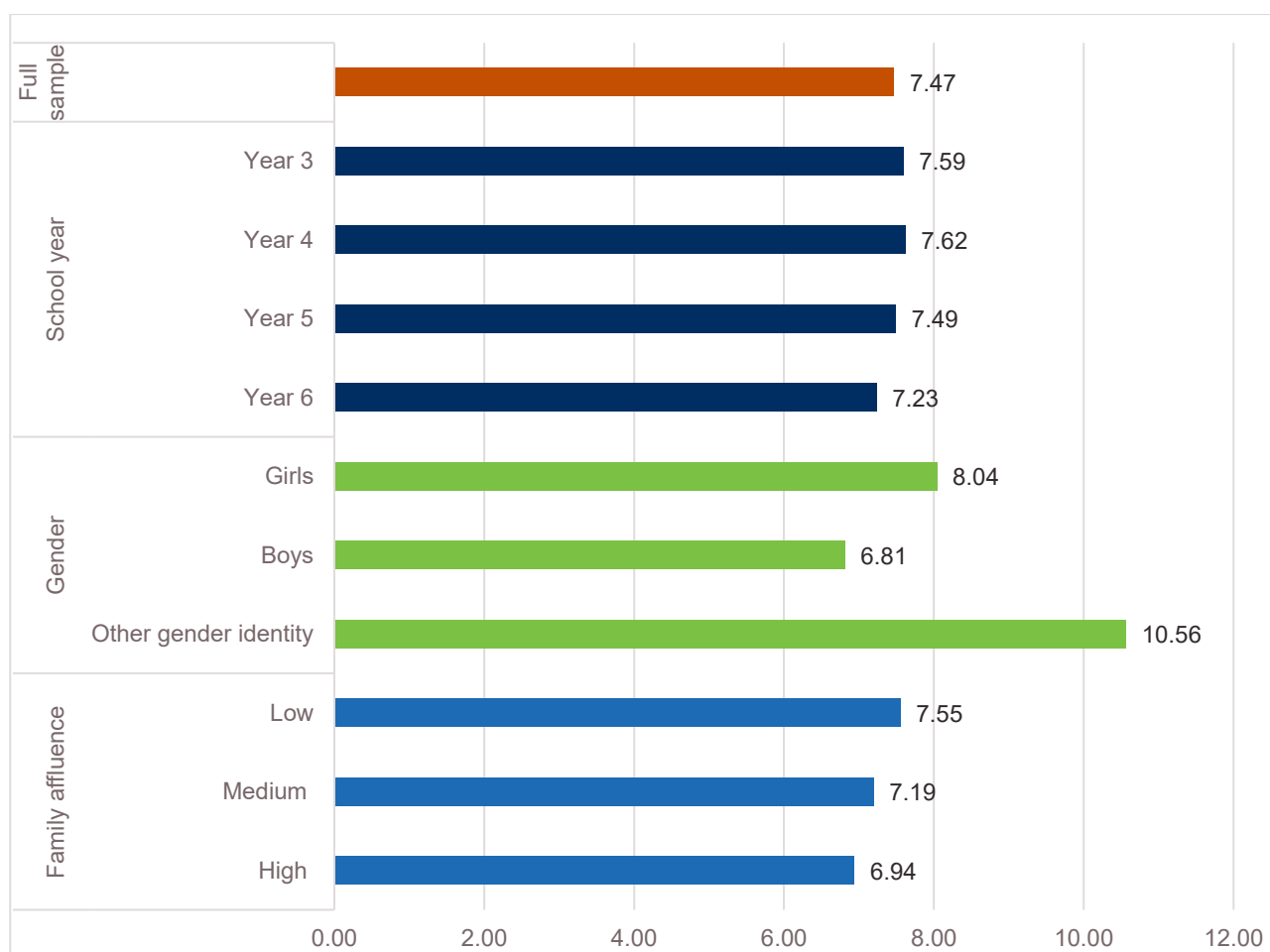
Table 3: Socio-Demographic Characteristics of Participating Learners.

		% including missingness	% excluding missingness
Family Affluence	Low	33.6%	45.1%
	Medium	28.1%	37.8%
	High	12.7%	17.1%
	Missing	25.6%	-
Gender	Boy	48.5%	49.3%
	Girl	49.2%	50.0%
	Other gender identity	0.7%	0.7%
	Missing	1.6%	-
Household Composition	Both parents	70.8%	74.4%
	Stepfamily	6.9%	7.2%
	Single mum	14.0%	14.7%
	Single dad	1.6%	1.7%
	Grandparent(s)	0.7%	0.7%
	Foster carer(s)	0.8%	0.8%

	Other	0.5%	0.5%
	Missing	4.8%	-

6. Mental Health and Well-Being

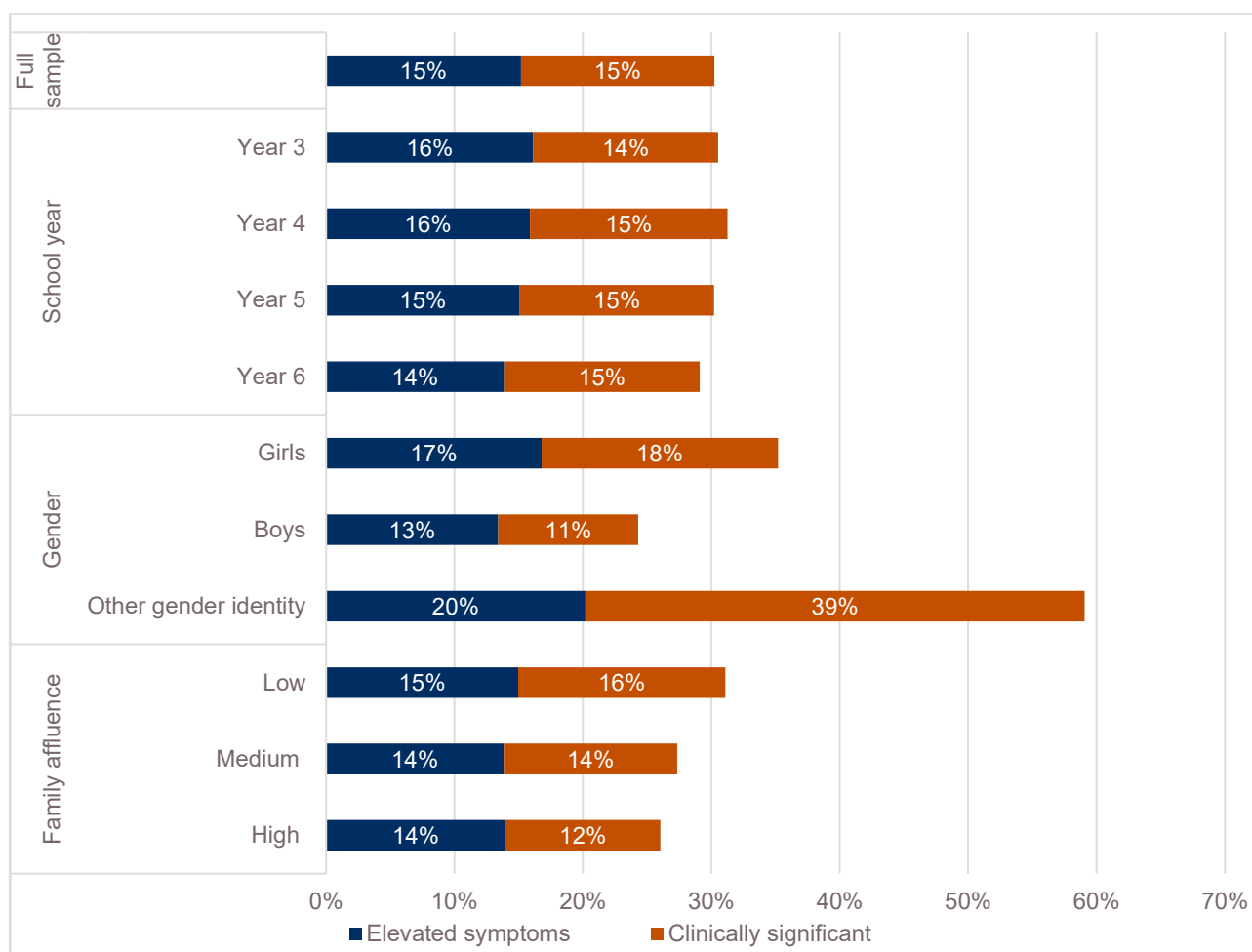
Figure 1.1: Mean Emotional Difficulties Score on the *Me and My Feelings* Questionnaire*, Overall and By Age, Gender, and Family Affluence.



*Scale scores are 'pro-rated' (i.e. based on the average of completed items) so long as >50% of individual items are completed. Only marginally different estimates were obtained where limited to 'complete cases' (full sample mean = 7.26). **Full sample base: All respondents who gave an answer (N = 48,292).**

- A higher score on this scale (range 0-20) reflects higher emotional difficulties.
- There was little evidence of a gradient by age as indicated by year group.
- Girls had a higher mean emotional difficulties score in comparison to boys. Learners who identified as neither a boy nor girl scored highest for emotional difficulties.
- There was a clear socioeconomic gradient, with a higher mean score among learners from less affluent families.

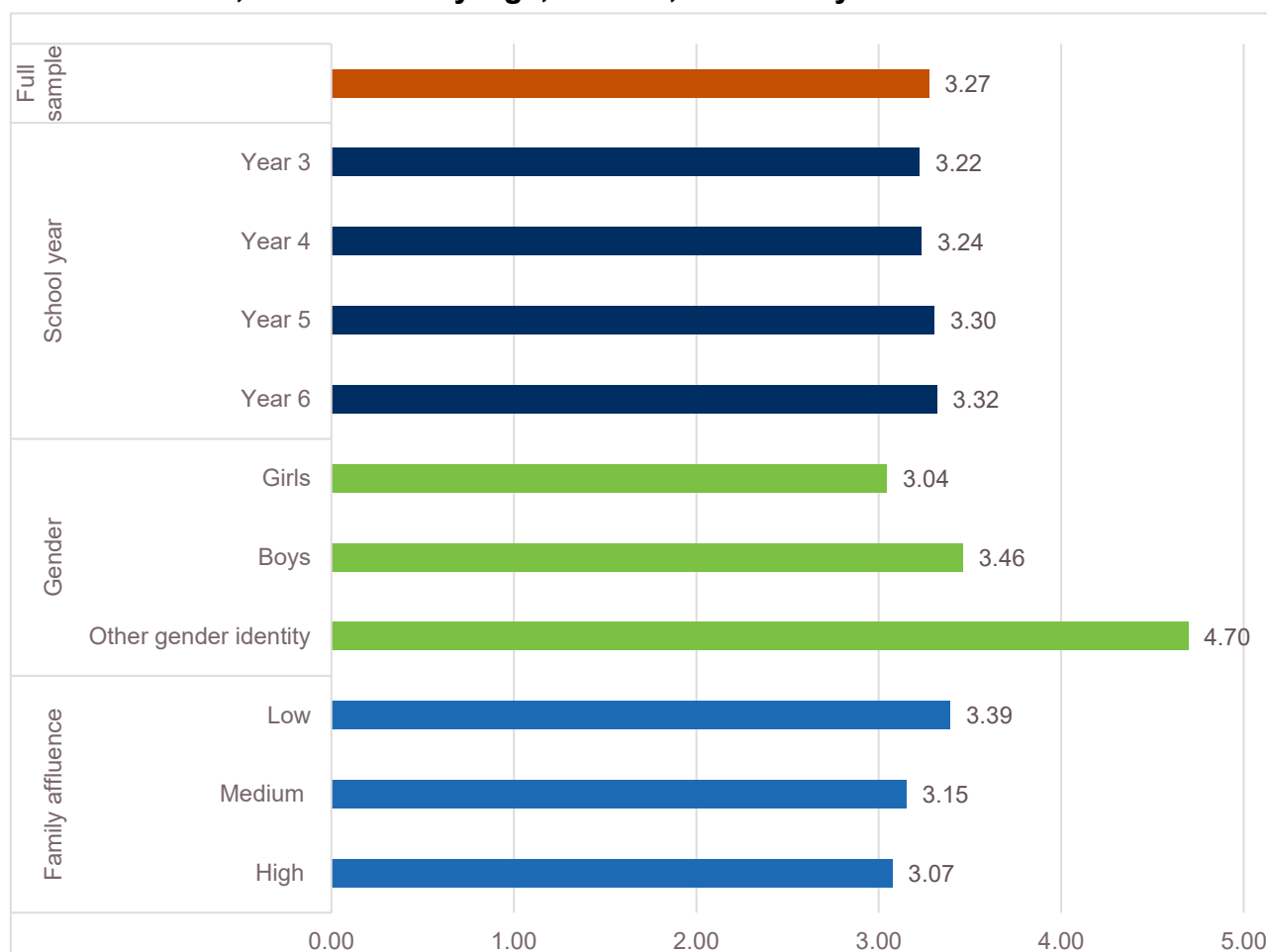
Figure 1.2: Percentage Who Met the Threshold for Elevated or Clinically Significant Emotional Difficulties*, Overall and by Age, Gender, and Family Affluence.



*Scale scores are 'pro-rated' so long as >50% of individual items are completed. Where limited to complete cases, 28% report elevated or clinically significant emotional difficulties. *Full sample base: All respondents who gave an answer (N = 48,292).*

- Around 30% of learners reported elevated ($\geq 10/20$) or clinically significant ($\geq 12/20$) emotional difficulties.
- There was no clear age trend.
- More girls than boys reported elevated or clinically significant emotional difficulties. Learners who identified as neither a boy nor a girl had the highest rates of elevated or clinically significant emotional difficulties.
- More learners from low affluence families reported elevated or clinically significant emotional difficulties, compared to those from high affluence families.

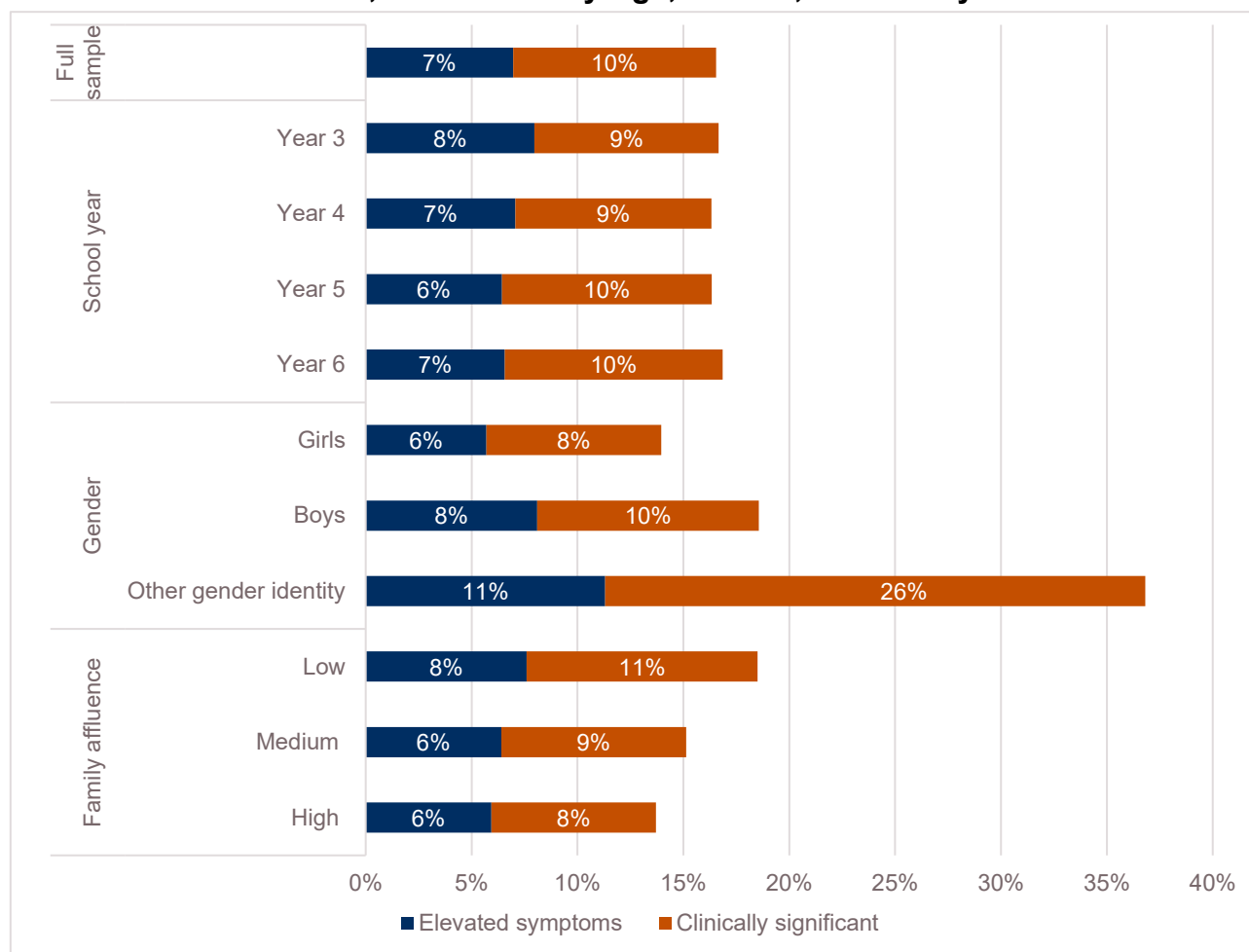
Figure 1.3: Mean Behavioural Difficulties Score on the *Me and My Feelings* Questionnaire*, Overall and by Age, Gender, and Family Affluence.



*Scale scores are 'pro-rated' so long as >50% of individual items are completed. Similar estimates obtained where limited to 'complete cases' (full sample mean = 3.20). *Full sample base: All respondents who gave an answer (N = 48,045).*

- A higher score on this scale (range 0-6) reflects higher behavioural difficulties.
- There was little evidence of a gradient by age as indicated by year group.
- Boys had a higher average behavioural difficulties score than girls. Learners who identified as neither a boy nor a girl had the highest average behavioural difficulties score.
- Learners from the low affluent families had a higher behavioural difficulties score than those from medium and high affluent families.

Figure 1.4: Percentage Who Met the Threshold for Elevated or Clinically Significant Behavioural Difficulties*, Overall and by Age, Gender, and Family Affluence.



*Scale scores are 'pro-rated' so long as >50% of individual items are completed. Where limited to complete cases, 16% report elevated or clinically significant behavioural difficulties. Full sample base: All respondents who gave an answer (N = 48,045).

- 17% of learners met the threshold for elevated ($\geq 6/12$) or clinically significant ($\geq 7/12$) behavioural difficulties.
- There was no clear age trend.
- More boys reported elevated or clinically significant behavioural difficulties than girls. Learners who identified as neither a boy nor a girl had highest rates of elevated or clinically significant behavioural difficulties.
- More learners from low affluence families reported elevated or clinically significant behavioural difficulties, compared to those from high affluence families.

Figure 1.5: Life Satisfaction Scale (%).

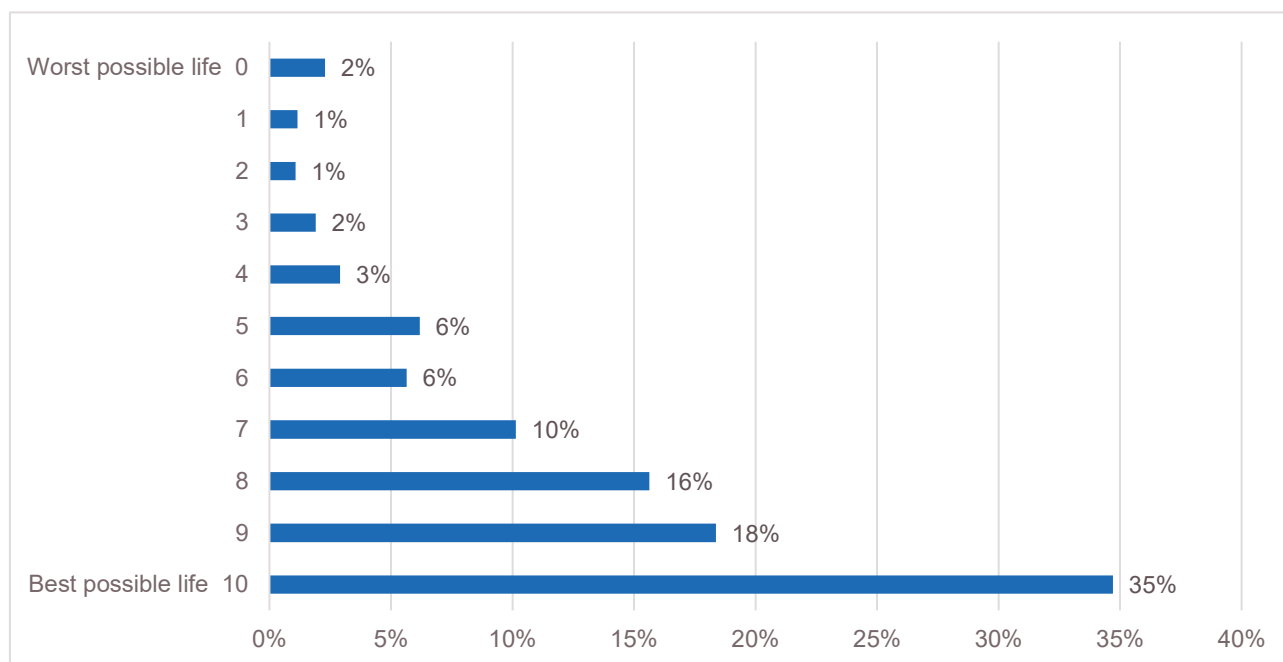
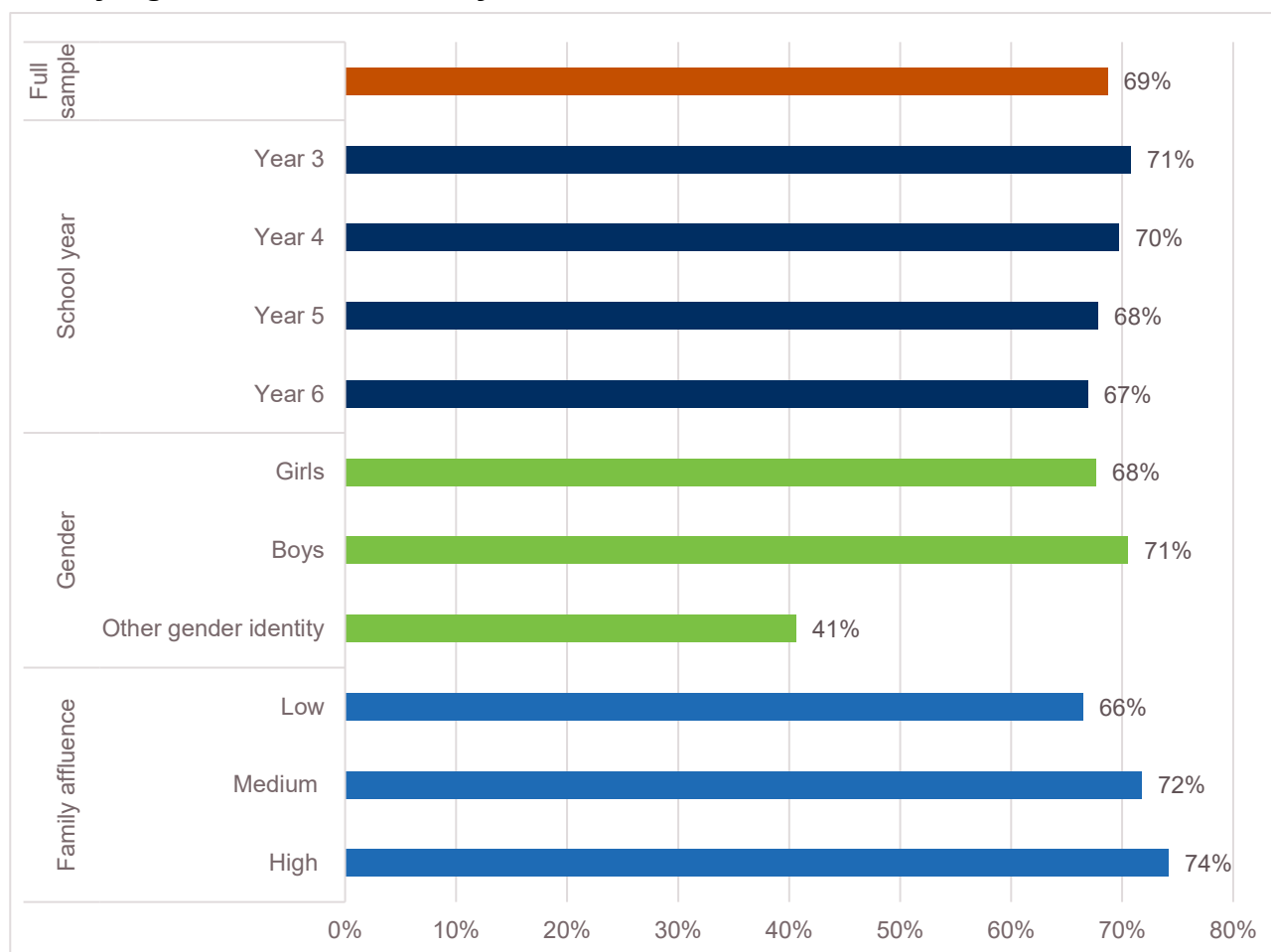


Figure 1.6: Percentage Who Rated Their Life Satisfaction as Eight Or More, Overall and by Age, Gender, and Family Affluence.

