**Primary Curriculum Map (Mental Health and Wellbeing)**

***Post Graduate Programme***

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| **University Curriculum: Developing an understanding of children’s mental health, risk, protective factors and specific conditions** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  1 hour lecture    **Session 2**  2-hour seminar | To know myths which are frequently shared about children’s mental health  To understand how social determinants and disadvantage can affect the physical, mental and academic achievements of children  To be able to consider ways to challenge mental health myths and discrimination  To be able to recognise behaviours associated with anxiety, stress, self-harm and identify signs of mental health needs in children | 1.3, 1.6, 5.1,5.2, 5.3, 7.2, 7.7, 8.2, 8.3 | 1c, 1e, 5a, 5b, 7a, 7c, 8a, 8f | ANNA FREUD NATIONAL CENTRE FOR CHILDREN AND FAMILIES, 2022. Mentally Healthy Schools [online].  Available from: https://www.mentallyhealthyschools.org.uk  BETHUNE, A., 2018. Wellbeing in the Primary Classroom. London: Bloomsbury.  BOMBER, L., 2020. Know Me to Teach Me. Belper, UK: Worth Publishing.  COLLINGWOOD, S., KNOX, A., FOWLER, H., HARDING, S., IRWIN, S. and QUINNEY, S., 2018. The Little Book of ACEs. Lancashiresafeguarding.org.uk [online] | Survey-style quiz on MH strand content and investigation of case-studies  Aspects included in PGP4110 lectures and seminars are assessed formatively by tutors through retrieval activities, questioning and discussion |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how expert colleagues implement class-based strategies that encourage emotional literacy and support emotional regulation  **Planning and Teaching:**  Plan and teach lessons/class-based activities that explicitly address the topic of understanding and supporting children’s mental health (PSHE focus)  **Assessment:**  Investigate mental health school strategies, monitoring and support for children  **Subject Knowledge:**  Discuss with expert colleagues how to create lesson experiences that respond to behaviours associated with mental health issues such as anxiety and stress | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To understand the legal and moral responsibilities of teachers to provide a high-quality education and respond effectively to children’s needs  To know how individual social, emotional, mental health (SEMH) plans, safe-guarding policies and processes are in place to protect vulnerable children from mental health risk factors  To support pupils with a range of additional social and emotional needs through adaptations to content, teaching strategies, approaches to recording and the environment, with support from expert practitioners | 1.1, 7.1, 7.2, 7.3, 7.5, 7.6, 8.6 | 1c, 1e, 5a, 7a, 8m, 8n | EDUCATION ENDOWMENT FOUNDATION, 2021. Improving social and emotional learning in primary schools. EEF [online]. Available from: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  ANNA FREUD NATIONAL CENTRE FOR CHILDREN AND FAMILIES, 2022. Mentally Healthy Schools [online]. Available from: <https://www.mentallyhealthyschools.org.uk>  YOUNG MINDS, 2022. Young Minds | Mental Health Charity for Children and Young People. [online]. Available from: <https://www.youngminds.org.uk/>  OECD, 2015. Do teacher-student relations affect students' well-being at school? PISA in Focus [online]. https://doi.org/10.1787/5js391zxjjf1-en | Trainees’ commitment to promoting and implementing a positive classroom environment with class-based strategies that respond to behaviours associated with mental health issues will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS). |

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| **School Based Curriculum – Developmental Phase: School Staff Mental Health** |
| **Observing:**  Observe how expert colleagues support their own and others’ wellbeing within and beyond school  **Planning and Teaching:**  Observe how expert colleagues plan for and meet the wide range of social and emotional needs in their daily teaching, classroom activities and within the school community. To apply a positive mindset and work/life balance to their own knowledge and practice within the classroom  **Assessment:**  Investigate mental health school strategies, monitoring and support for both children and staff  **Subject Knowledge:**  Understanding of mental health, mental illness, wellbeing and issues related to stigma and trauma |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  (CCF reference in numerics e.g., 1.1) | **Learn How**  (CCF reference bullets alphabetically e.g., 1c) | **Links to Research and Reading** | **Formative Assessment** |
| To know that wellbeing within the workplace requires supportive school environments with systems and structures in place that support staff mental health  To be able to identify staff members who have overall responsibility for mental health and wellbeing in school  To understand the importance of seeking appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding concerns). | 8.1, 8.2, 8.3, 8.6, 1.2, 1.5 | 8e, 8f, 8p, 8q | BETHUNE, A. and KELL, E., 2021. A Little Guide for Teachers: Teacher Wellbeing and Self-care. London: Corwin.  DFE, 2021. Promoting and supporting mental health and wellbeing in schools and colleges. GOV.UK [online]. Available from: <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>  DFE, 2022. Education staff wellbeing charter. GOV.UK [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  