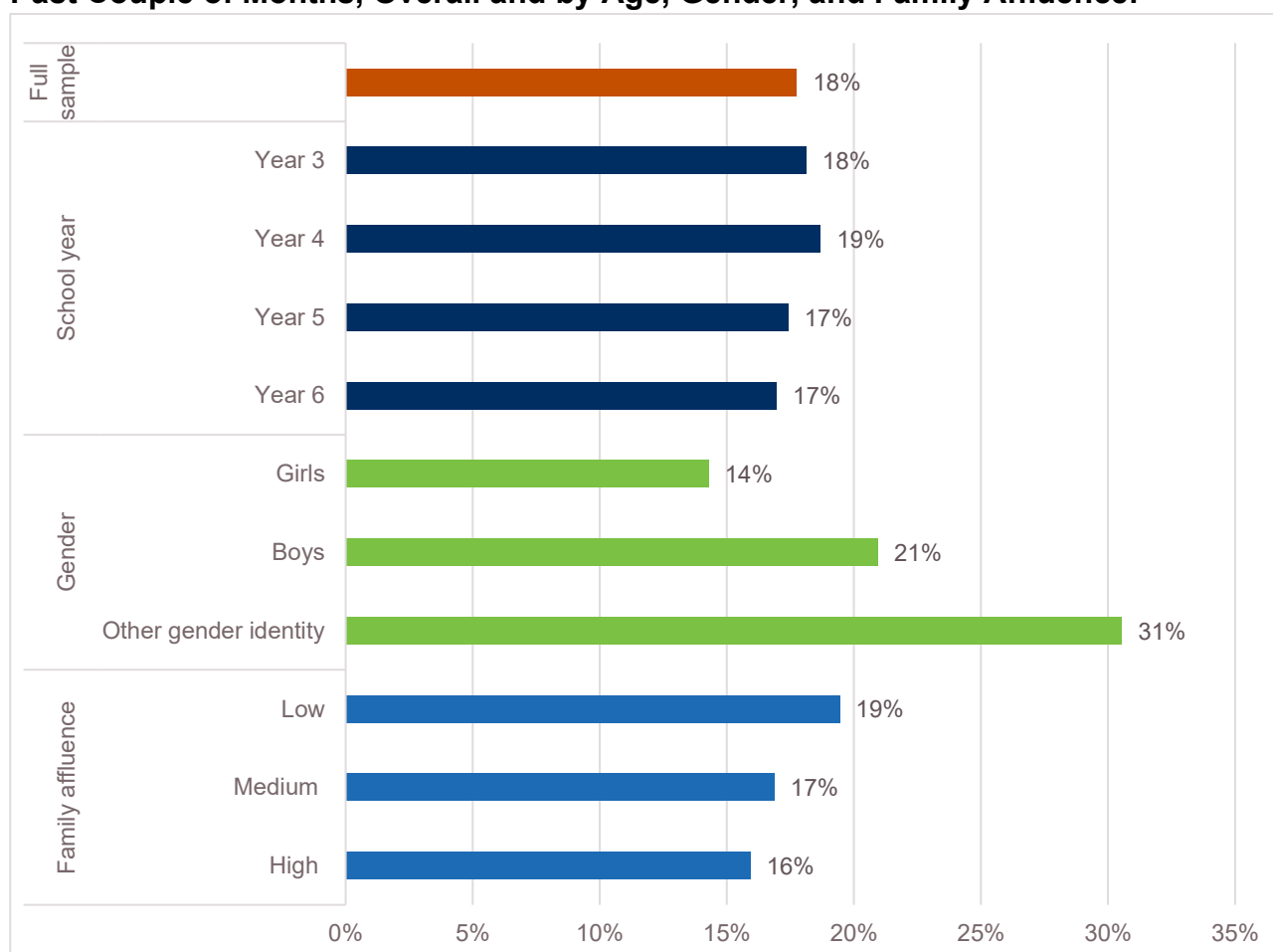


Full sample base: All respondents who gave an answer (N=46,245).

- 69% of learners reported a high degree of life satisfaction (i.e. $\geq 8/10$).
- Life satisfaction declined with increased age.
- A slightly higher proportion of boys reported high life satisfaction than girls. Learners who identified as neither a boy nor a girl reported the lowest life satisfaction.
- There was a clear socioeconomic gradient with learners from low affluence families reporting lower rates of life satisfaction than those from medium or high affluence.

7. Bullying

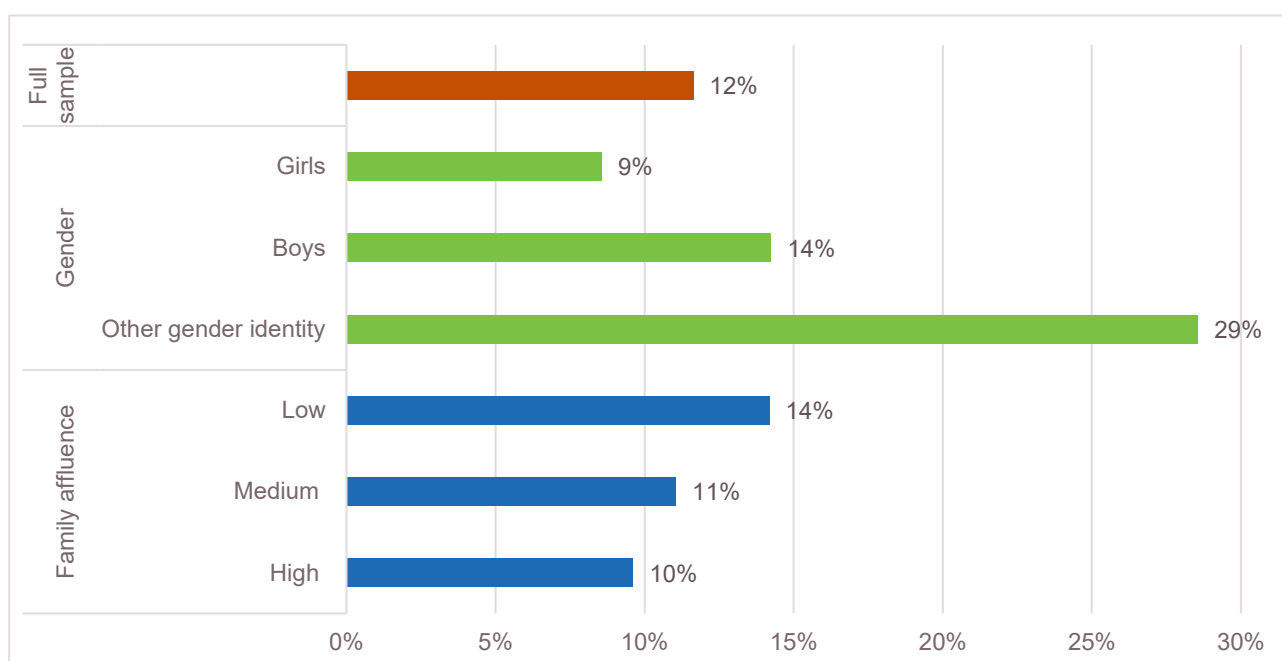
Figure 2.1: Percentage Of Learners Who Said They Had Taken Part in Bullying in the Past Couple of Months, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N= 44,562).

- 18% of learners reported having bullied others in the past couple of months.
- There was no clear age gradient. Although bullying perpetration was slightly higher in Year 4 relative to other years.
- A higher proportion of boys than girls reported having bullied others. Learners who identified as neither a boy nor a girl reported the highest rate of perpetration.
- There was a clear socioeconomic gradient. Learners from low affluence families reported higher rates of bullying others than those from medium or high affluence.

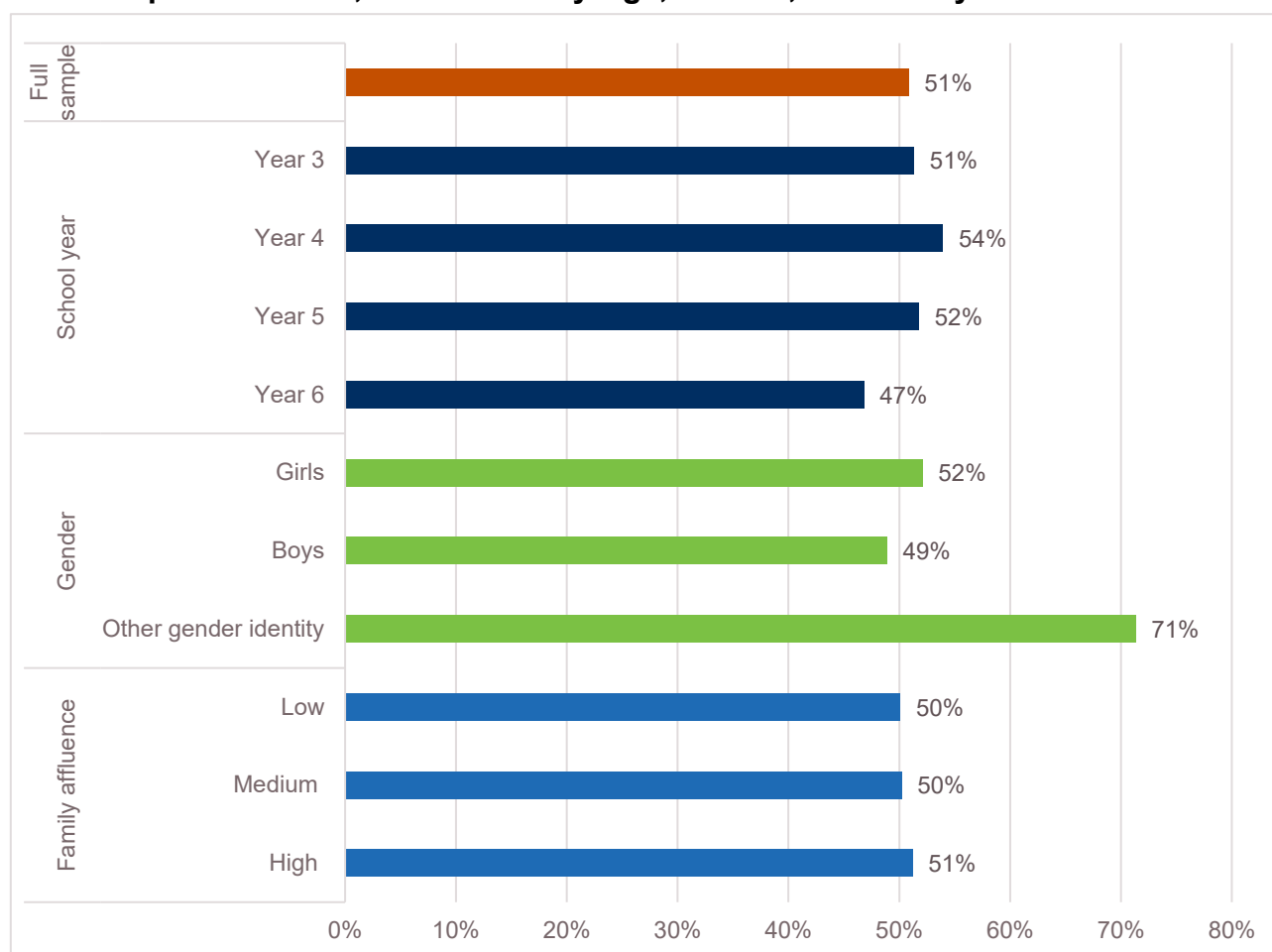
Figure 2.2: Percentage of Learners in Year 6 Who Said They Had Taken Part in Cyberbullying in the Past Couple of Months, Overall and by Gender and Family Affluence.



Full sample base: All respondents who gave an answer (N= 12,463).

- 12% of Year 6 learners reported having cyberbullied others in the past couple of months.
- Learners who identified as neither a boy nor a girl reported the highest rate of cyberbullying perpetration. A greater proportion of boys than girls said that they had cyberbullied others.
- There was evidence of a social gradient, with learners from low affluence families reporting higher rates of cyberbullying others.

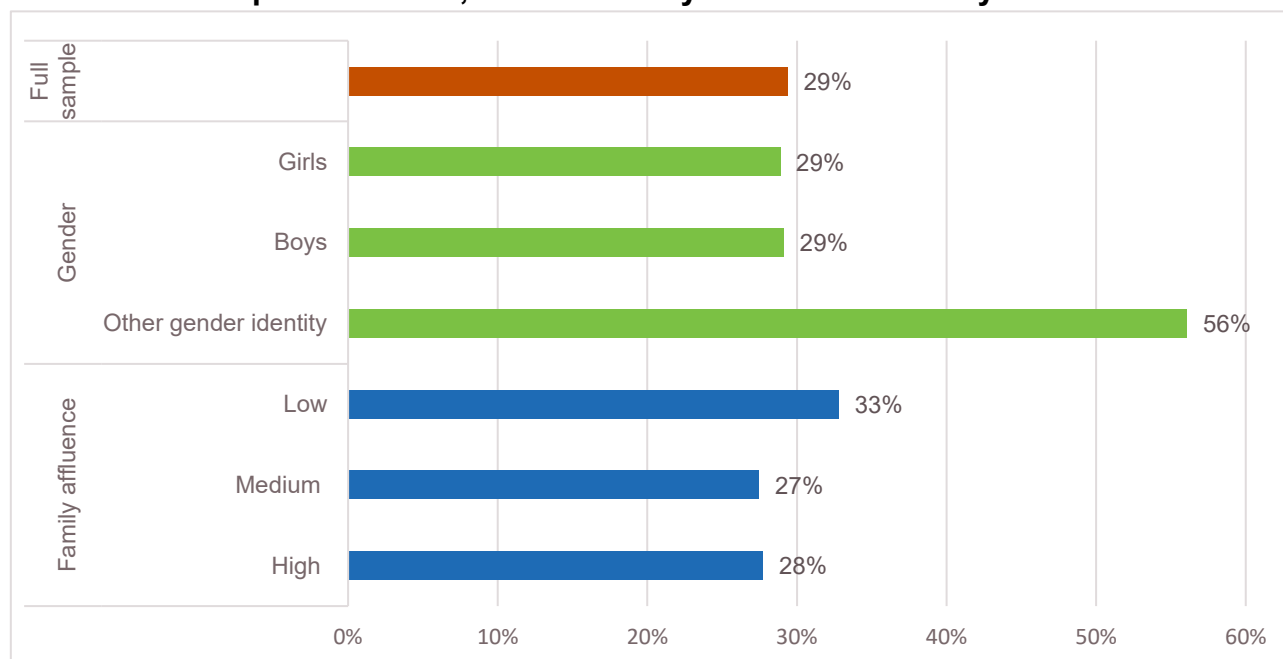
Figure 2.3: Percentage of Learners Who Said They Had Been Bullied at School in the Past Couple of Months, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N= 44,811).

- Around half (51%) of learners reported having been bullied at school in the past couple of months.
- There was some variation by age, with Year 6 learners least likely to report having been bullied.
- A slightly higher proportion of girls than boys reported having been bullied. Learners who identified as neither a boy nor a girl were most likely to report having been bullied.
- Bullying victimisation varied little by family affluence.

Figure 2.4: Percentage of Learners in Year 6 Who Said They Had Been Cyberbullied in The Past Couple of Months, Overall and by Gender and Family Affluence.



Full sample base: All respondents who gave an answer (N= 12,464).

- 29% of Year 6 learners reported having been cyberbullied in the past couple of months.
- More than half (56%) of learners who identified as neither a boy nor a girl reported having been cyberbullied. There was no difference in reporting between boys and girls.
- On average, learners from low affluence families experienced higher rates of cyberbullying than those from medium or high affluence.

8. Healthy Eating and Physical Activity

Figure 3.1 Frequency of Fruit Consumption (%)*.

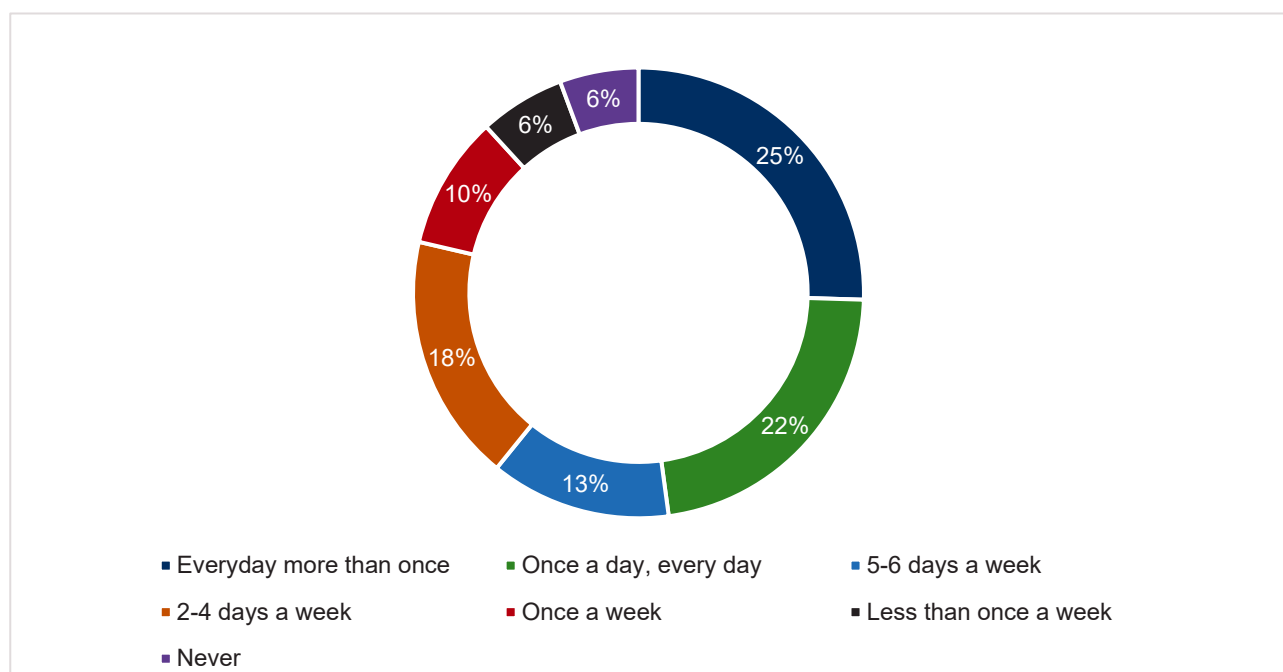
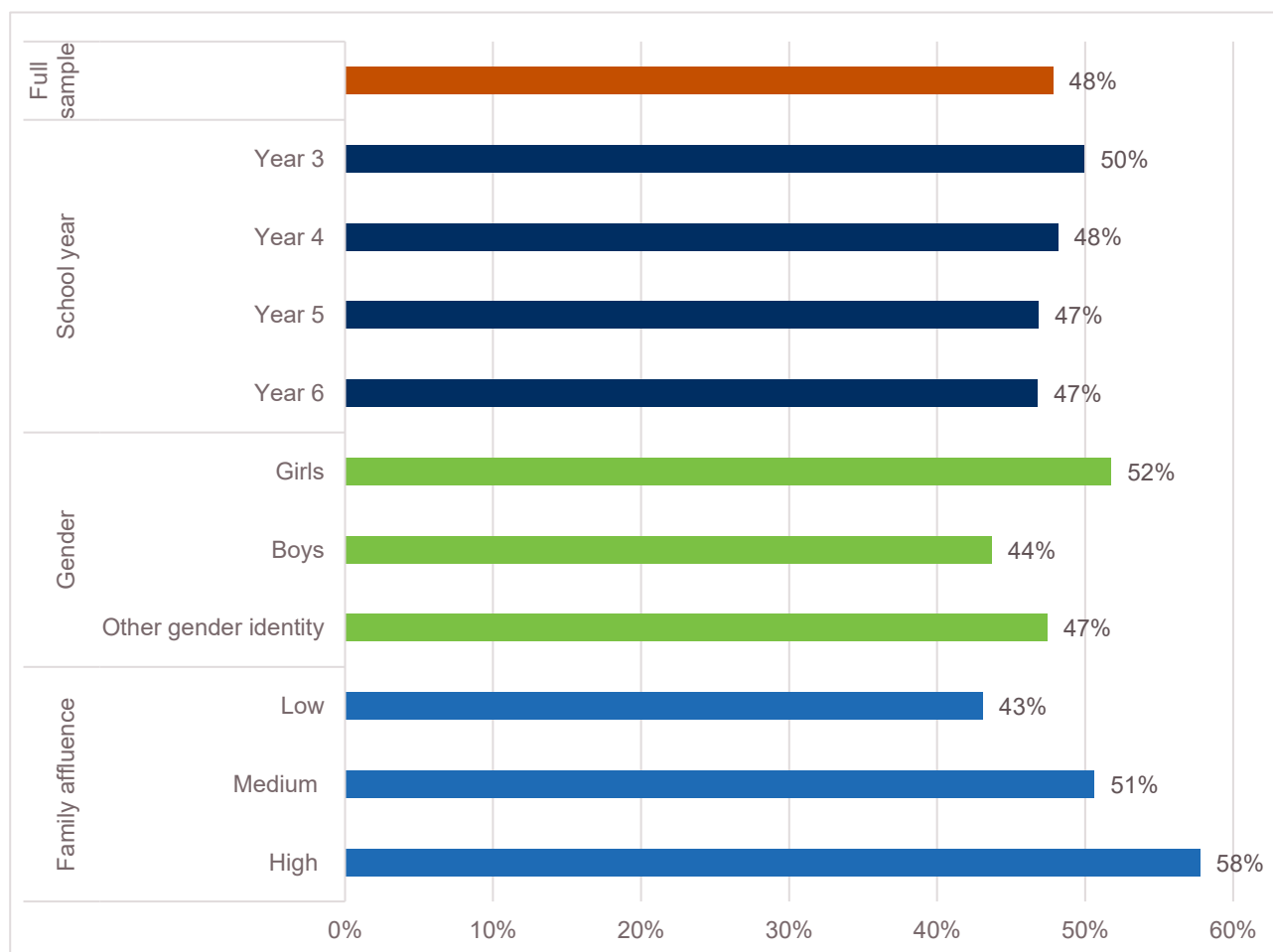


Figure 3.2: Percentage Who Eat Fruit at Least Daily*, Overall and by Age, Gender, and Family Affluence.



*The two graphs have different values due to rounding. *Full sample base: All respondents who gave an answer (N= 48,283).*

- 48% of learners reported eating fruit at least once a day.
- Year 3 learners were most likely to report eating fruit at least daily across age groups.
- Girls were more likely than other genders to report eating fruit daily.
- Learners from more affluent families were more likely to report eating fruit daily than those from less affluent families.

Figure 3.3: Frequency of Vegetable Consumption (%).

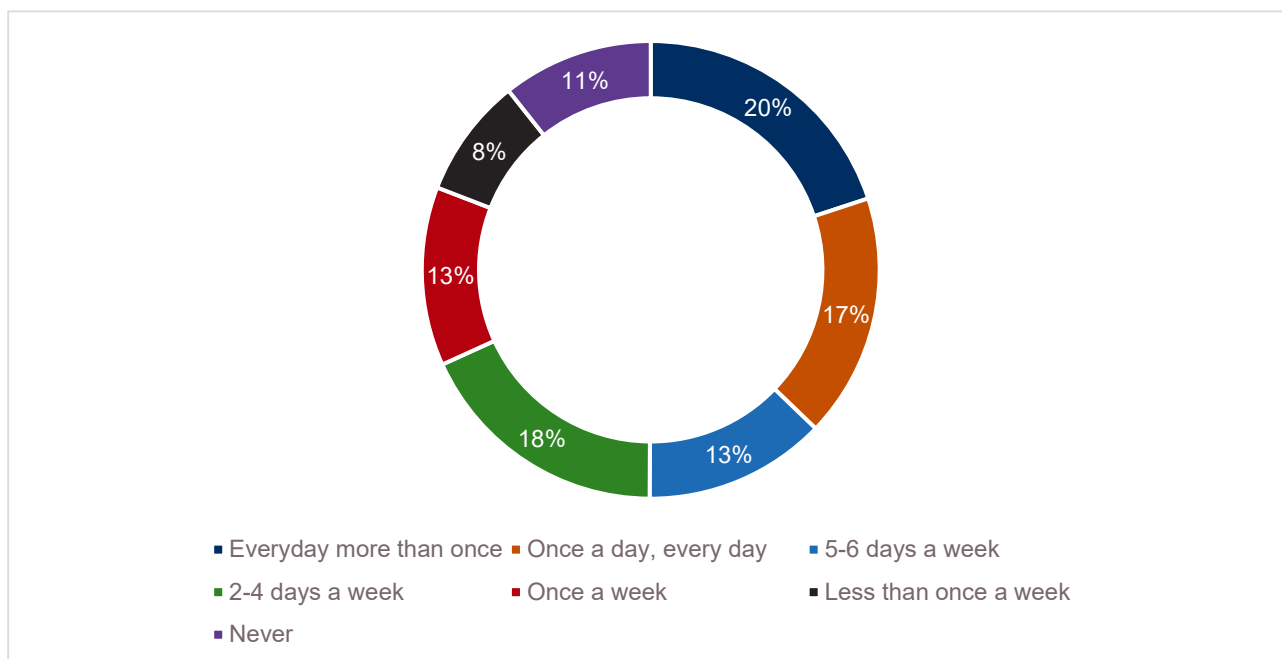
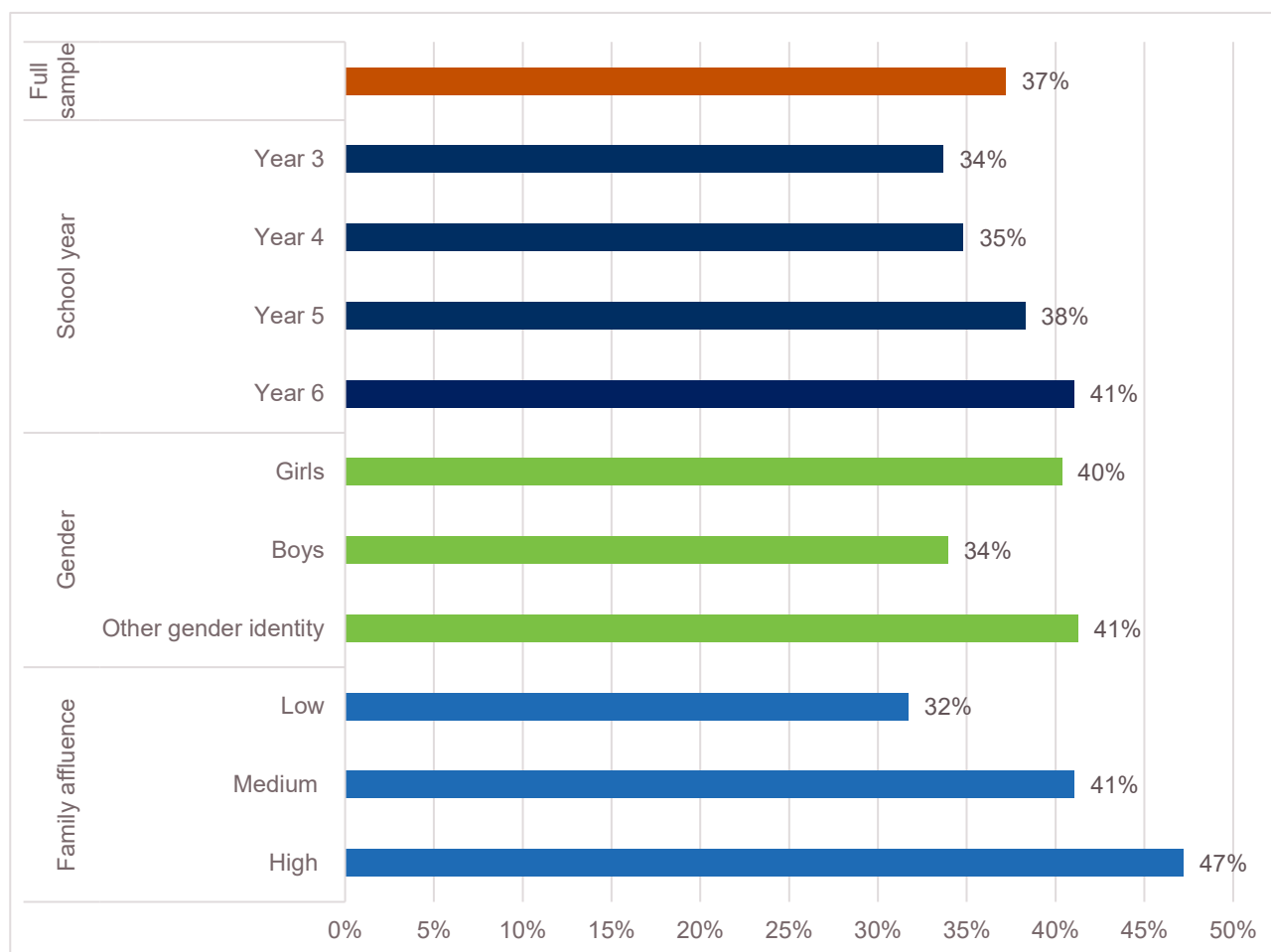


Figure 3.4: Percentage Who Eat Vegetables at Least Daily, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N= 48,171).

- 37% of learners reported eating vegetables at least once a day.
- Year 5 and 6 learners were more likely than younger learners to report eating vegetables daily.
- Boys were less likely than other genders to report eating vegetables daily.
- Learners from more affluent families were more likely to report eating vegetables daily than those from less affluent families.

Figure 3.5: Frequency of Exercising (So Much That They Get Out of Breath and Sweat) (%).

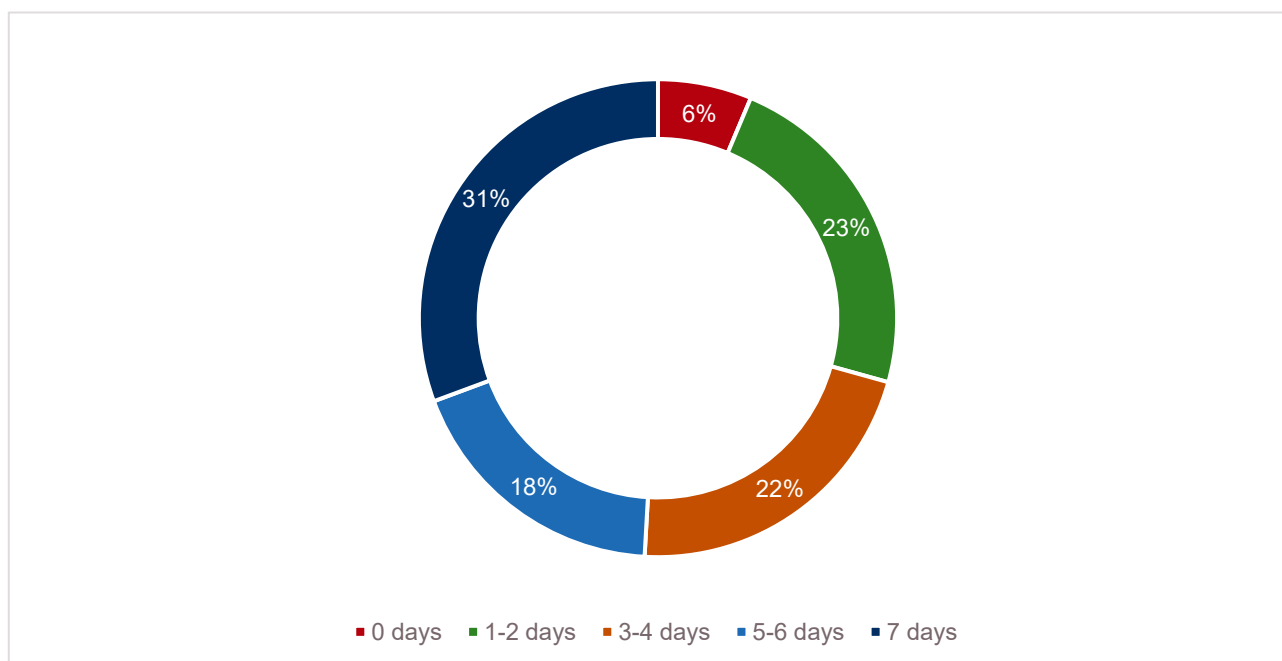
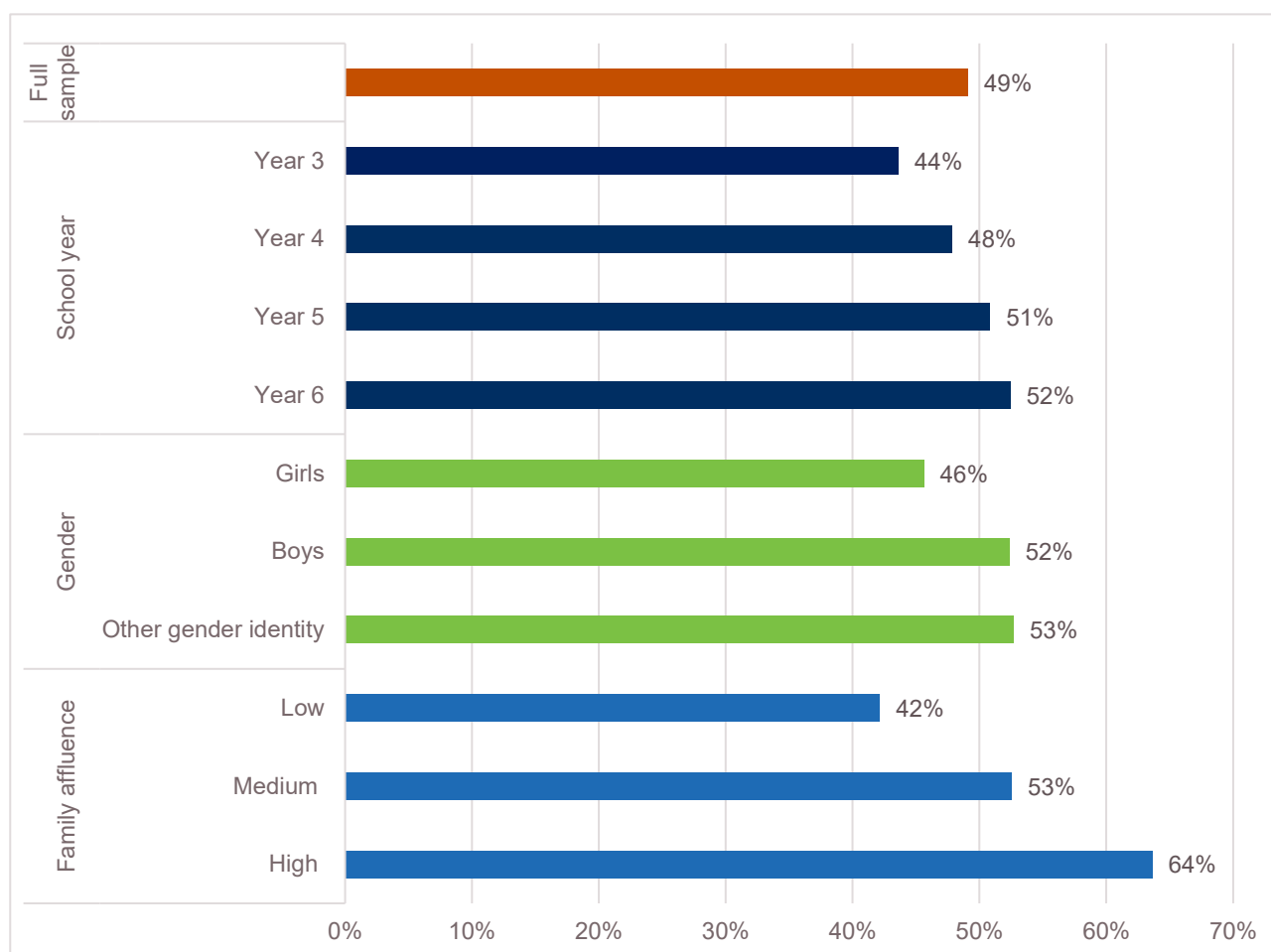


Figure 3.6: Percentage Who Reported Exercising (So Much That They Get Out of Breath and Sweat) at Least Five Times A Week, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N= 40,465).

- Around half of learners reported exercising in their free time (so much that they get out of breath and sweat) five times or more a week.
- Learners in Year 3 were less likely than other year groups to report exercising five times or more a week.
- Girls were less likely to exercise five times or more a week compared to other genders.
- There was a clear social gradient, with learners from more affluent families more likely to exercise five or more times a week.

9. School Connectedness

Figure 4.1: Feelings About School (%).

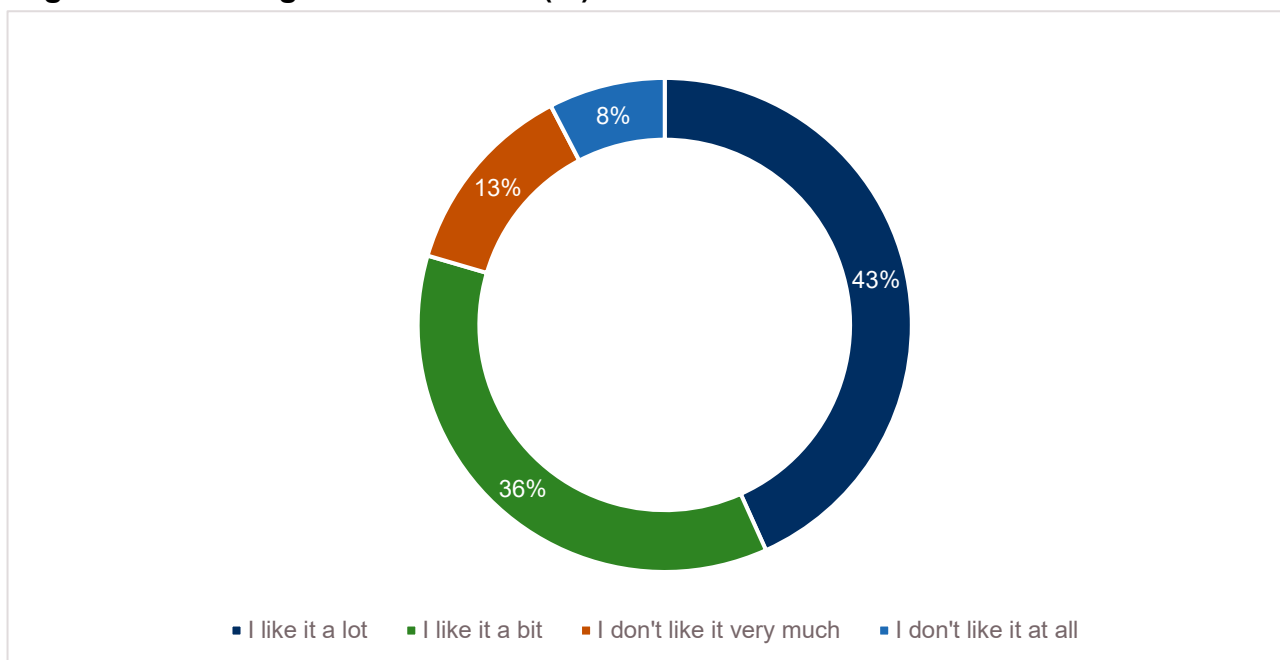
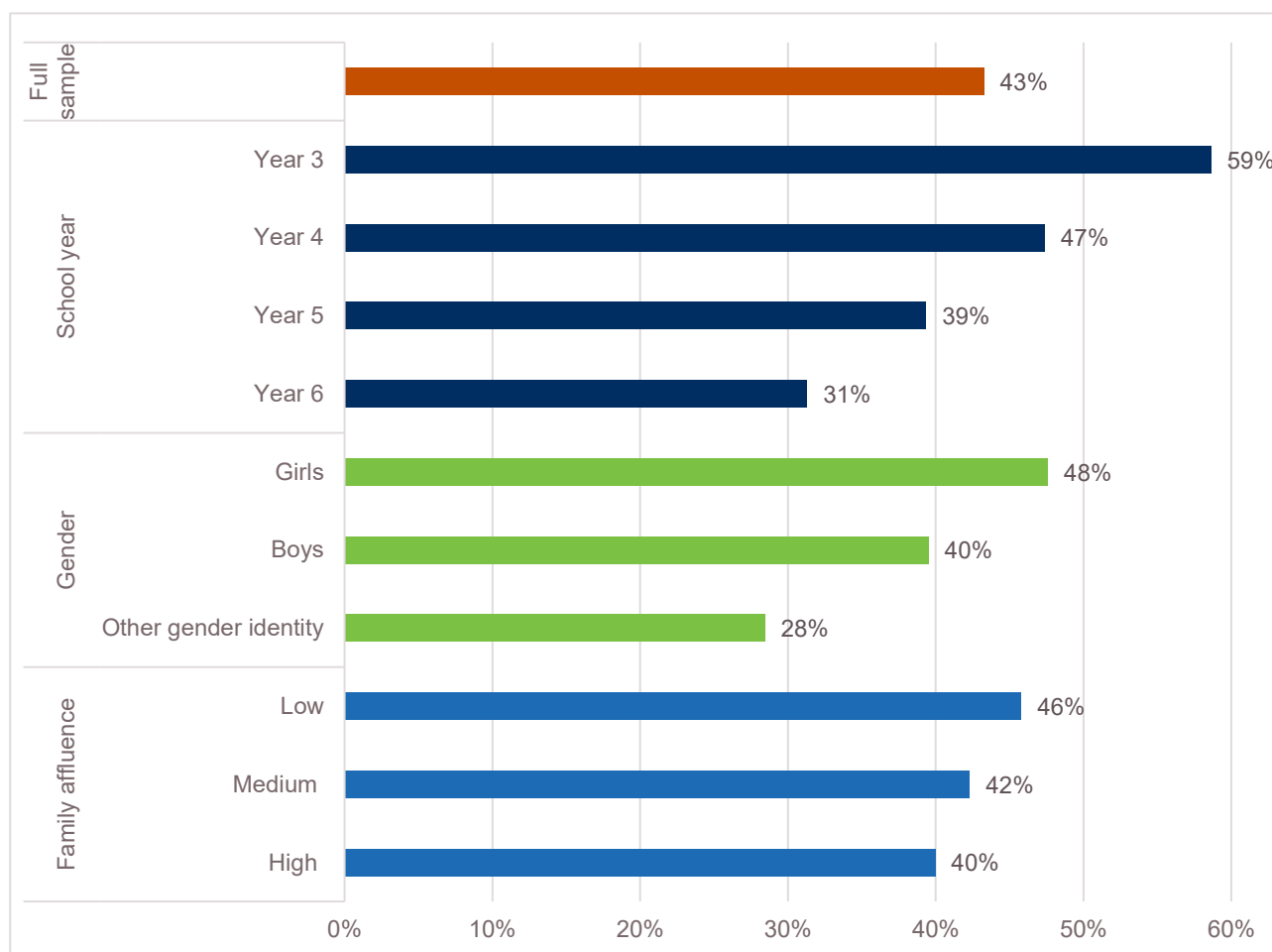


Figure 4.2: Percentage Who Like School a Lot, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=47,299).

- 79% of learners reported liking school at least a bit and 43% liked school a lot.
- The proportion of learners who reported liking school a lot decreased with age – from 59% in Year 3 to 31% in Year 6.
- Girls were more likely than other genders to report liking school a lot.
- Students from low-affluence families were more likely to report liking school a lot compared to those from medium and high-affluence families.

Figure 4.3: Feelings That Teachers Care About Them as a Person (%).

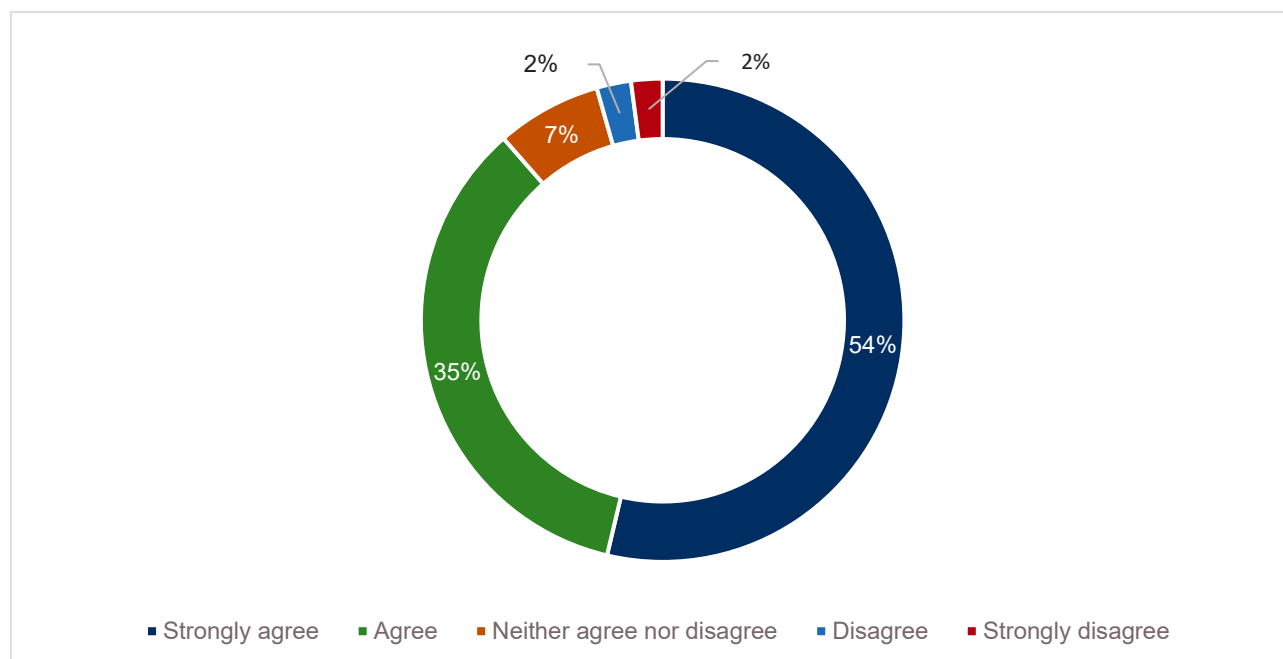
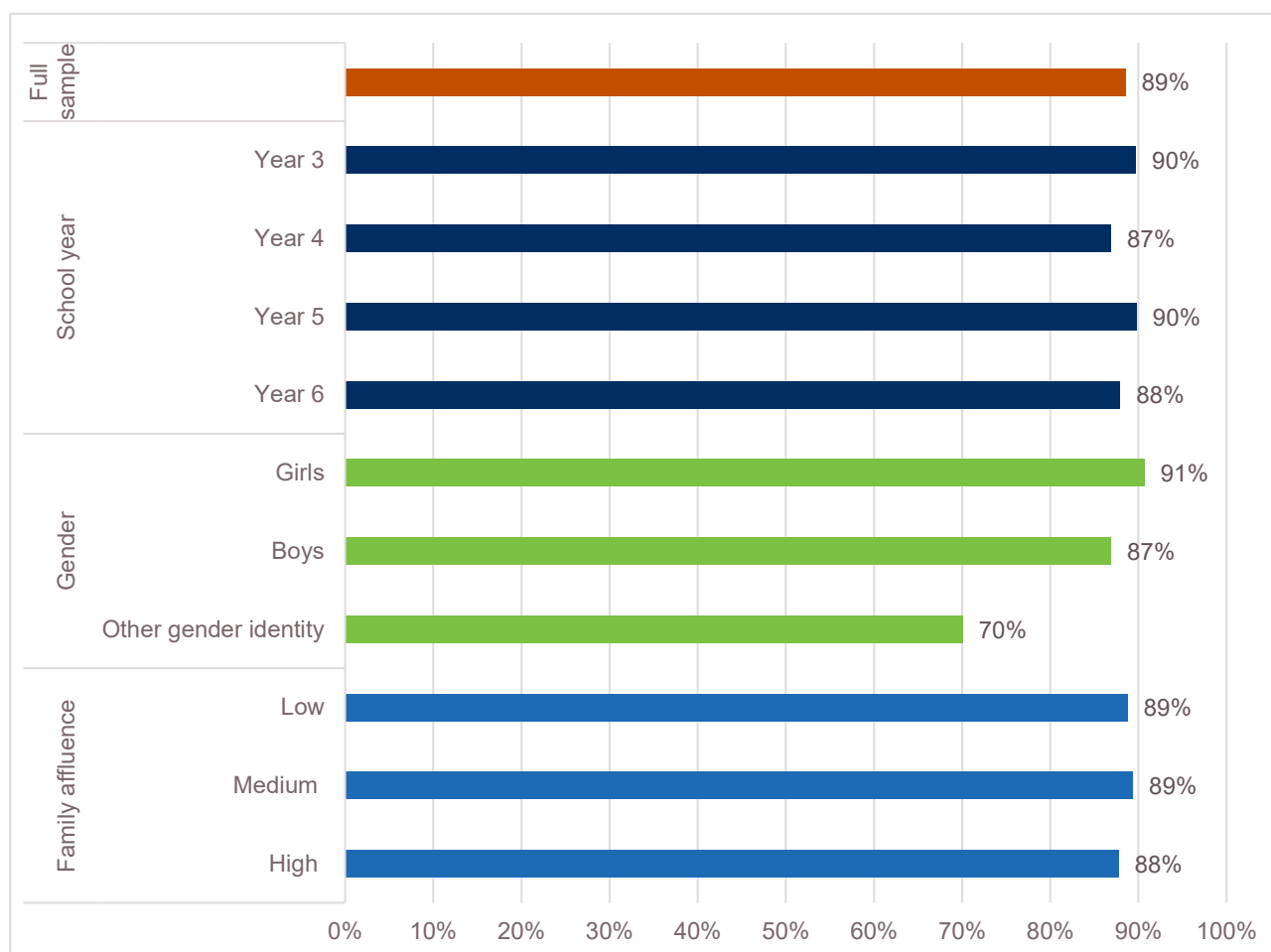


Figure 4.4: Percentage Who Agree That Their Teachers Care About Them as a Person, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=45,941).

- 89% of learners agreed that their teachers care about them as a person.
- There was no clear patterning by age.
- Girls were more likely than boys to report that their teachers care about them. Learners who identified as neither a boy nor a girl were least likely to agree.
- There was little difference by family affluence.

Figure 4.5: Feelings That Teachers Accept Them as They Are (%)*.

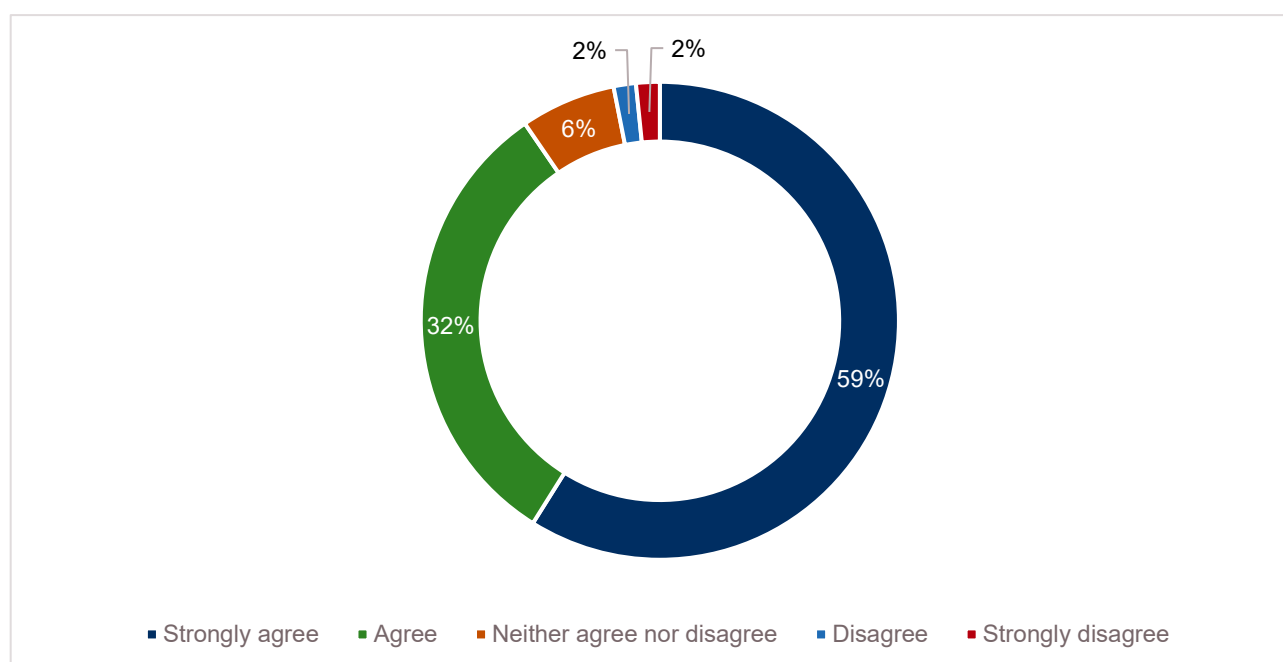
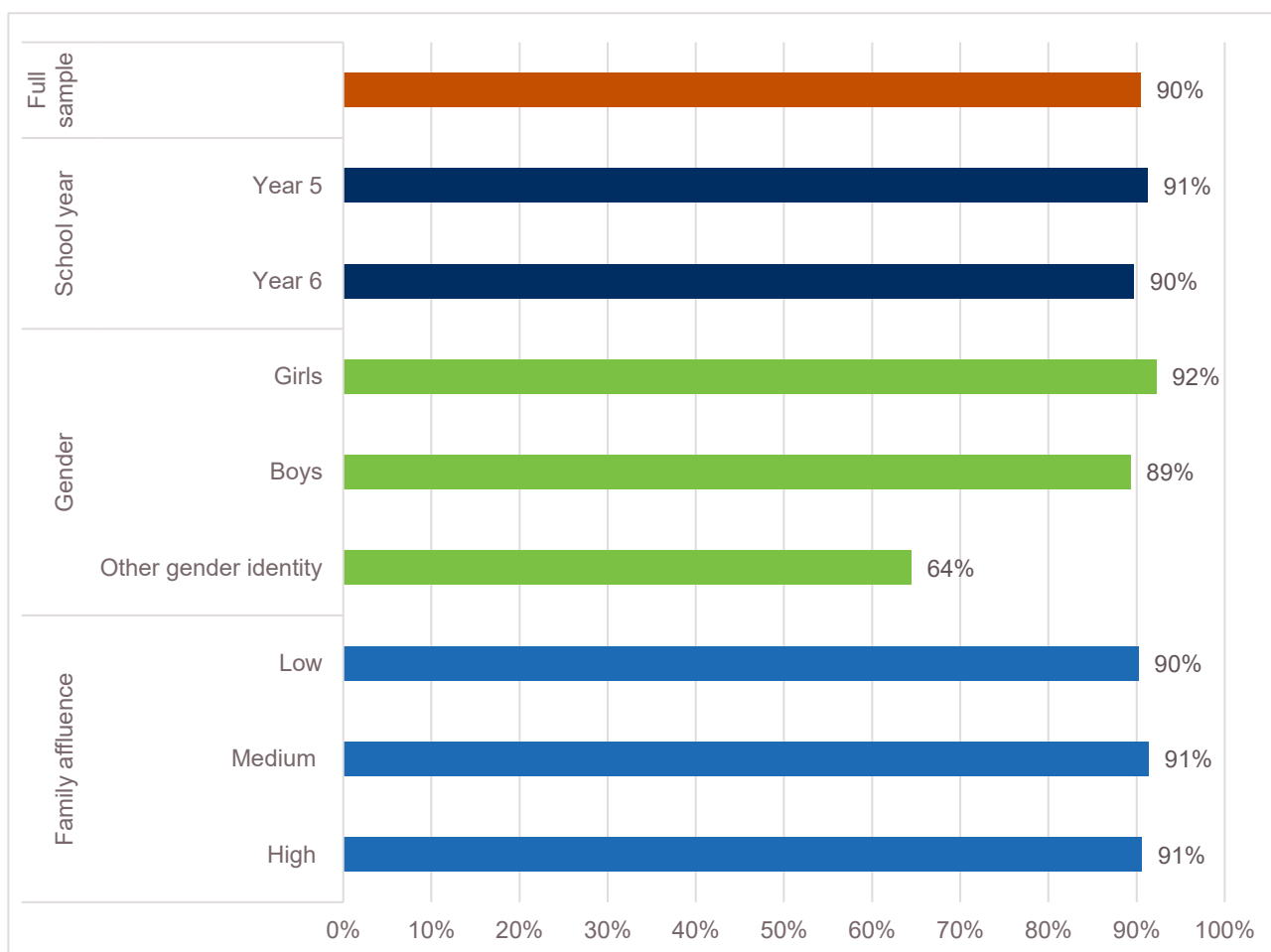


Figure 4.6: Percentage Who Agree That Teachers Accept Them as They Are*, Overall and by Age, Gender, and Family Affluence*.



*Years 5 and 6 only; The two graphs have different values due to rounding. *Full sample base: All respondents who gave an answer (N=25,058).*

- 90% of learners in Years 5 and 6 agreed that their teachers accept them as they are.
- Girls were slightly more likely than boys to report feeling accepted by teachers. Learners who identified as neither a boy nor a girl were much less likely to report acceptance by teachers (64%).
- There was little difference by family affluence.

Figure 4.7: Trust Teachers (%)*.

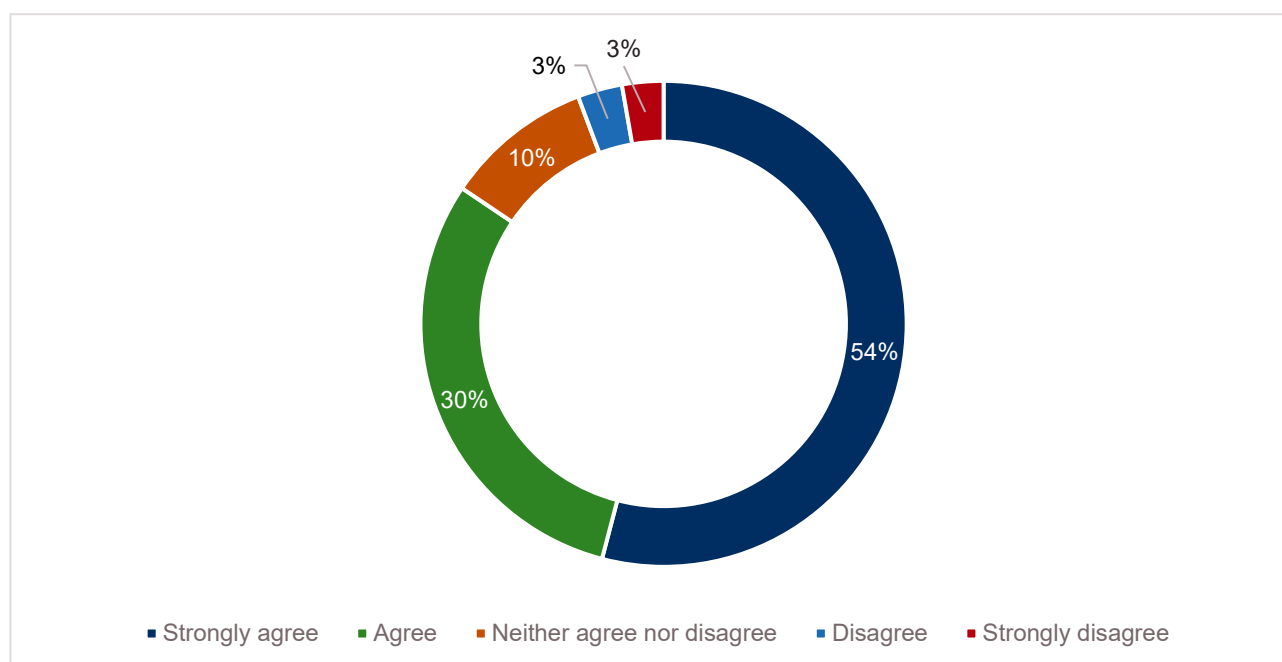
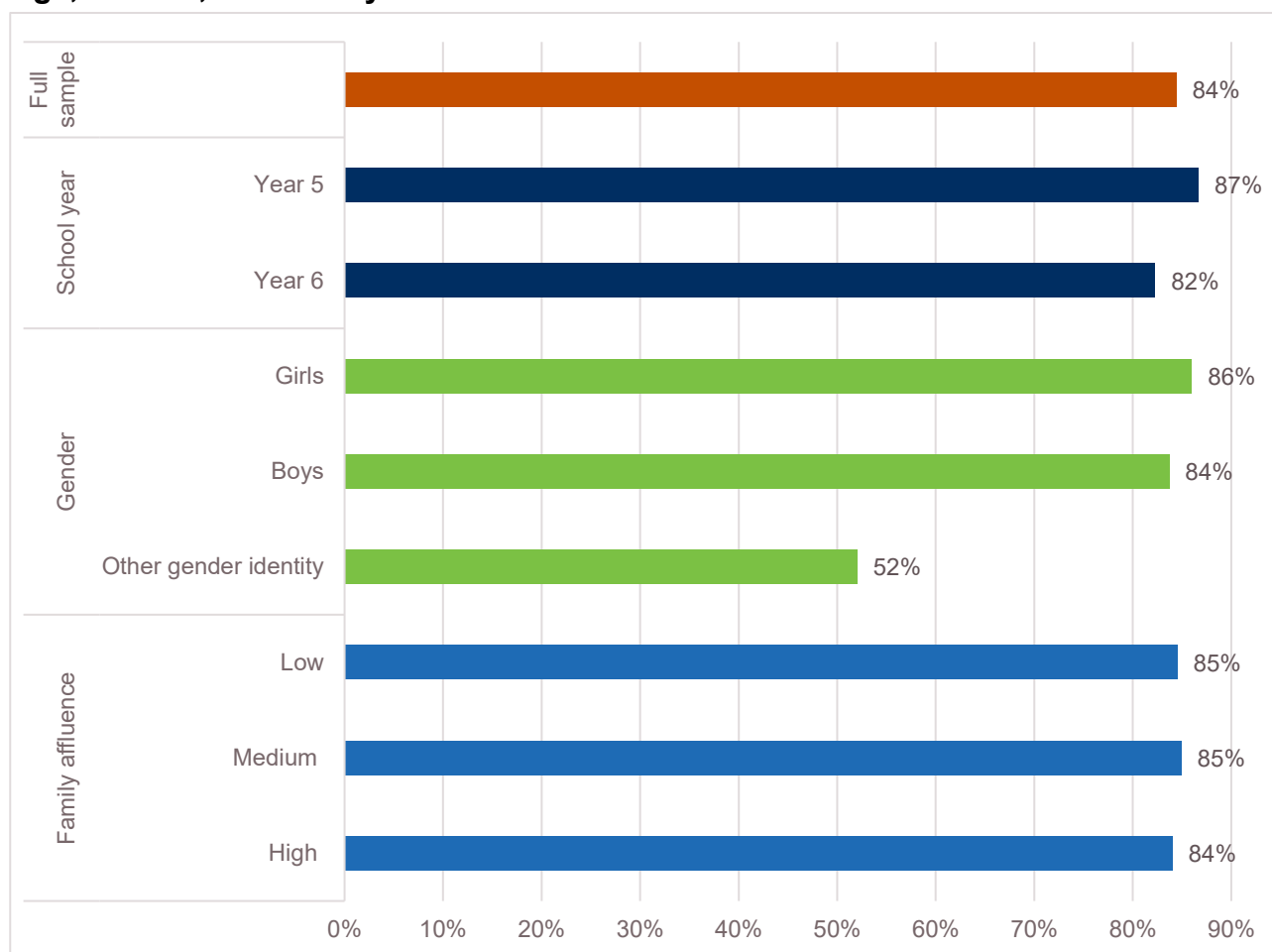


Figure 4.8: Percentage Who Agree That They Trust Their Teachers*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=25,050).*

- 84% of learners in Years 5 and 6 agreed that they trust their teachers.
- Learners in Year 6 (82%) were less likely than those in Year 5 (87%) to agree that they trust their teachers.
- Around half (52%) of learners who identified as neither a boy nor a girl agreed that they trust their teachers, compared to 86% and 84% of girls and boys, respectively.
- There was little difference by family affluence.

Figure 4.9: Adults at School to Confide in (%)*.

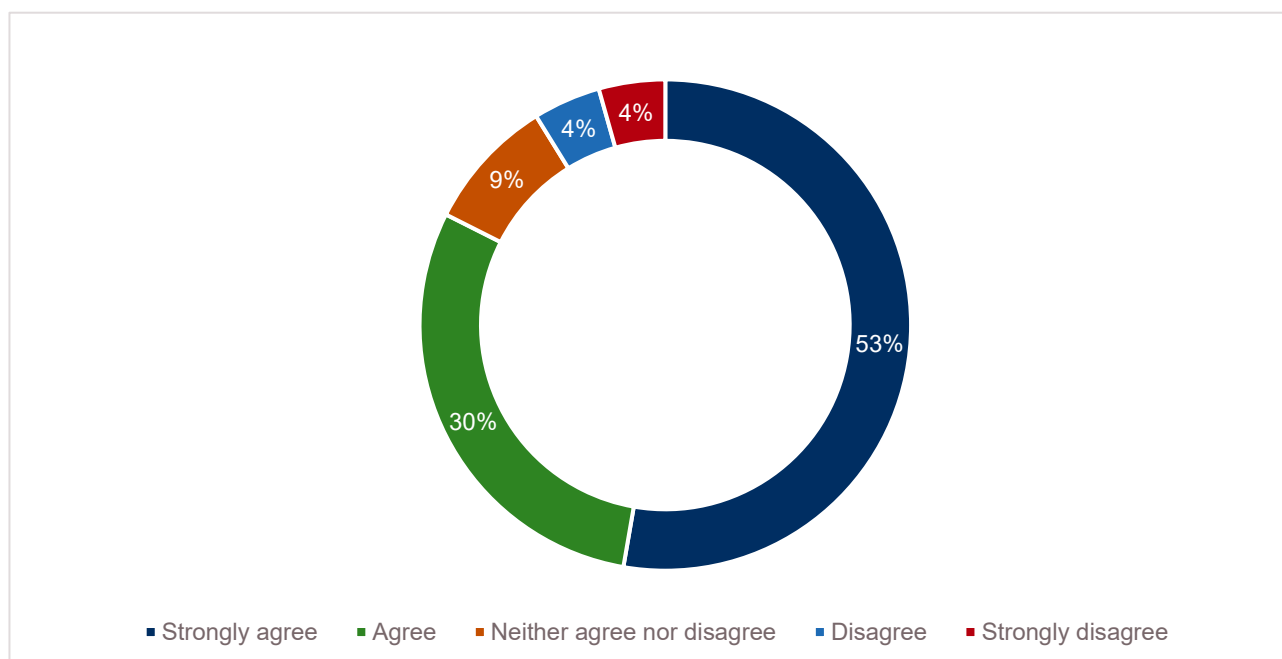
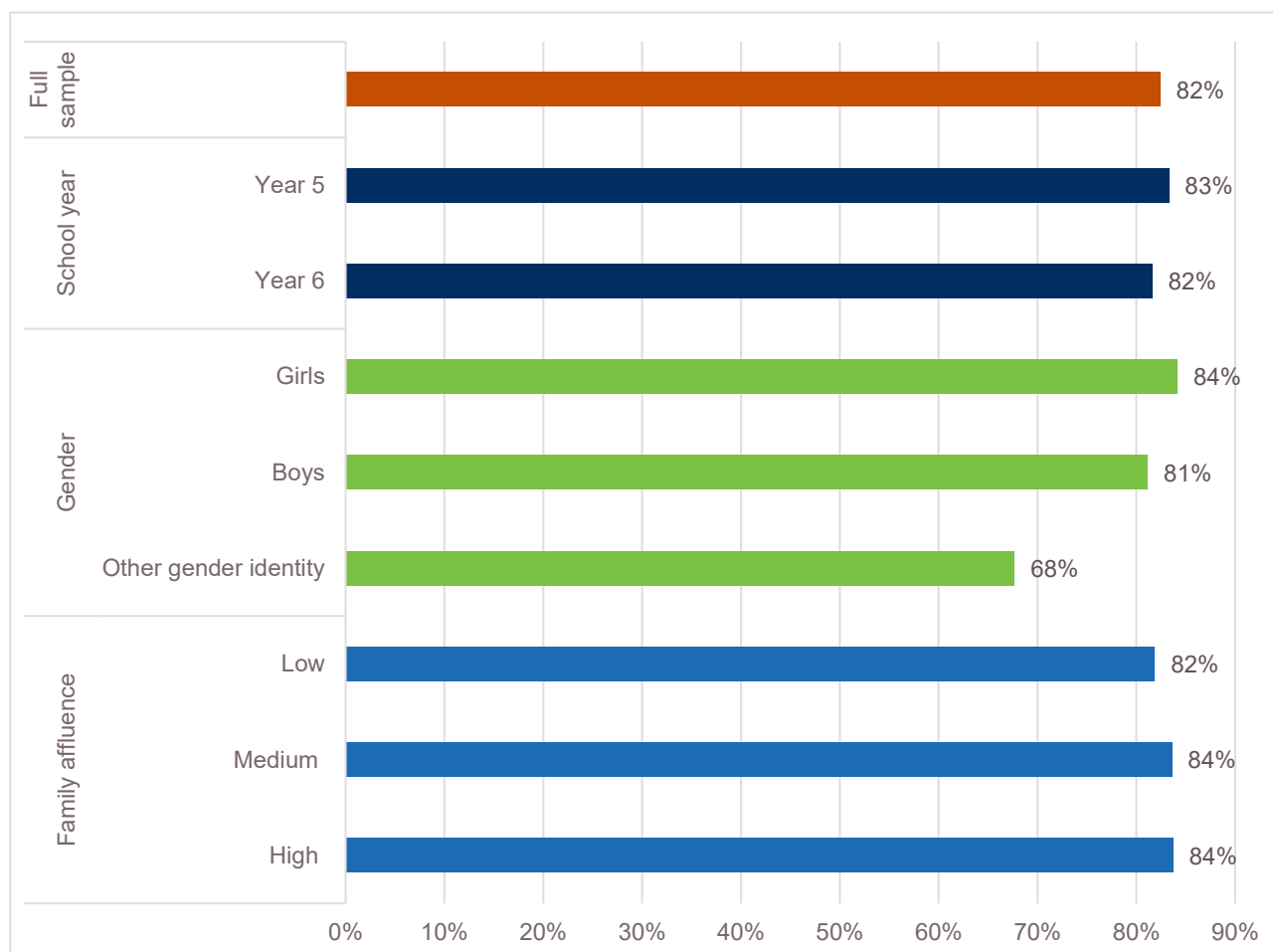


Figure 4.10: Percentage Who Agree That There Is at Least One Adult at School They Can Confide in*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; The two graphs have different values due to rounding. *Full sample base: All respondents who gave an answer (N=24,420).*

- 82% of learners in Years 5 and 6 agreed that there is at least one adult in school they can talk to about things that worry them.
- A higher proportion of girls agreed with this statement compared to other genders.
- There was little difference by family affluence.

Figure 4.11: Children Enjoy Being Together (%)*.

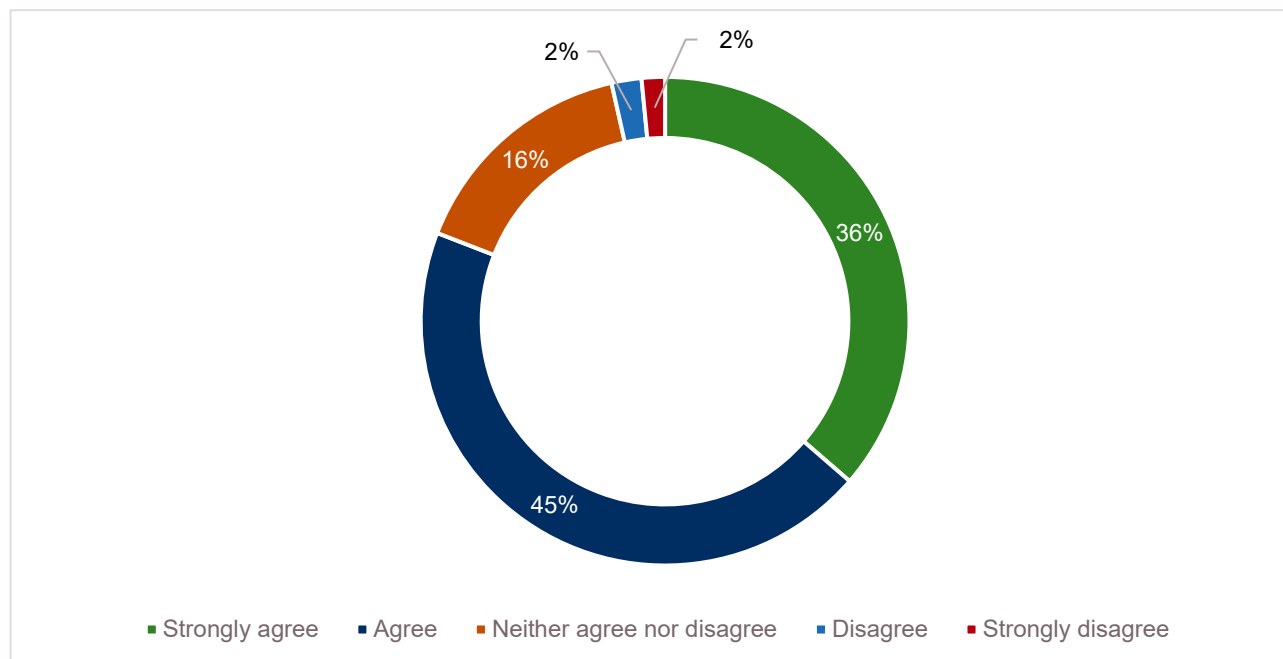
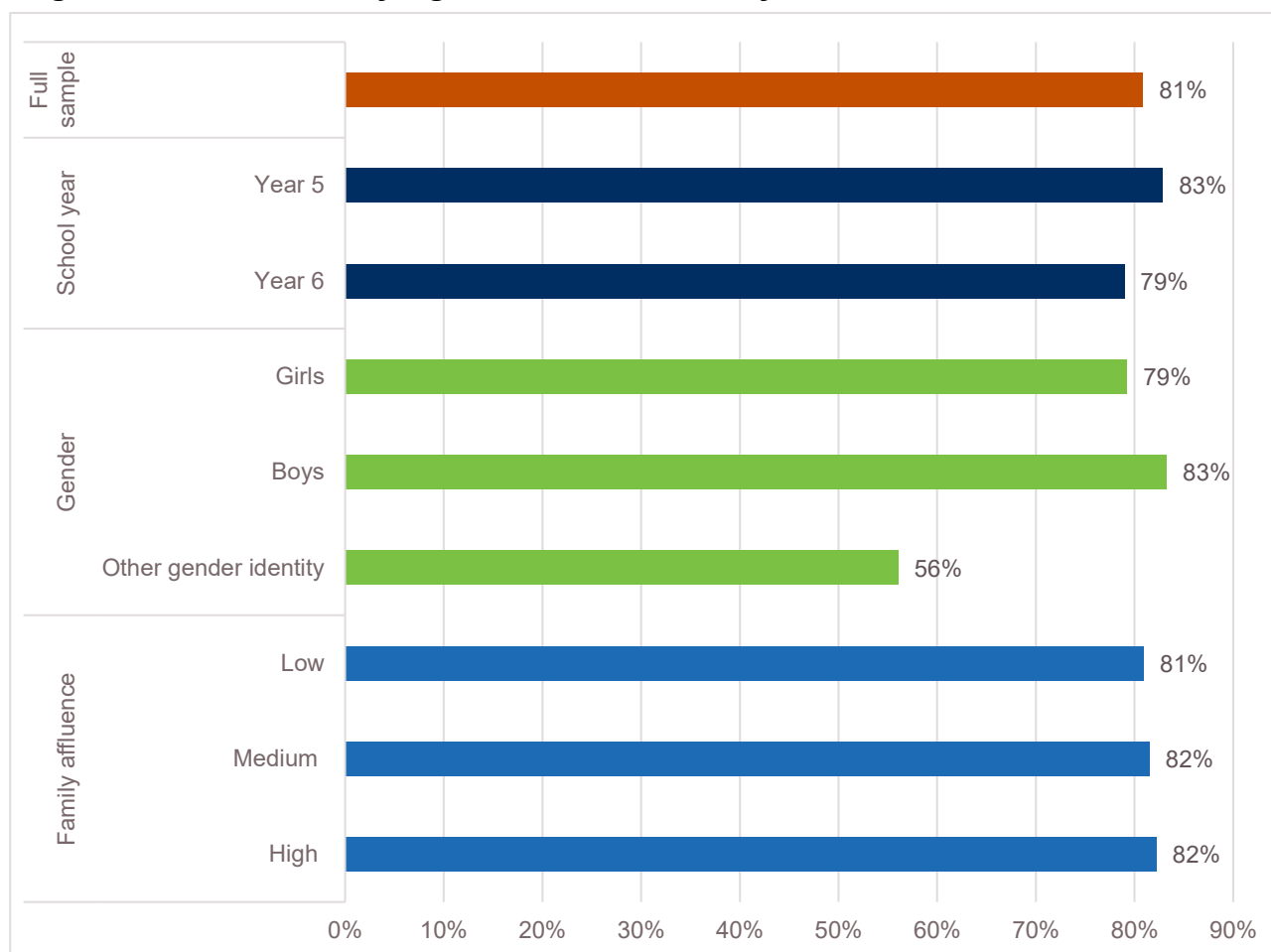


Figure 4.12: Percentage Who Agree or Strongly Agree That Children Enjoy Being Together*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=25,110).*

- 81% of learners in Years 5 and 6 reported that children in their school enjoy being together.
- Learners in Year 6 were less likely than those in Year 5 to agree with this statement.
- A higher proportion of boys agreed with this statement compared to other genders.
- There was little difference by family affluence.

Figure 4.13: Most Children Are Kind and Helpful (%)*.

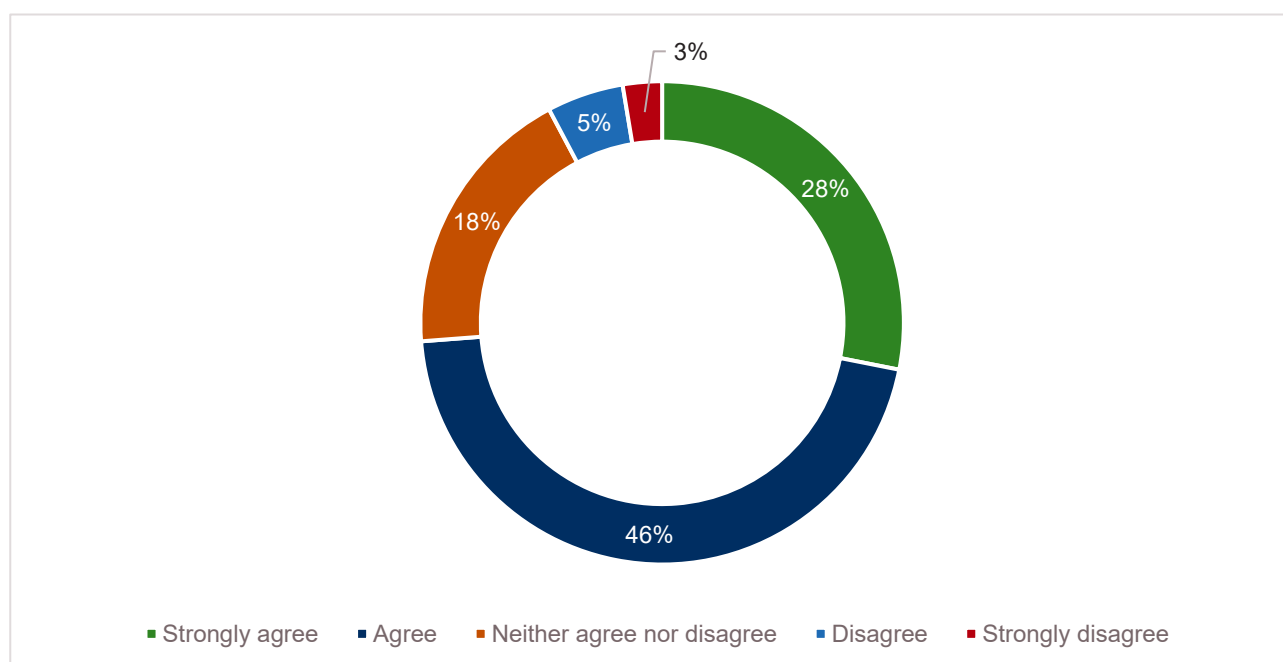
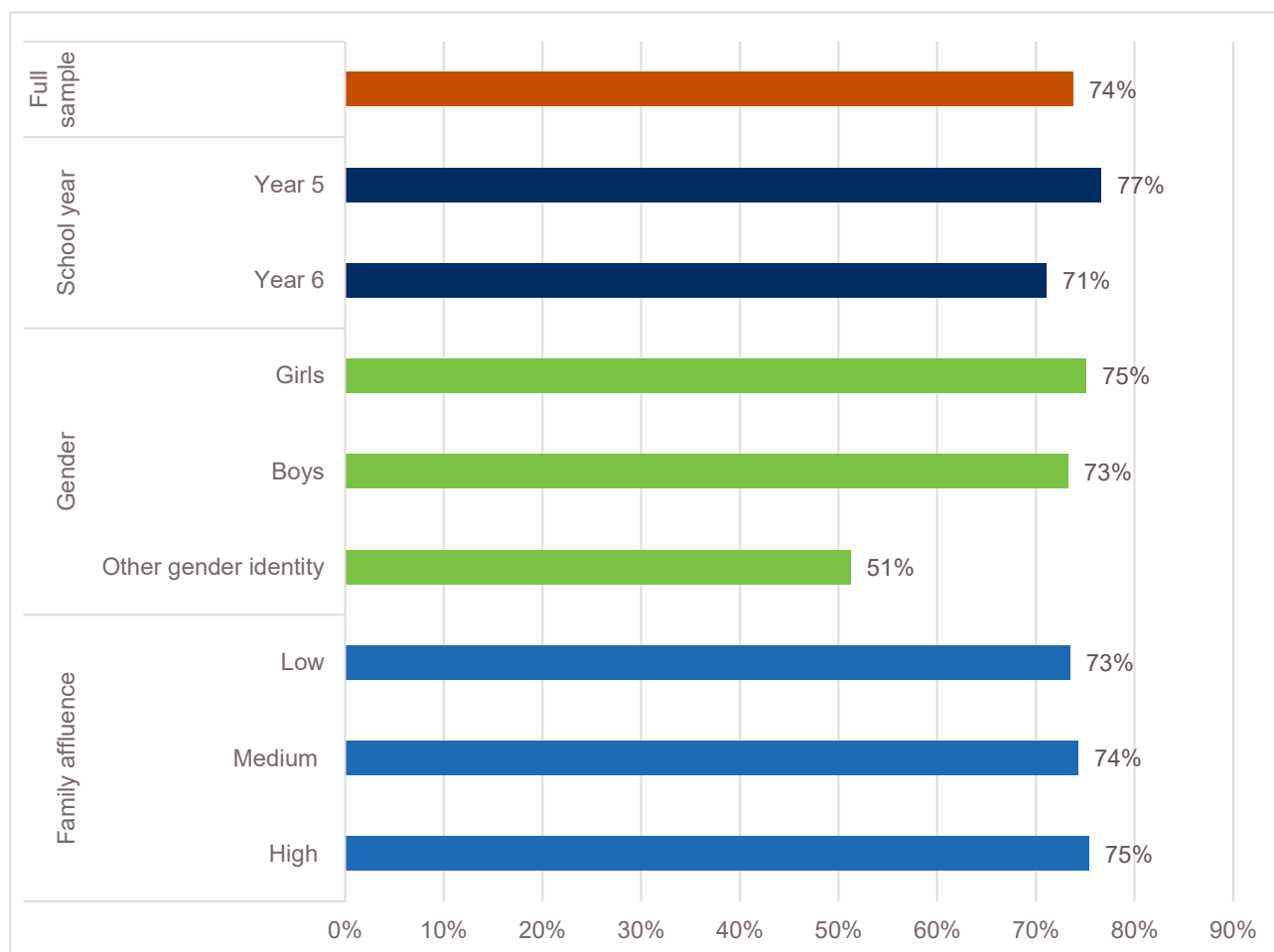


Figure 4.14: Percentage Who Agree or Strongly Agree That Most Children in Their School Are Kind and Helpful*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=25,251).*

- 74% of learners in Years 5 and 6 agreed that most children are kind and helpful.
- Learners in Year 6 were less likely than those in Year 5 to agree with this statement.
- Learners who identified as neither a boy nor a girl were less likely than other genders to agree.
- A slightly higher proportion of learners from high affluence families (75%) agreed compared to low affluence (73%).

Figure 4.15: Other Children Accept Me as I Am (%)*.

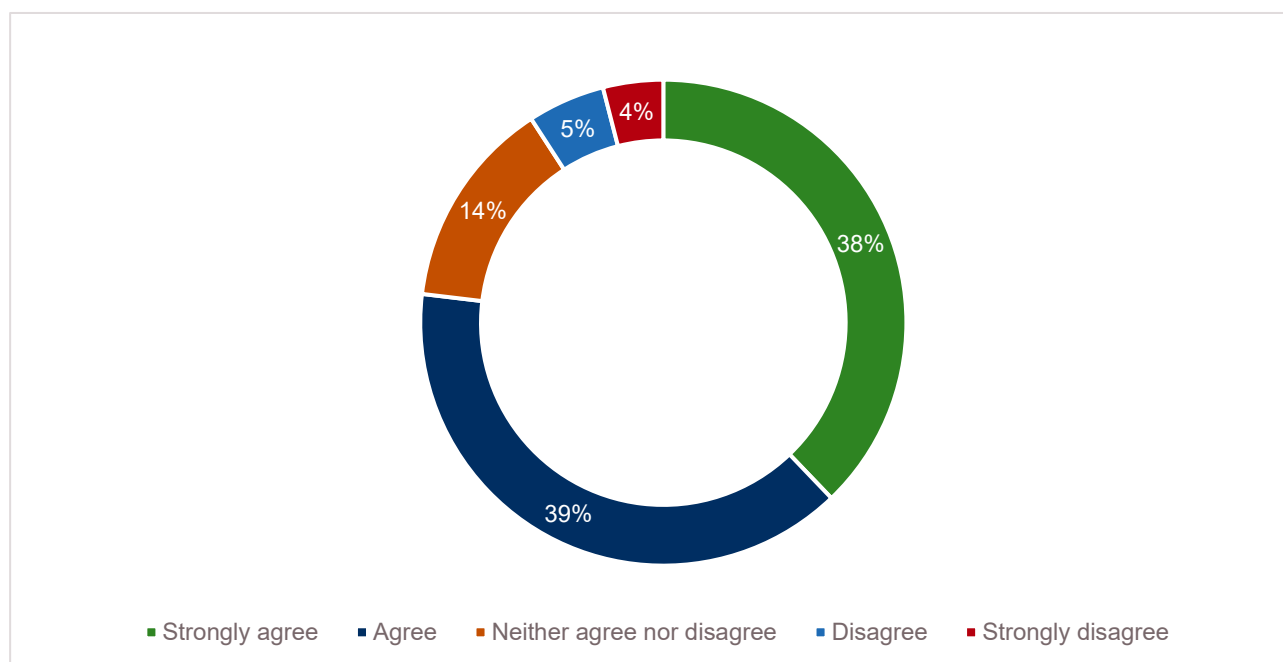
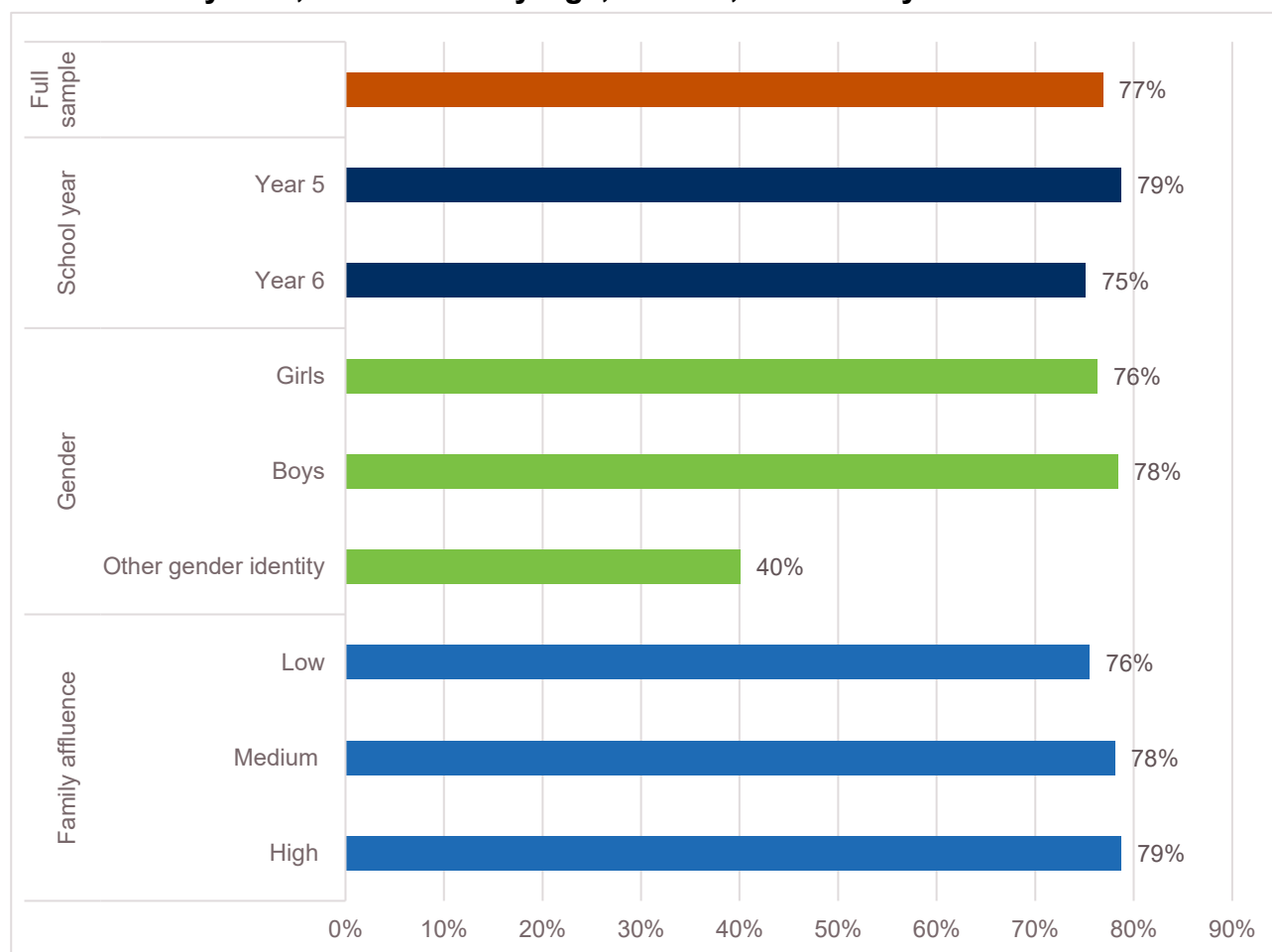


Figure 4.16 Percentage Who Agree or Strongly Agree That Other Children Accept Them as They Are*, Overall and by Age, Gender, And Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=24,350).*

- 77% of learners in Years 5 and 6 agreed that other children accept them as they are.
- Learners in Year 6 were less likely than those in Year 5 to agree with this statement.
- 2 in 5 learners who identified as neither a boy nor a girl agreed. This was closer to around 4 in 5 who agreed among girls and boys.
- A lower proportion of learners from low affluence families agreed compared to those from high affluence families.

Figure 4.17: Children Have a Say in Planning School Activities (%)*.

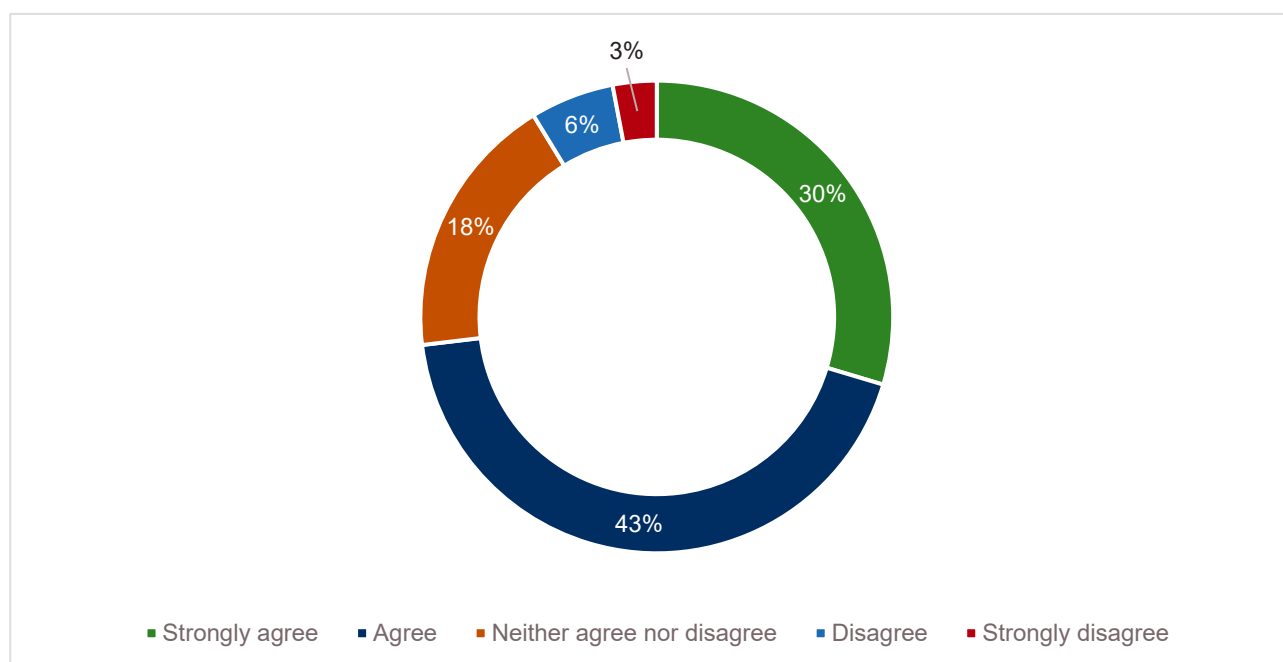
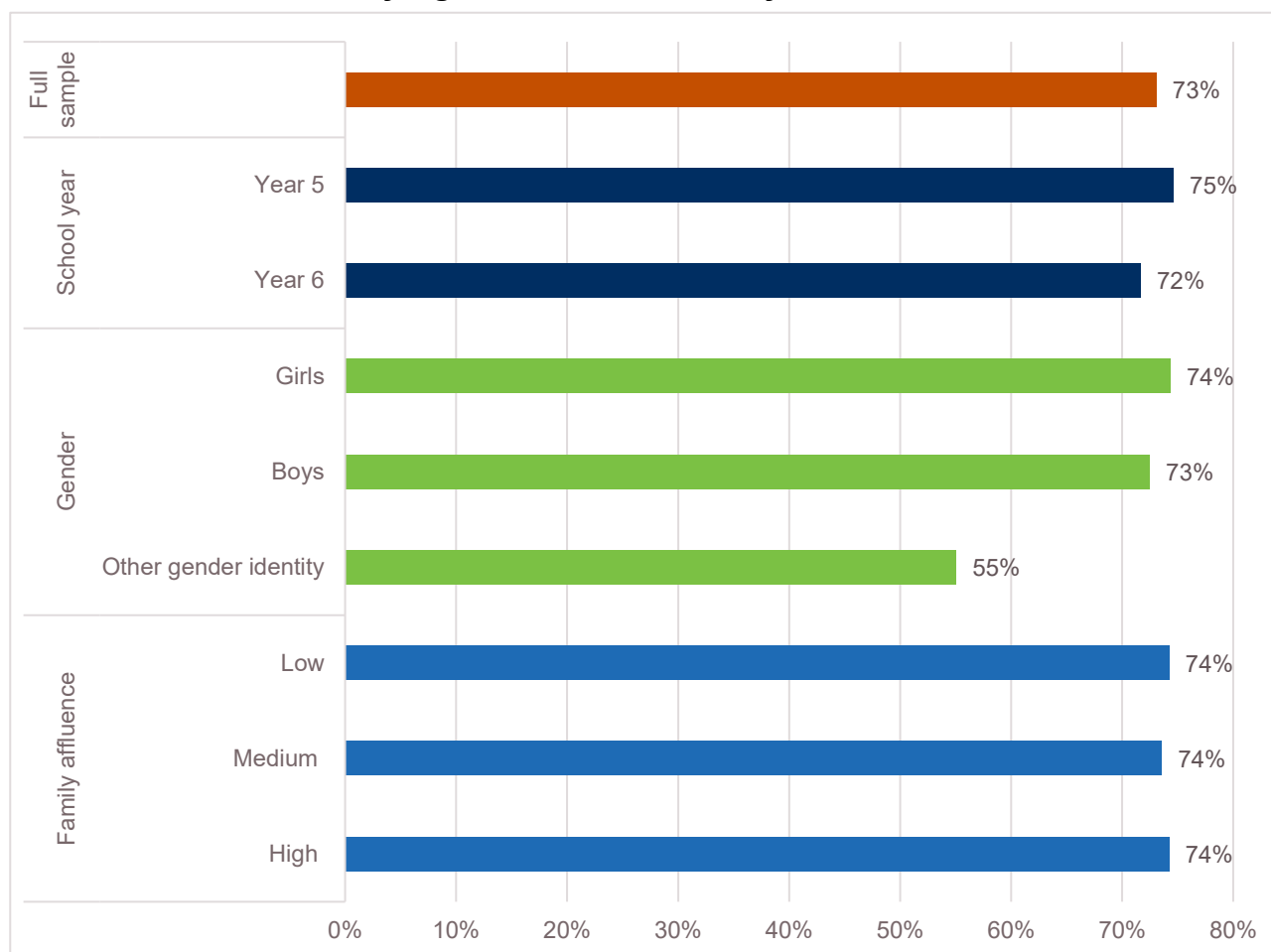


Figure 4.18: Percentage Who Agree That Children Have a Say in Planning School Activities*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=23,599).*

- 73% of learners in Years 5 and 6 agreed that children in their school have a say in planning school activities.
- Learners in Year 6 were less likely than those in Year 5 to agree with this statement.
- There was little difference between girls and boys but learners who identified as neither a boy nor a girl were less likely than other genders to agree.
- There was no variation by family affluence.

Figure 4.19: Children Have a Chance to Help Plan School Projects (%)*.

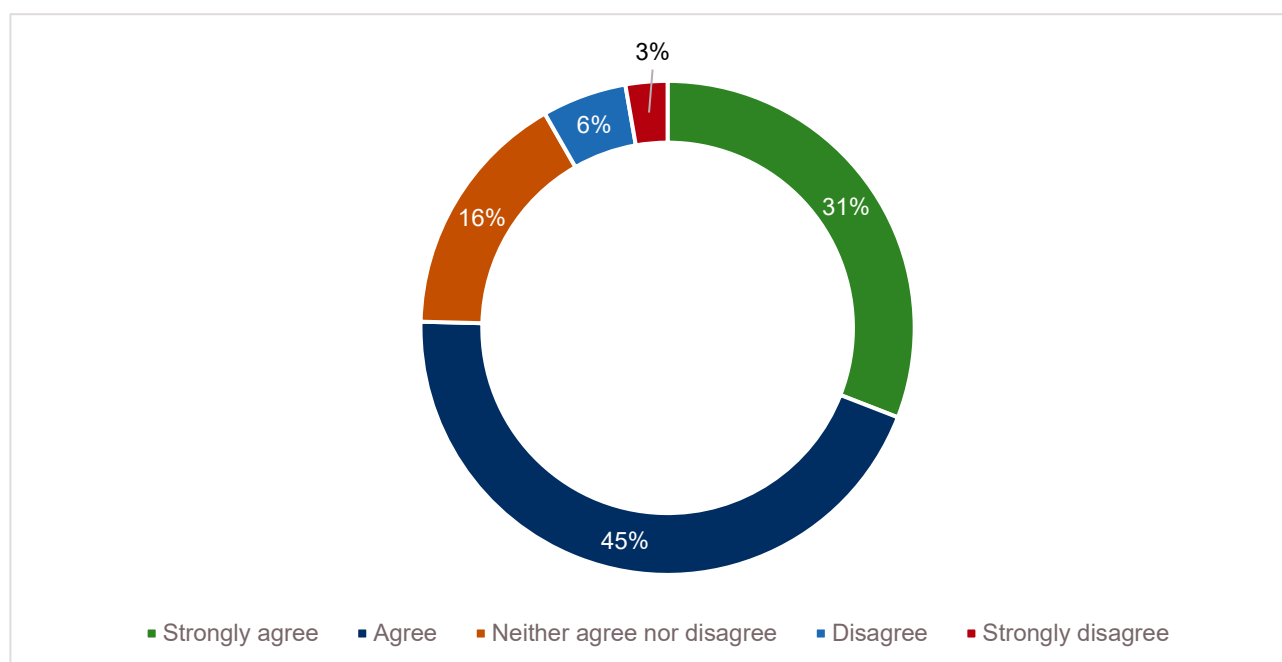
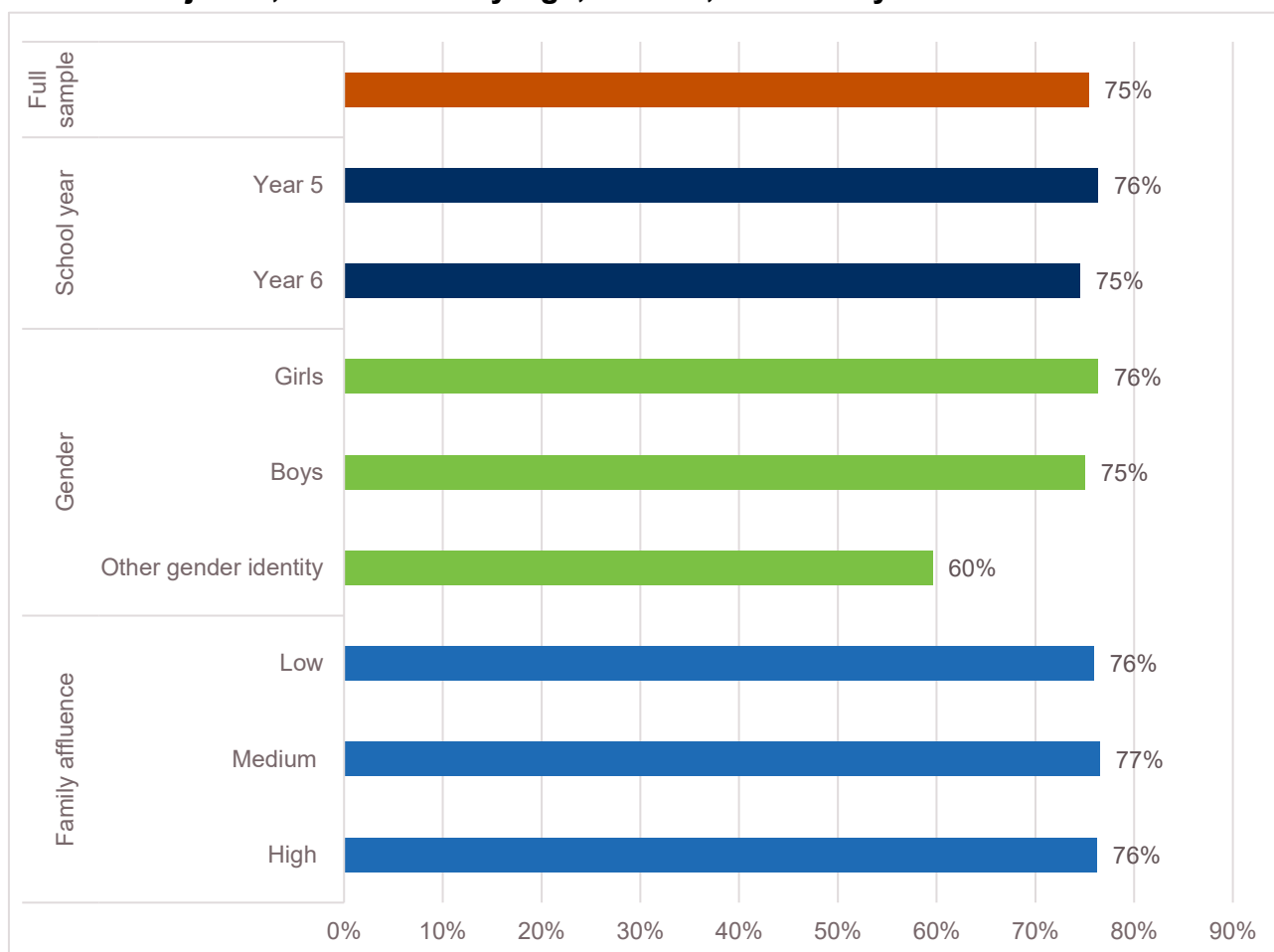


Figure 4.20: Percentage Who Agree That Children Have a Chance to Help Plan School Projects*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; The two graphs have different values due to rounding. *Full sample base: All respondents who gave an answer (N=24,378).*

- 75% of learners in Years 5 and 6 agreed that children in their school have a chance to help plan school projects.
- This varied little by year group or family affluence.
- Learners who identified as neither a boy nor a girl were less likely than boys and girls to agree with this statement.

Figure 4.21: Children's Ideas Are Treated Seriously at School (%)*.

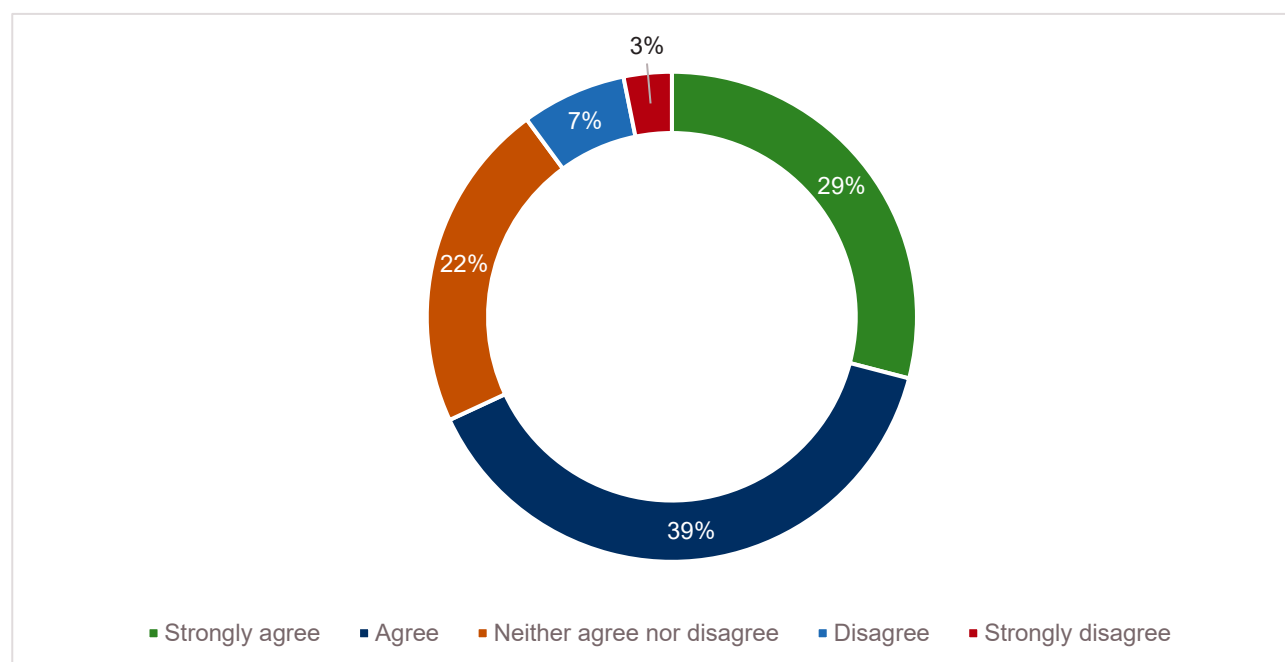
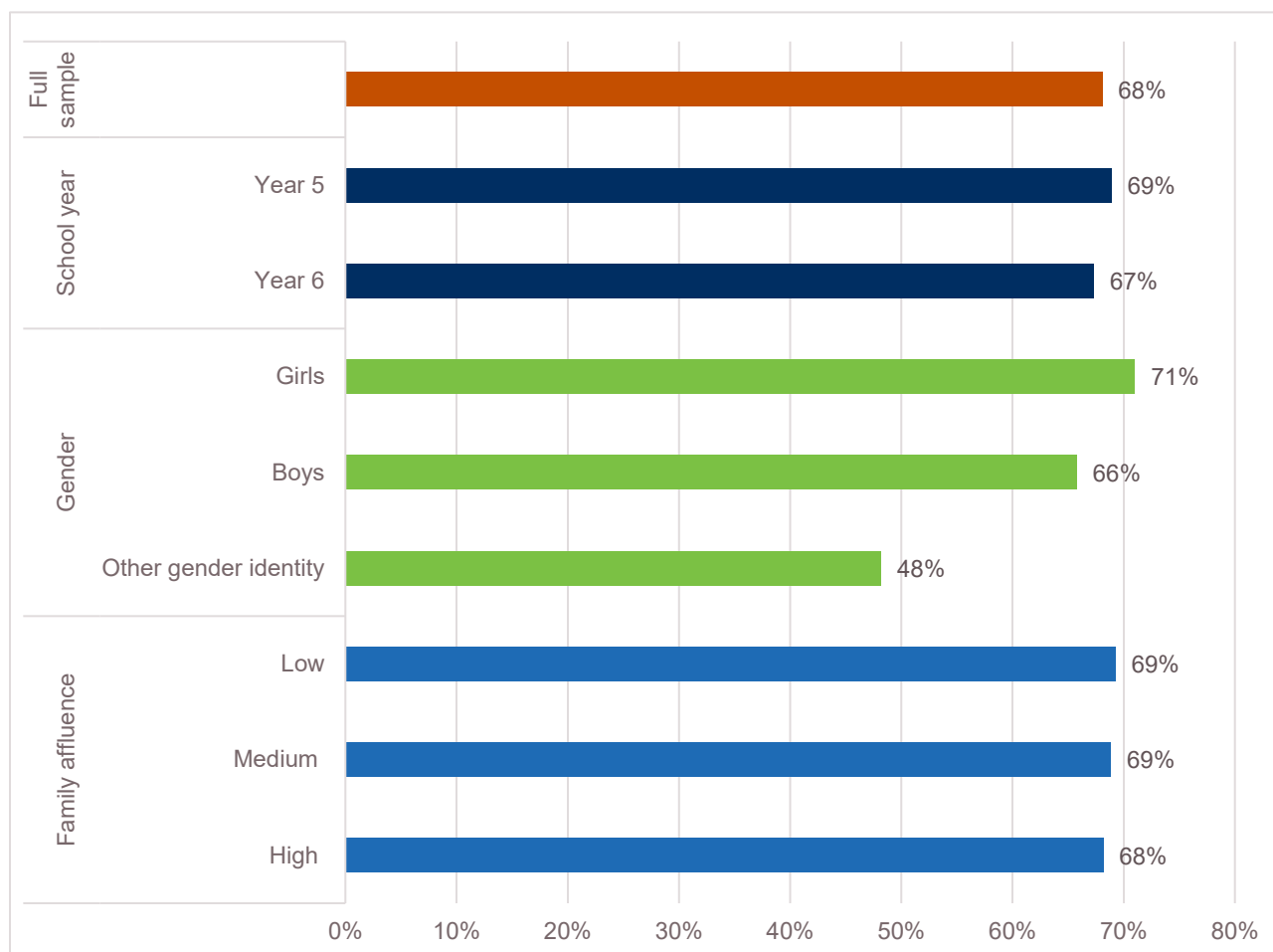


Figure 4.22: Percentage Who Agree That Children's Ideas Are Treated Seriously at School*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=24,339).*

- 68% of learners in Years 5 and 6 agreed that children's ideas are treated seriously in their school.
- Boys and learners who identified as neither a boy nor a girl were less likely than girls to agree with this statement.
- There was little difference by family affluence.

10. Transition to Secondary School

Figure 5.1: Worried About the Transition to Secondary School (%)*.

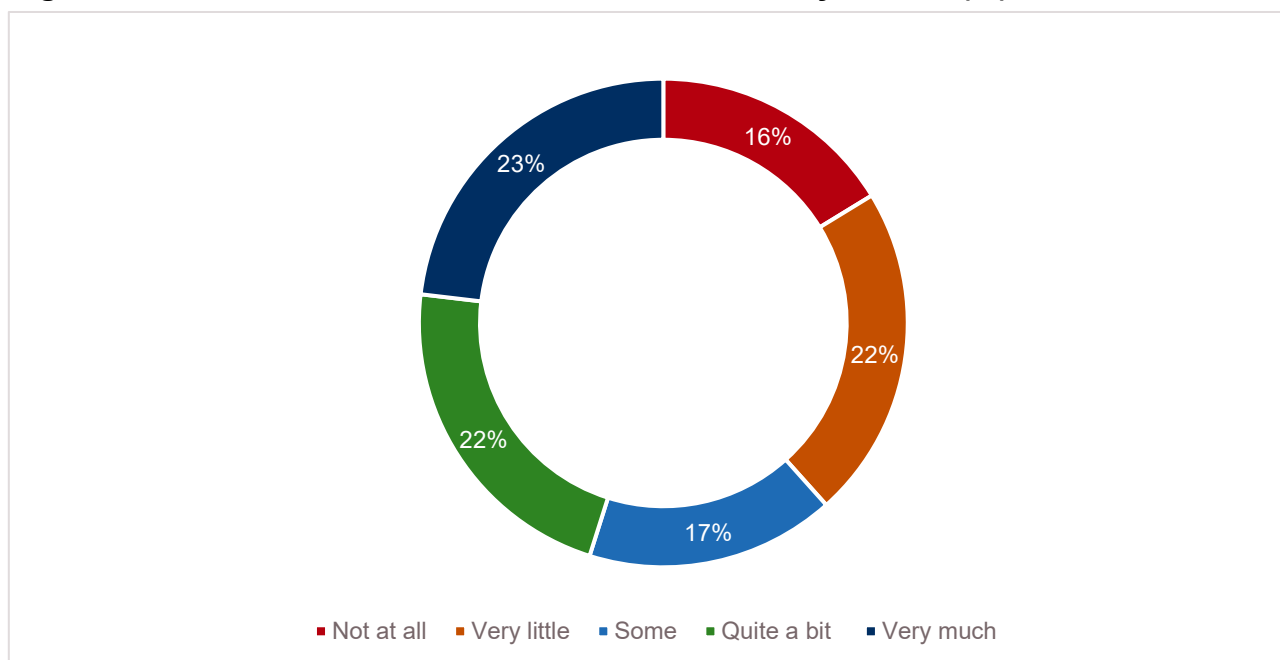
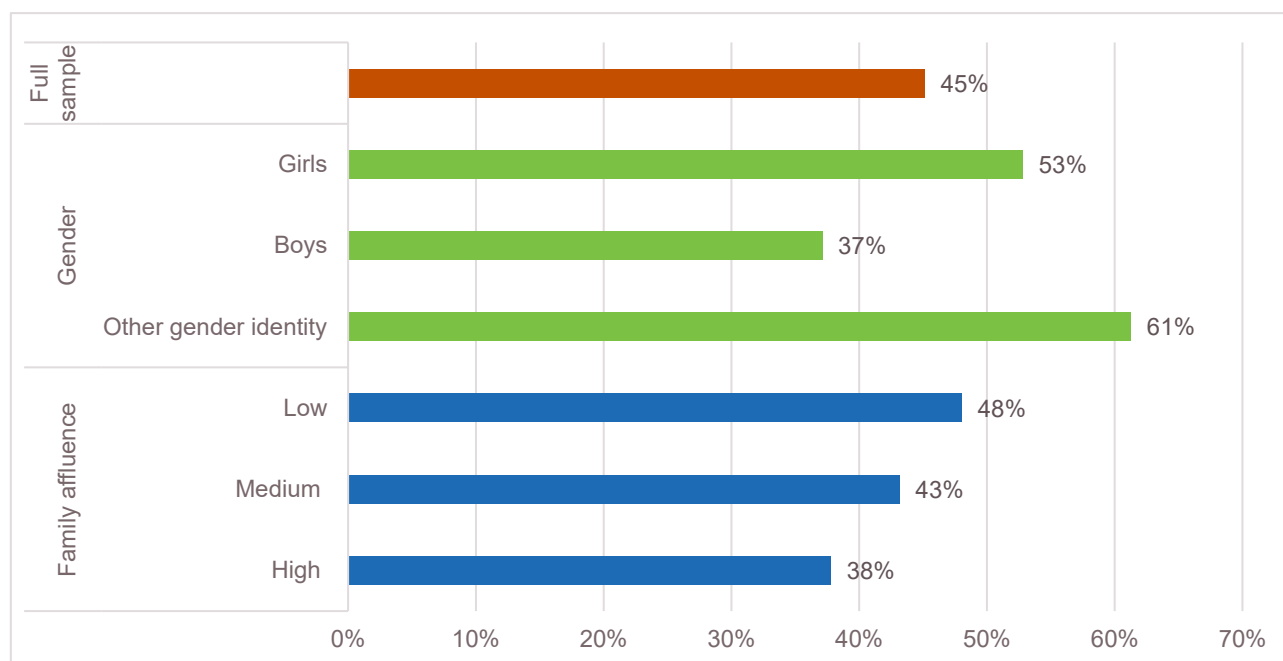


Figure 5.2: Percentage Worried Quite a Bit or Very Much About the Transition to Secondary School*, Overall and by Gender and Family Affluence.



*Year 6 only; *Full sample base: All respondents who gave an answer (N=13,128).*

- 62% of learners in Year 6 reported feeling worried about the transition to secondary school at least to some extent, with 45% worried 'quite a bit' or 'very much'.
- Girls were more likely than boys to report feeling worried about school transition, and learners who identified as neither a boy nor a girl were most worried.
- There was a clear social gradient, with reports of worry highest among learners from low affluence families.

Figure 5.3: Looking Forward to the Transition to Secondary School (%)*

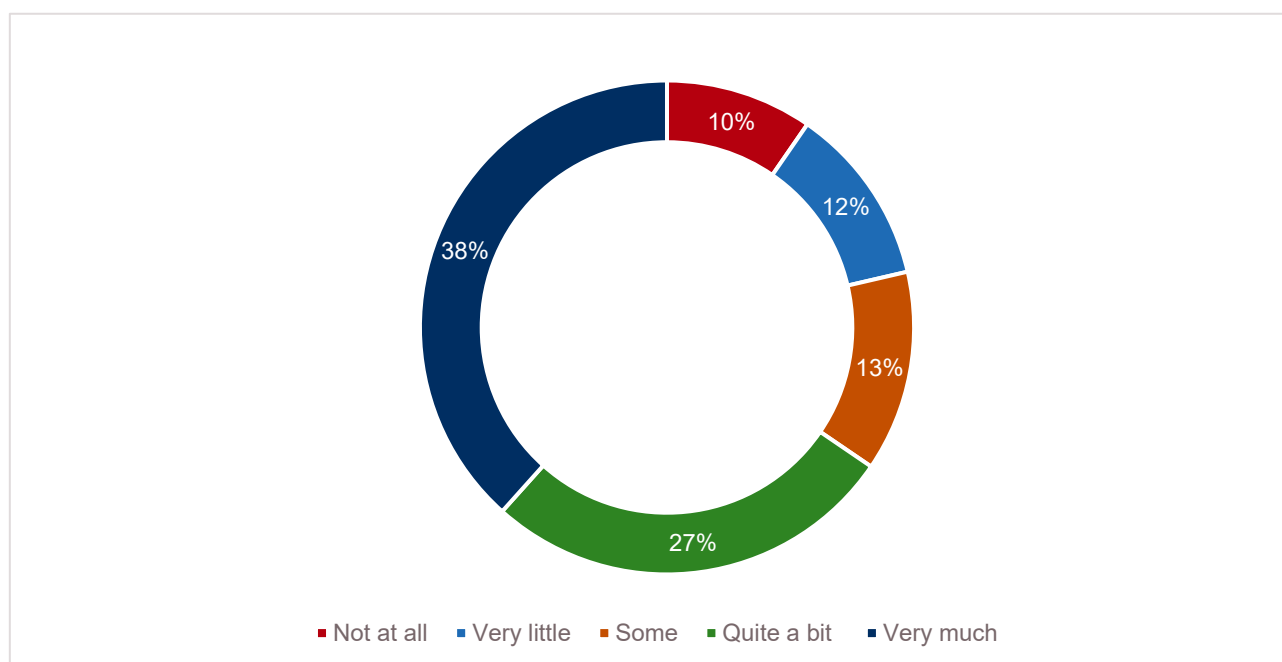
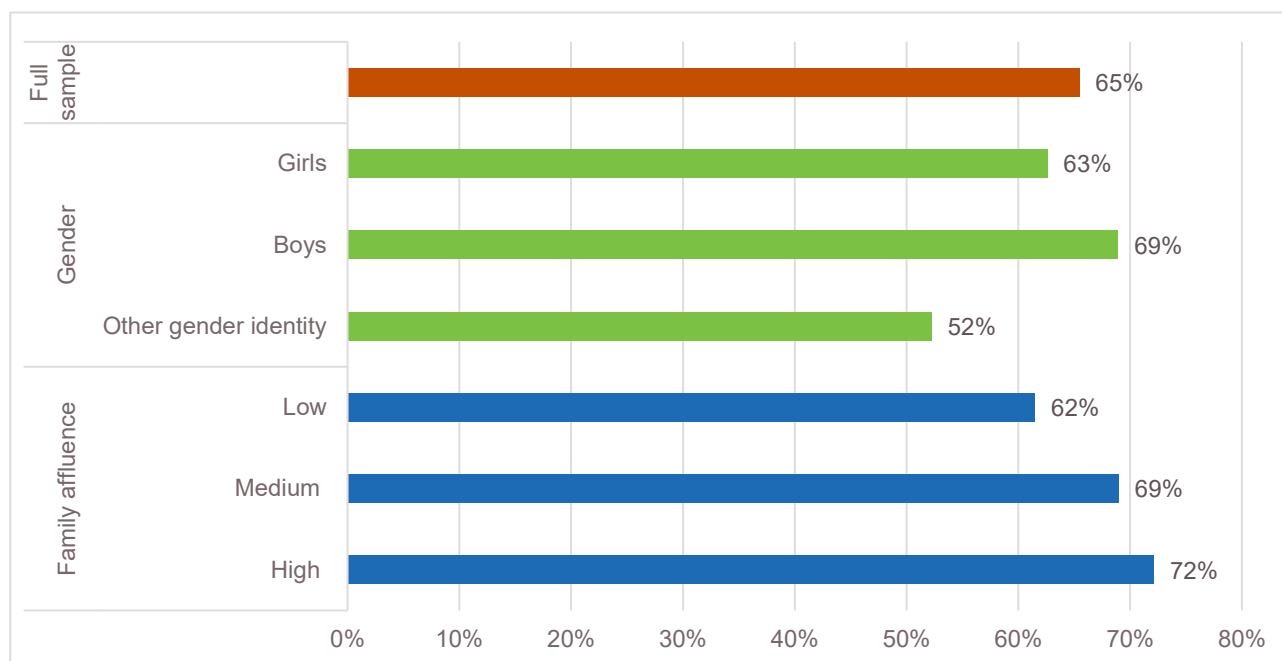


Figure 5.4: Percentage Looking Forward to the Transition to Secondary School Quite a Bit or Very Much*, Overall and by Gender and Family Affluence.

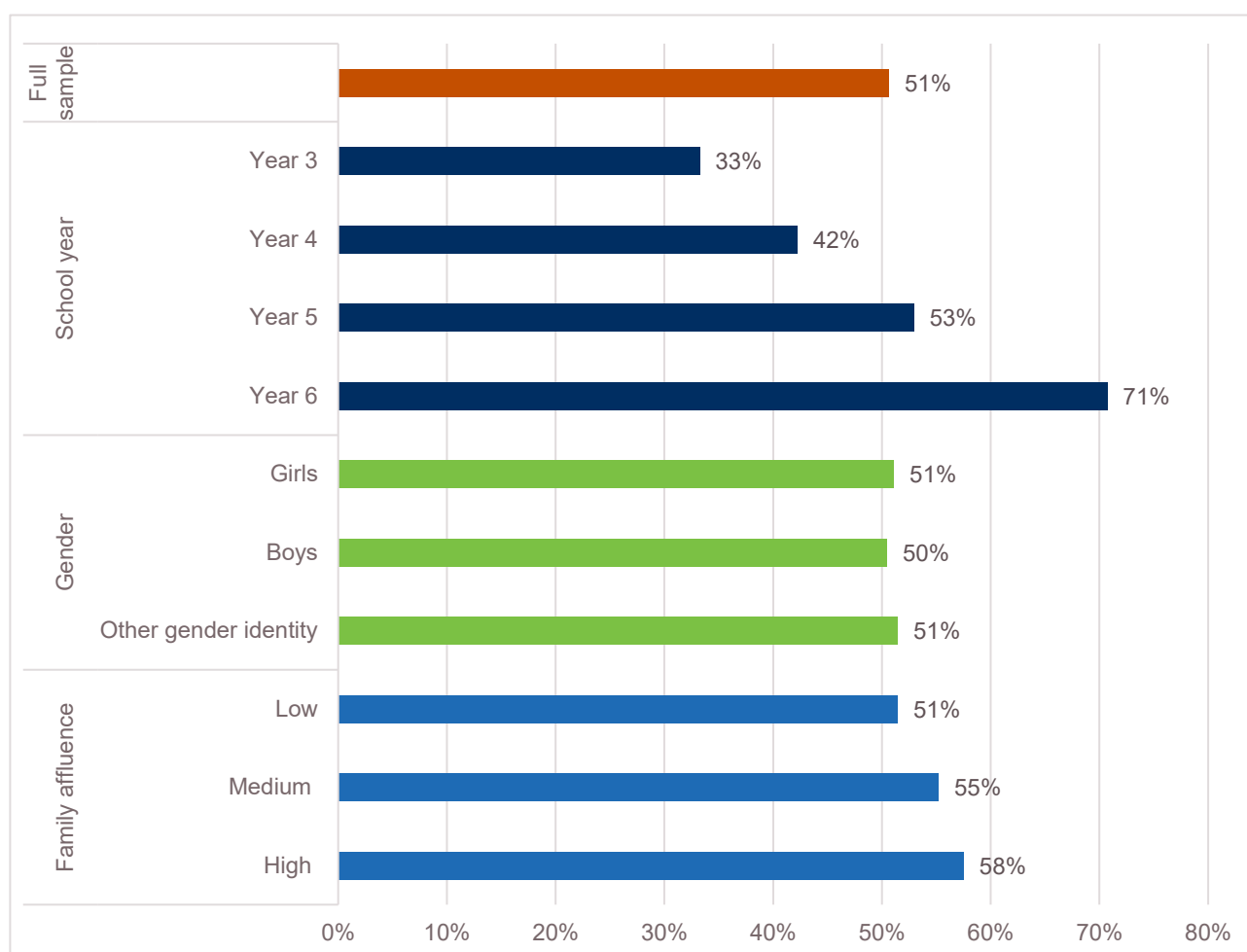


*Year 6 only; *Full sample base: All respondents who gave an answer (N=13,144).*

- Nearly two thirds (65%) of Year 6 learners reported looking forward 'quite a bit' or 'very much' to the transition to secondary school.
- Boys were more likely to report looking forward to transition compared to girls. While just over half (52%) of learners who identified as neither a boy nor a girl were looking forward to transition.
- Learners from high affluence families were more likely to look forward to transition than those from medium or low affluence families.

11. Digital Devices (Screen Use)

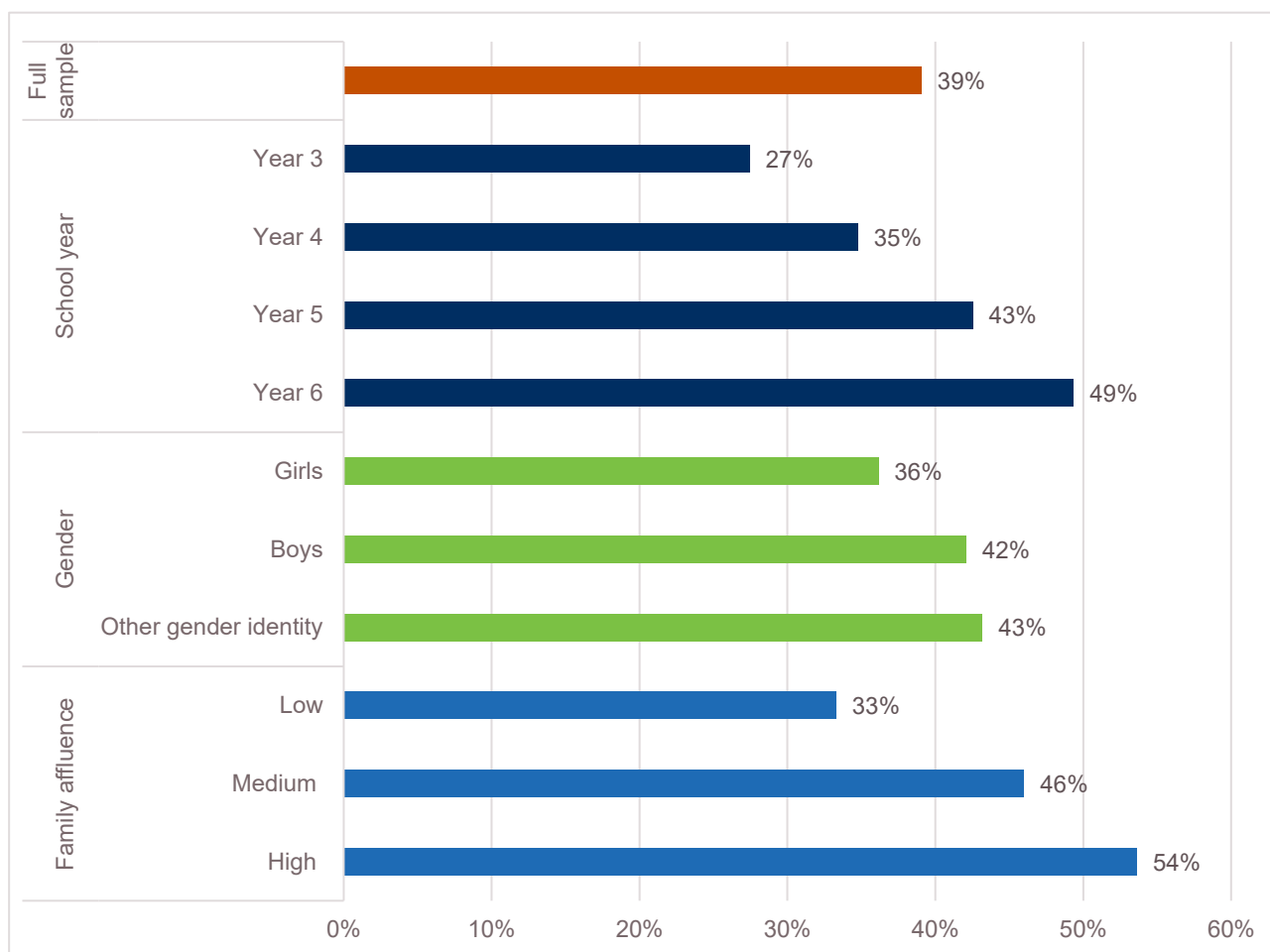
Figure 6.1: Percentage Who Reported Owning a Smartphone, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=51,662).

- Around half of learners reported owning a smartphone.
- Smartphone ownership increased with age – from 33% of learners in Year 3 to 71% in Year 6.
- Smartphone ownership differed little by gender.
- A higher proportion of learners from high affluence families reported owning a smartphone, compared to low affluence (58% vs. 51%).

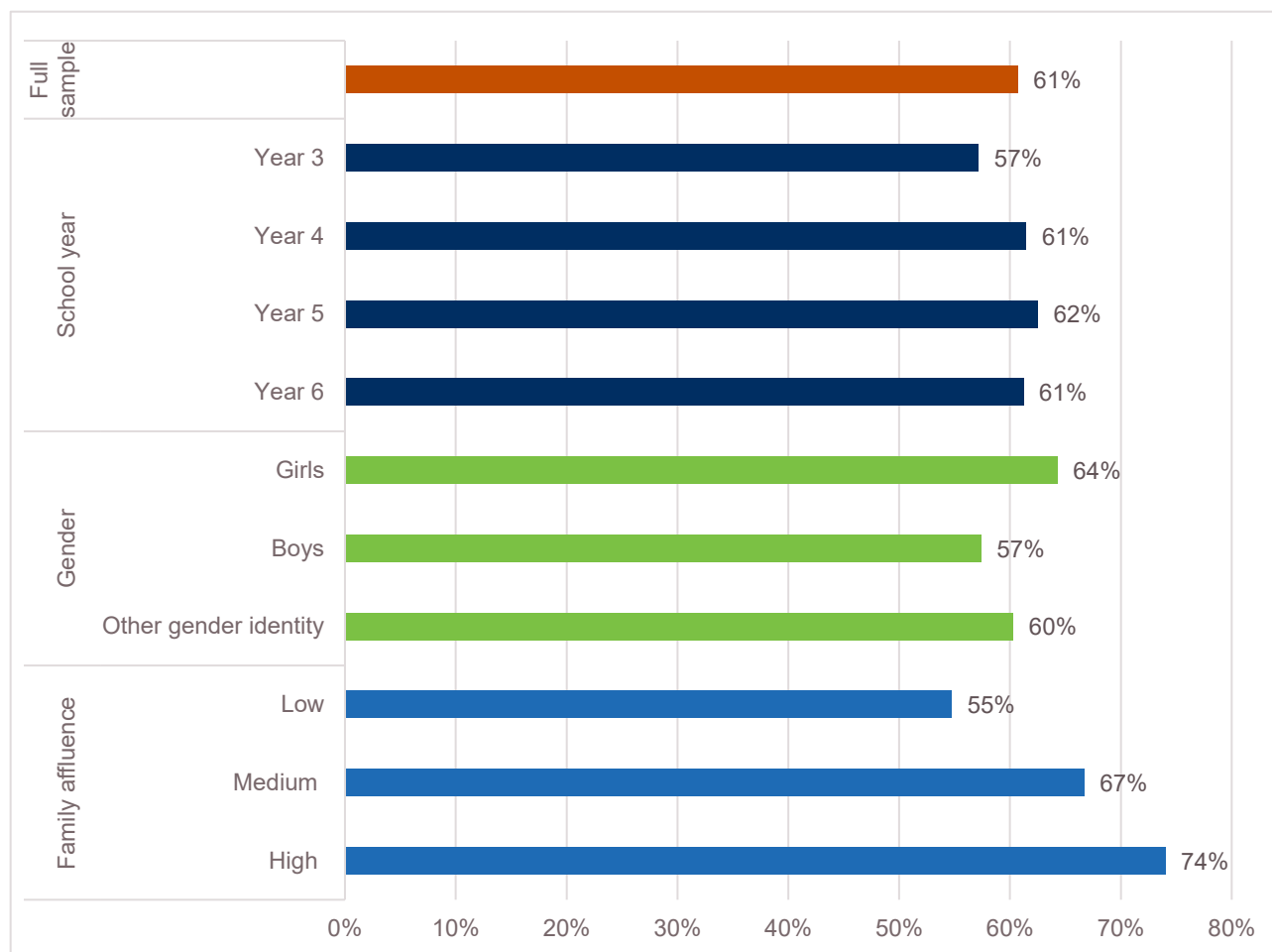
Figure 6.2: Percentage Who Reported Owning Their Own Computer or Laptop, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=51,662).

- 39% of learners reported owning their own computer or laptop.
- Ownership increased as learners moved from Year 3 to Year 6.
- A lower proportion of girls reported owning a computer or laptop compared to boys and learners who identified as neither a boy nor a girl.
- Ownership was higher among learners from more affluent families.

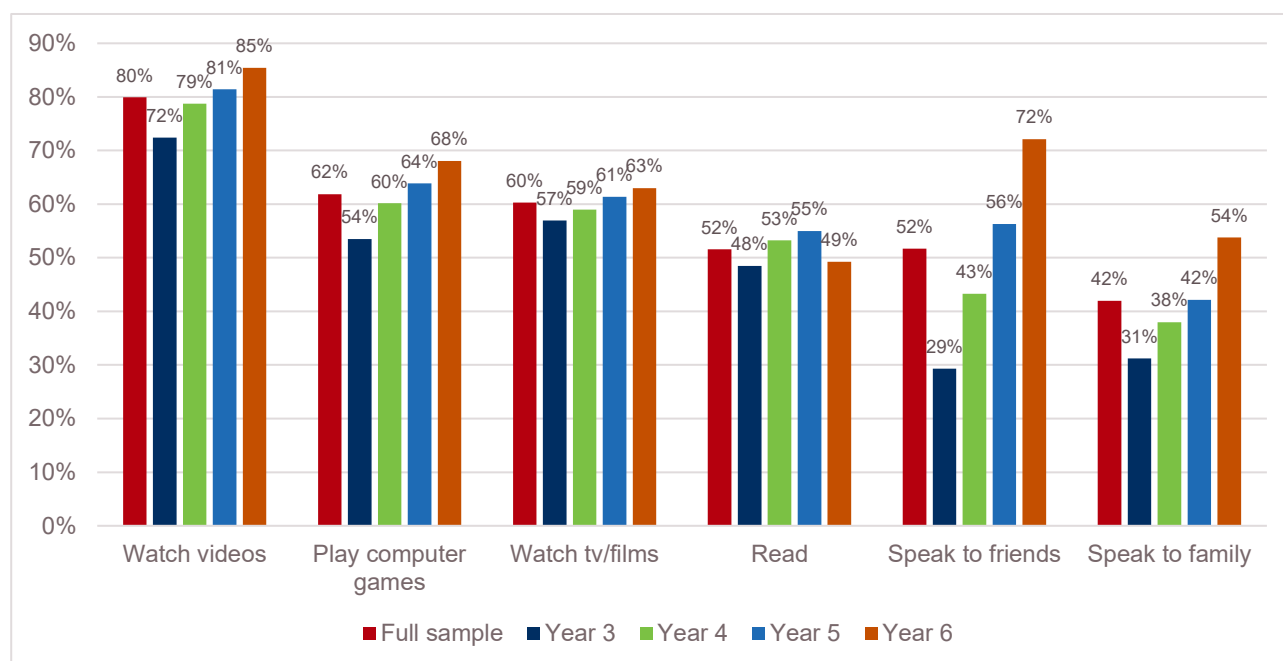
Figure 6.3: Percentage Who Reported Owning a Tablet, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=51,662).

- 61% of learners reported owning a tablet.
- There was a less clear age gradient than for other screen-based devices. A slightly lower proportion of learners in Year 3 owned a tablet compared to other year groups.
- Girls were more likely than other genders to report owning a tablet.
- There was evidence of a social gradient, with learners from more affluent families more likely to report owning a tablet.

Figure 6.4: Use Of Digital Devices a Few Times A Week or Every Day (%).



Full sample base: All respondents who gave an answer to 'watch videos' (N=46,640); 'play computer games' (N=46,641); 'watch tv/films' (N=46,747); 'read' (N=46,606); 'speak to friends' (N=46,370); 'speak to family' (N=46,177).

- Most learners reported using digital devices 'a few times a week' or 'every day' for entertainment purposes (i.e., to watch videos, play computer games, or watch tv/films).
- Among Year 6 learners, 72% reported regularly using digital devices to speak to friends – the second most common response behind watch videos (85%).
- Digital devices are increasingly used for social connection purposes as learners get older. The proportion of learners who reported using digital devices to speak with friends rose from 29% in Year 3 to 72% in Year 6. For speaking with family, this rose from 31% to 54%.

Figure 6.5: Use of Social Media Sites or Apps (%).

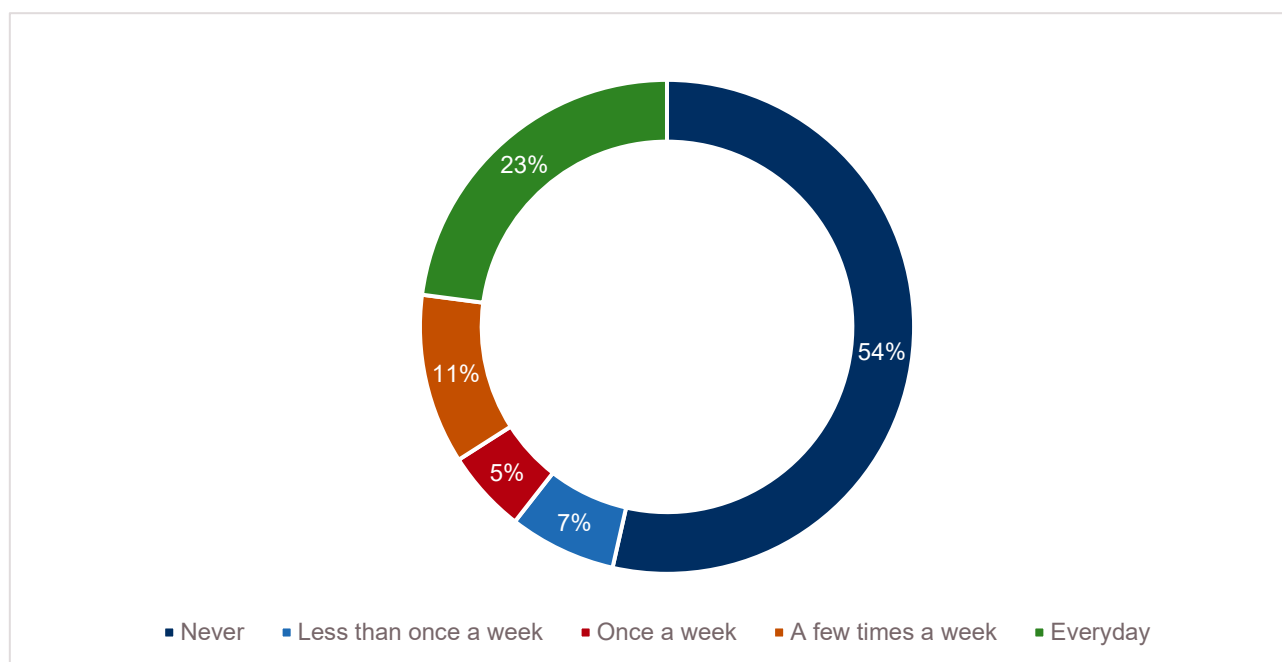
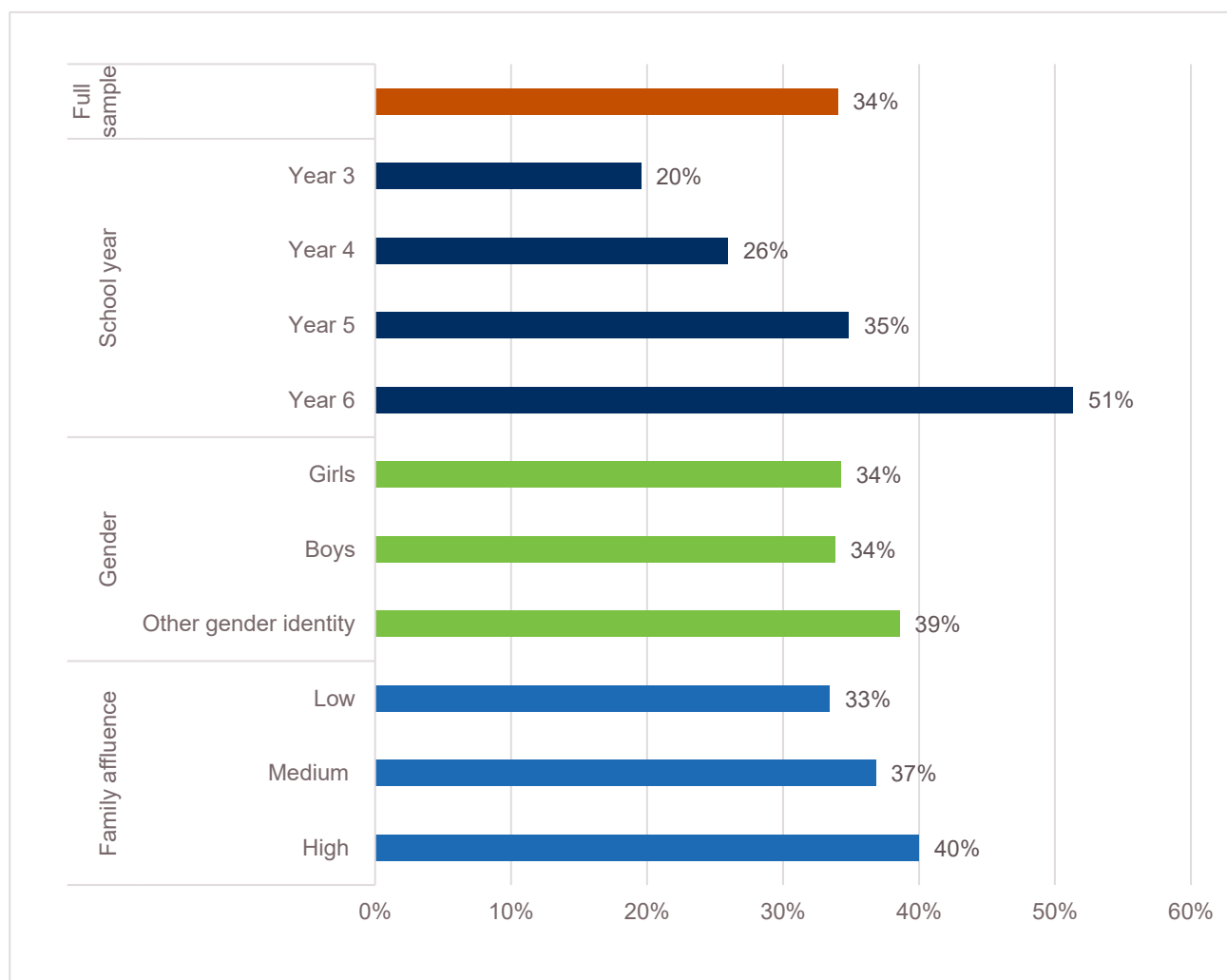


Figure 6.6 Percentage Who Use Social Media Site or Apps a Few Times a Week or Every Day, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=44,576).

- 34% of learners used social media sites or apps ‘a few times a week’ or ‘every day’.
- Social media use showed a strong age gradient – with 20% of learners in Year 3 reporting regular use, rising to 51% in Year 6.
- Almost 2 in 5 (39%) learners who identified as neither a boy nor a girl reported regular social media use, compared to one third of boys and girls.
- Learners from low-affluence families were less likely to use social media compared to those from more affluent backgrounds.

12. Sleep

Figure 7.1: Bedtime (%)*.

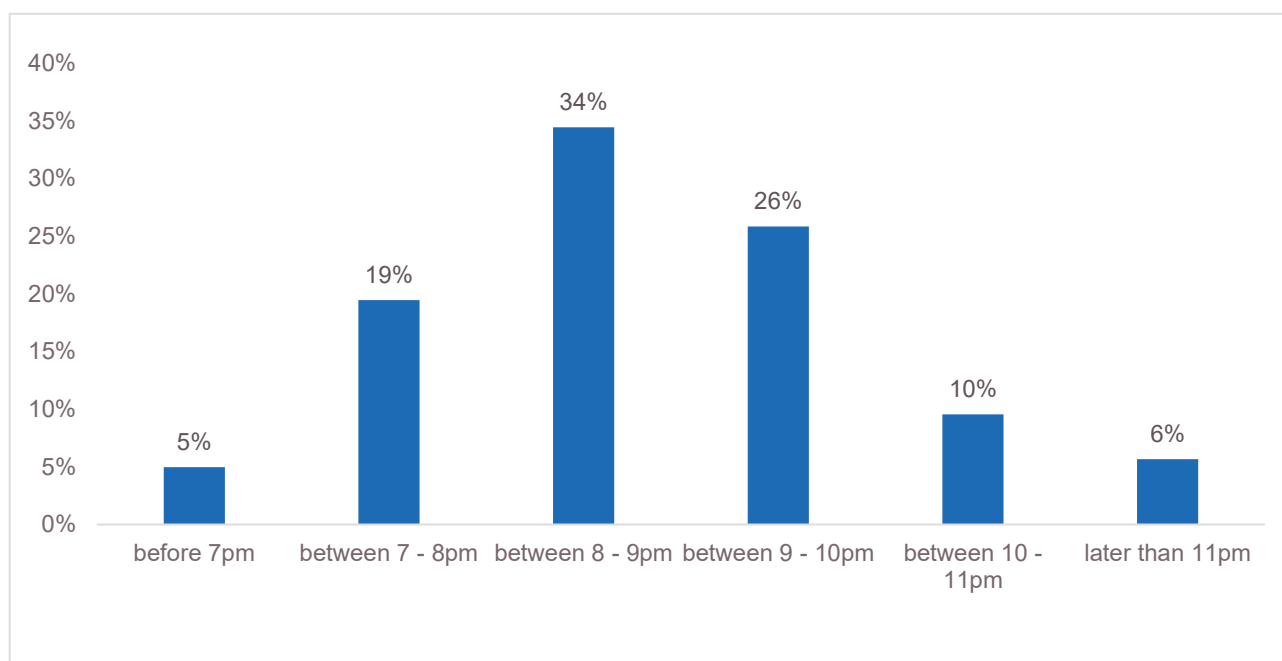
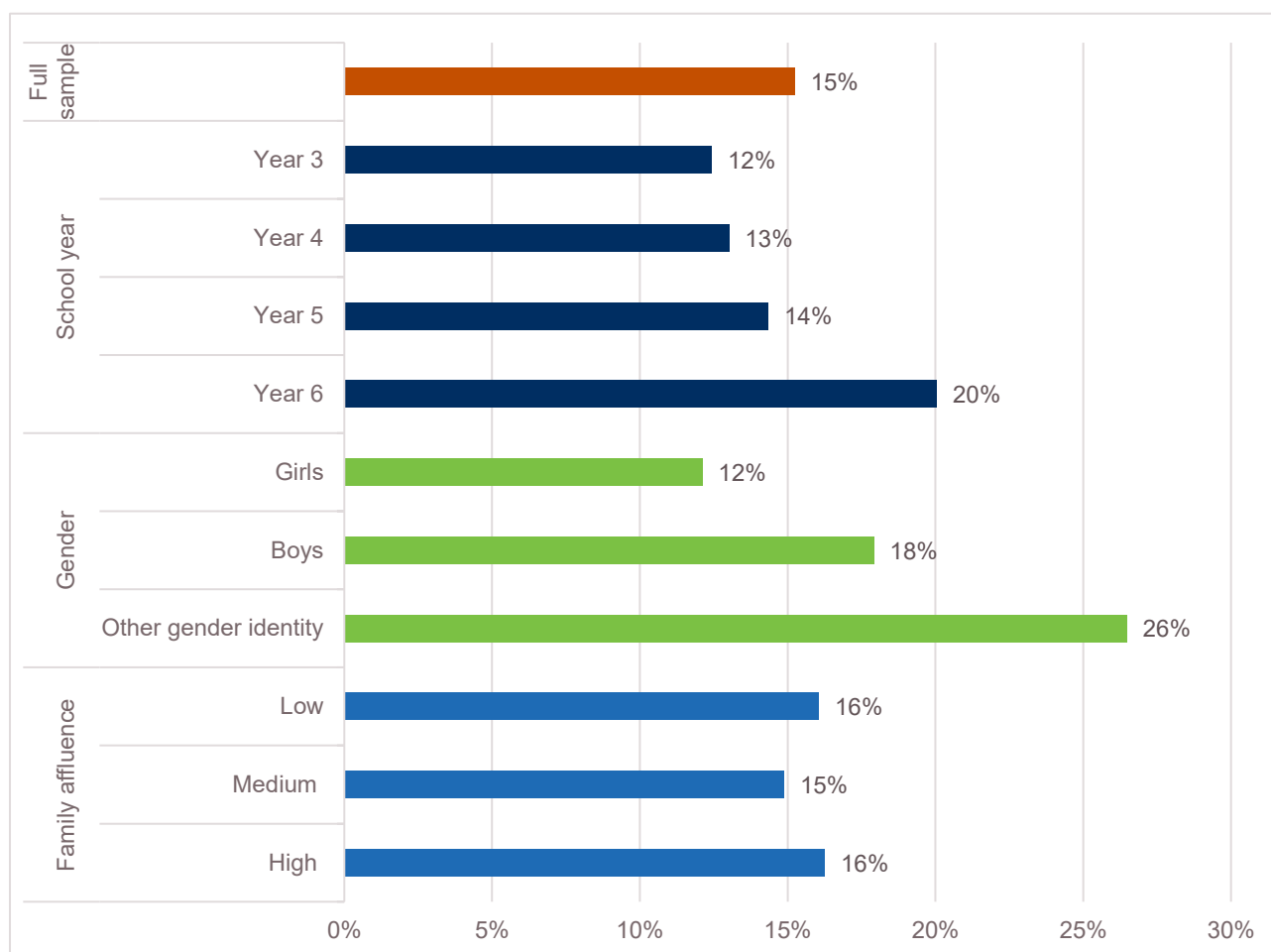


Figure 7.2: Percentage That Report Bedtime After 10pm*, Overall and by Age, Gender, and Family Affluence.



*The two graphs have different values due to rounding. *Full sample base: All respondents who gave an answer (N=45,585).*

- 58% of learners go to bed before 9pm, while 15% reported a bedtime of 10pm or later.
- The proportion of learners reporting a bedtime of 10pm or later increased with age.
- 26% of learners who identified as neither a boy nor a girl go to be at 10pm or later, compared to 12% and 18% of girls and boys, respectively.
- There was little difference by family affluence.

Figure 7.3: Problems Sleeping (%).

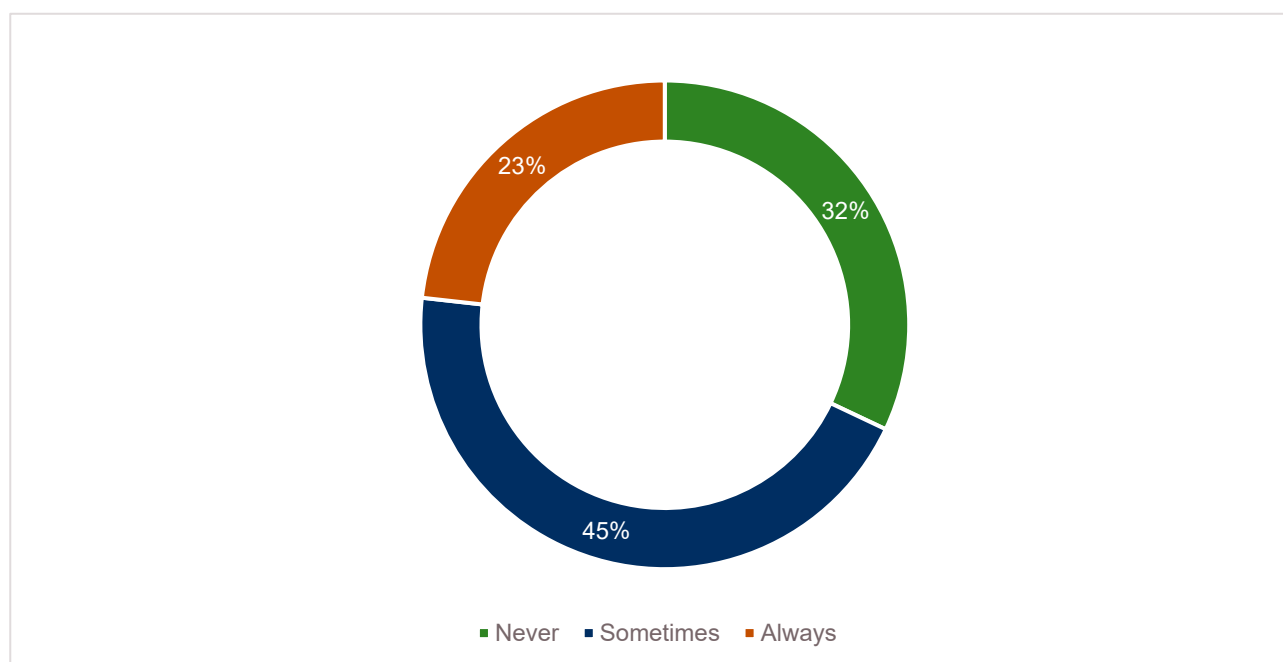
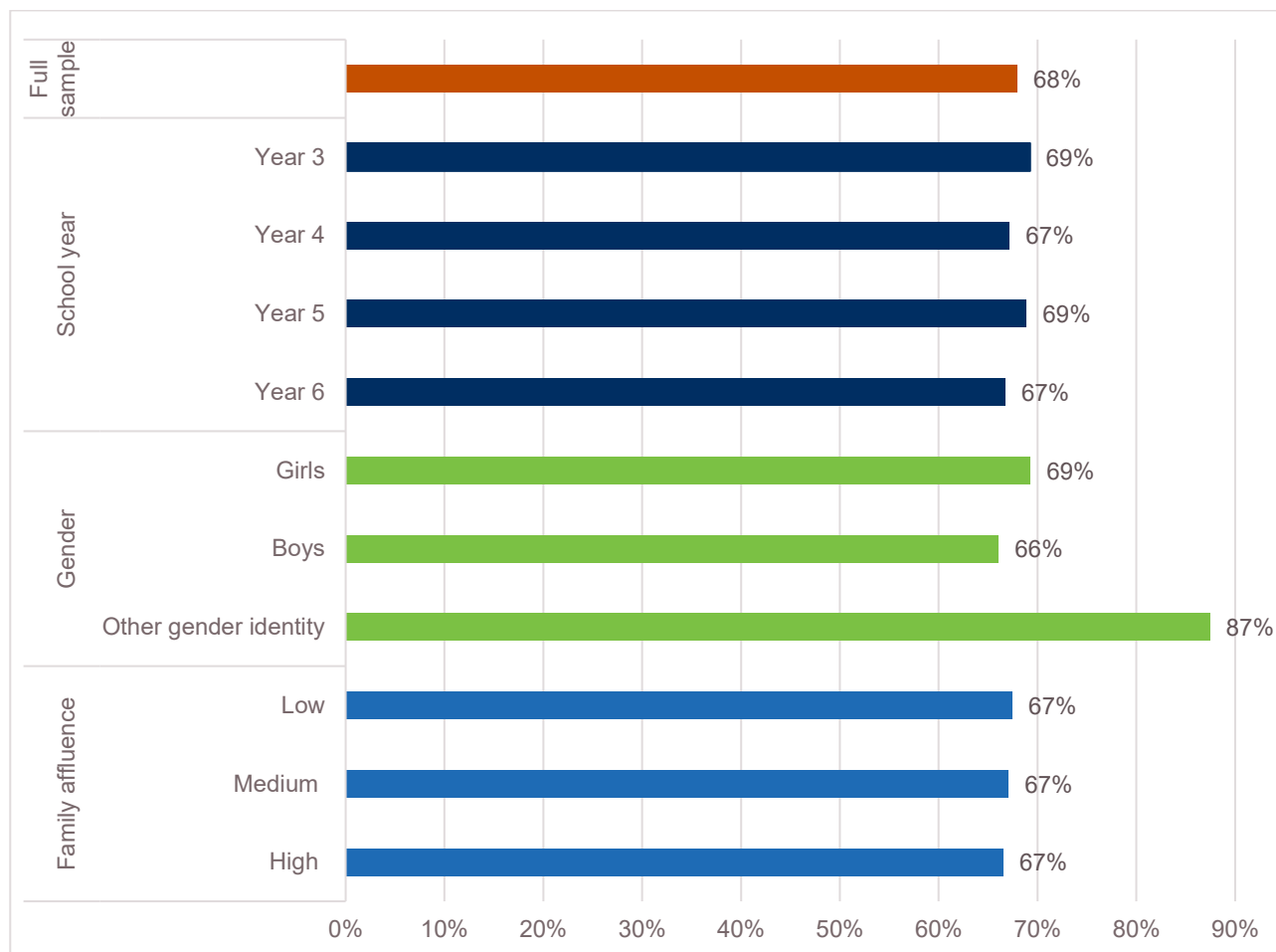


Figure 7.4: Percentage of Learners Who Reported Having Problems Sleeping Sometimes or Always, Overall and by Age, Gender, and Family Affluence.



Full sample base: All respondents who gave an answer (N=48,482).

- Nearly seven in ten (68%) learners reported having problems sleeping 'sometimes' or 'always'.
- Sleep problems remained consistent across school years.
- A higher proportion of learners who identified as neither a boy nor a girl reported sleep problems compared to girls and boys.
- There was no variation by family affluence.

13. Vaping

Figure 8.1: Ever Tried a Vape (%)*.

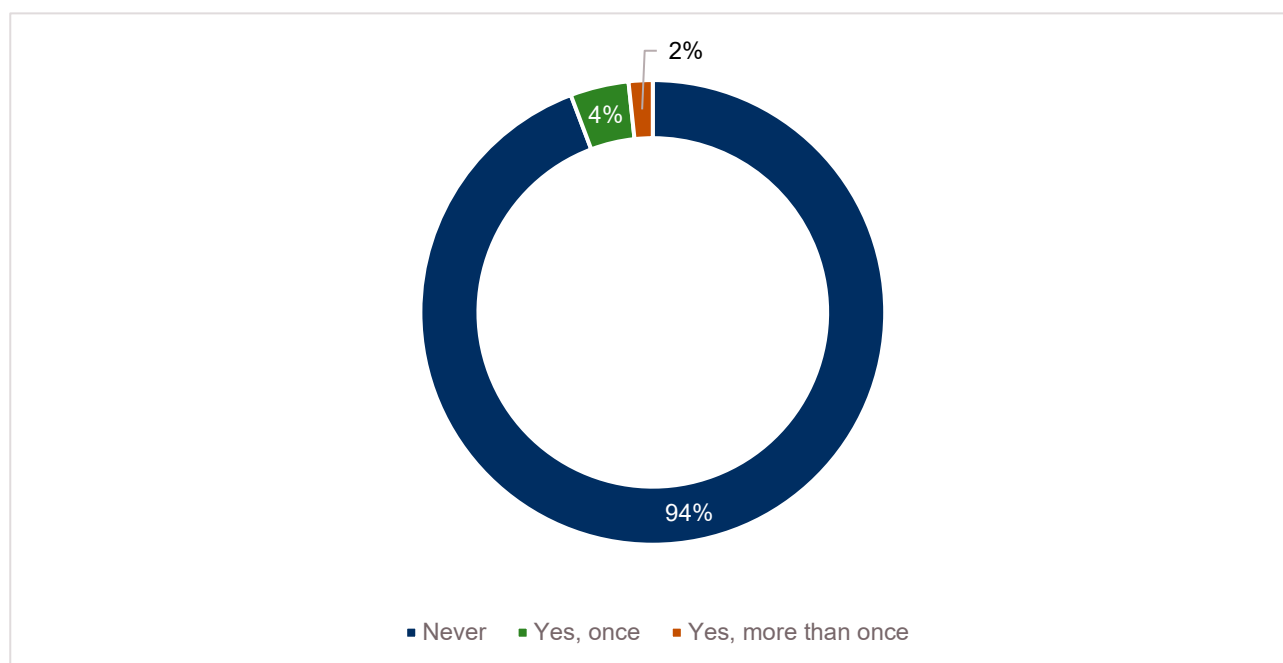
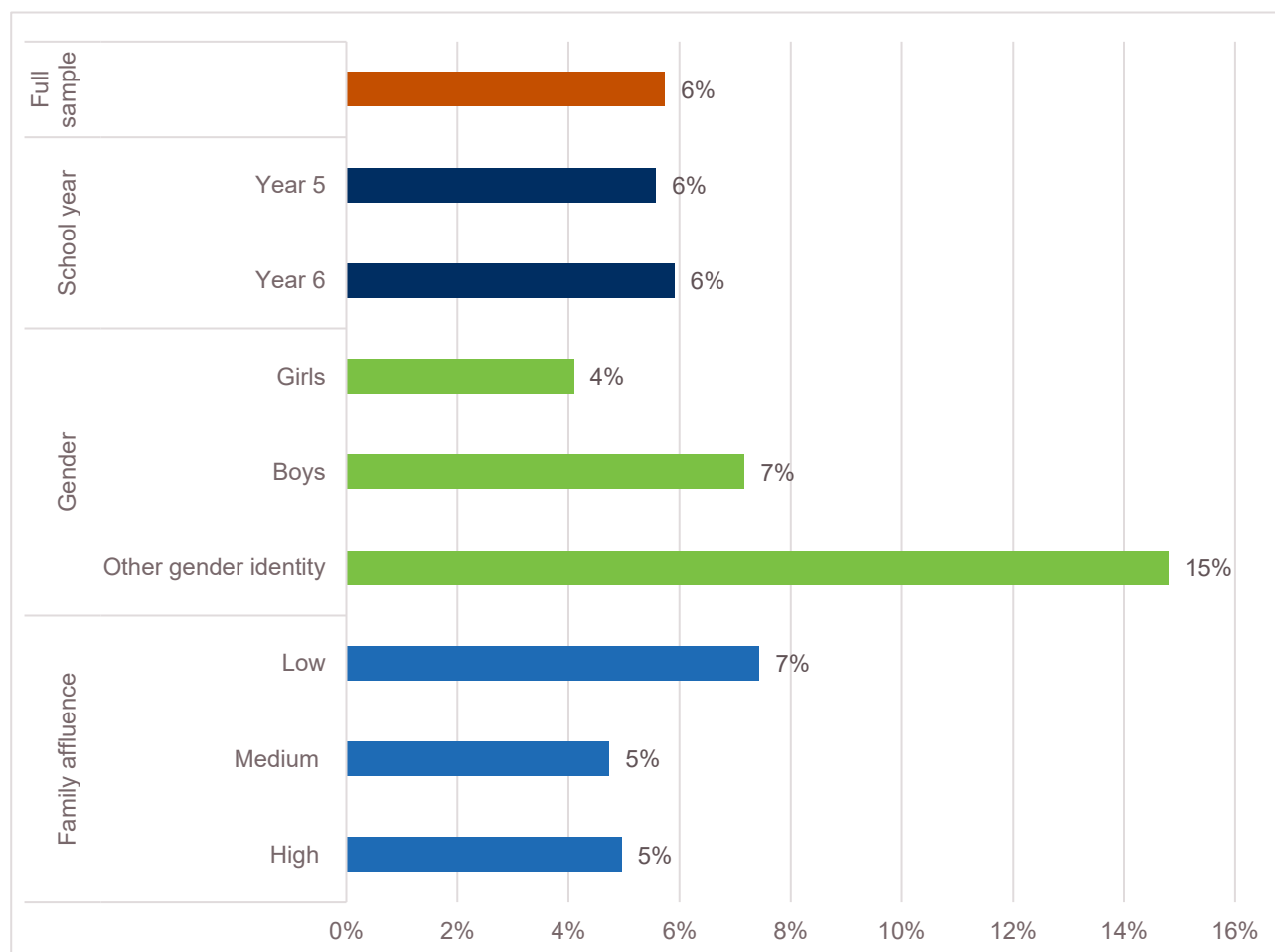


Figure 8.2: Percentage of Learners Who Reported Ever Having Tried a Vape*, Overall and by Age, Gender, and Family Affluence.



*Years 5 and 6 only; *Full sample base: All respondents who gave an answer (N=25,562).*

- 6% of learners in Year 5 and Year 6 reported having tried a vape once or more than once. This was consistent across year groups.
- A higher proportion of learners who identified as neither a boy nor a girl reported having tried a vape compared to girls and boys.
- 7% of learners from low affluence families reported having tried a vape, compared to 5% in both medium and high affluence families.

14. Summary

The following pages provide a collated summary of the survey results, offering a national picture of children's self-reported health and well-being. These data are intended to support reflection, action and future planning across schools, local authorities and government.

Almost one in seven (15%) learners reported clinically significant emotional difficulties in 2024, while one in ten (10%) reported clinically significant behavioural difficulties. Seven in ten (69%) learners gave a score of eight or higher out of ten for how satisfied they were with their life. Mental health symptoms tended to be more common, and life satisfaction lower, among learners from less affluent families. Life satisfaction declined modestly with age, while there was less clear evidence of an age gradient for emotional and behavioural difficulties.

Around one in six learners (18%) reported perpetrating in-person bullying at school in the past couple of months, while one in eight (12%) Year 6 learners reported perpetrating cyberbullying. Over half (51%) of all learners said they had been victims of bullying at school in the past couple of months, and three in ten (29%) Year 6 learners reported having been cyberbullied in the past couple of months. Boys reported higher levels of in-person bullying and cyberbullying perpetration than girls, whereas more girls than boys reported being bullied at school. Learners from less affluent families reported higher rates of in-person bullying and cyberbullying perpetration than those from more affluent families.

Fewer than half of learners reported eating fruit (48%) or vegetables (37%) daily. Around half of learners (49%) reported exercising at least five times a week. Girls and learners from more affluent families were more likely to report daily fruit and vegetable consumption, while boys and learners from more affluent families reported more exercise.

With regards to school connectedness, most learners rated their relationships with school staff and other learners positively, and gave positive ratings of learner involvement in school life. The proportion of learners who reported liking school a lot declined with age - from around six in ten (59%) learners in Year 3 to three in ten (31%) by Year 6.

Most Year 6 learners (65%) were looking forward to transitioning to secondary school. Feeling worried about school transition was socioeconomically patterned, with more learners from less affluent families reporting they felt worried.

Ownership of digital devices (i.e., smartphone, computer or laptop, and tablet) tended to be more common in more affluent families. While use of devices for entertainment purposes was common across age groups, use of devices for social connection (e.g. talking to family and friends) increased substantially with age. Social media usage

increased from around one in five (20%) learners in Year 3 to approximately one in two (51%) in Year 6.

Nearly six in ten (58%) learners reported a bedtime before 9 pm, while around one in seven (15%) said they went to bed after 10 pm. Bedtimes tended to get later with age, and boys more often than girls reported going to bed after 10 pm. Nearly seven in ten (68%) reported having problems sleeping sometimes or always.

Among learners in Years 5 and 6, 6% reported having tried a vape once or more. A higher proportion of learners from low affluence families reported vaping compared with learners from medium or high affluence families.

For nearly all survey questions, learners who stated that they identified as neither a boy nor a girl had poorer outcomes. They scored more highly for emotional and behavioural difficulties, and reported lower life satisfaction. Additionally, they were more likely to report both perpetrating and being victims of bullying and cyberbullying, were less likely to report liking school a lot, were more likely to feel quite or very worried about transitioning to secondary school, and more likely to experience sleeping problems and to have tried vaping. As stated previously, children who reported identifying as neither a boy nor a girl represented a very small number of learners. These estimates are therefore subject to a higher level of uncertainty.

For boys and girls, there was a mix of patterning, with some outcomes less favourable for boys (behavioural difficulties, bullying and cyberbullying perpetration, eating vegetables and fruits, and electronic cigarettes use) and others less favourable for girls (emotional difficulties, worrying about school transition, and exercise). Girls tended to have more favourable perceptions of school connectedness than boys.

Age gradients were particularly clear for life satisfaction, liking school, use of social media, bedtime and digital device ownership (with the exception of tablets). With regards to school connectedness, learners in Year 6 were consistently less likely than those in Year 5 to report positive feelings about school, peers and teachers.

Mental health and well-being, life satisfaction, bullying perpetration, healthy eating and physical activity, school transition, digital devices ownership all showed socioeconomic gradients, with children from less affluent families having less positive outcomes. In contrast, measures of school connectedness showed little variation across socioeconomic groups, indicating that children from different family backgrounds reported similar perceptions of school staff, peers, and school activities.

15. Appendix

Additional Information

Gender

- Learners were asked: 'Are you a...?' with the answer options of 'Boy'; 'Girl', 'Neither word describes me'; 'I do not want to answer'. Less than 1% of learners responded that 'Neither word describes me'.

Family Affluence Scale (FAS)¹

- The scale consists of four items: 'Do you own your own bedroom?'; 'Does your family own a car, van or truck?'; 'How many computers does your family own?'; 'How many times did you and your family travel out of Wales for a holiday/vacation last year?'. Scores are summed to form a score from 0-9, where higher scores indicated higher affluence. FAS categories: low affluence = scores of 0-6; medium affluence = scores of 7-8; high affluence = scores of 9.

Me and My Feelings Questionnaire (MMFQ)²

- Emotional and behavioural difficulties were assessed using the *Me and My Feelings* Questionnaire. Learners are asked how often they feel or behave certain ways. The scale consists of 16 questions, of which ten relate to emotional difficulties, and six to behavioural difficulties.
- Emotional difficulties questions include: 'I feel lonely'; 'I feel scared'; 'I worry when I am at school' and 'I cry a lot'. The scale is scored out of 20. Scores of ten and higher indicate elevated emotional difficulties; scores of 12 and higher indicate clinically significant difficulties.
- Behavioural difficulties questions include: 'I get very angry'; 'I do things to hurt people'; 'I break things on purpose' and 'I hit out when I am angry'. The scale is scored out of 12. Scores of six and higher indicate elevated behavioural difficulties; scores of seven or higher indicate clinically significant difficulties.
- Scores were 'pro-rated' (i.e. based on the average of completed items) so long as >50% of individual items were completed for each scale.

Cantril Life Satisfaction Scale³

- Learners were asked: 'On a scale of 0-10, how would you rate your life at the moment?' with 10 indicated as 'I have the best possible life' and 0 as 'I have the worst possible life'.

- **School Transition^{4,5}**
 - Learners were asked: *'Are you looking forward to going to secondary school?'* and *'Are you worried about going to secondary school?'*. Responses were *'Not at all'*, *'Very little'*, *'Some'*, *'Quite a bit'*, *'Very much'*, and *'I do not want to answer'*.

16. References

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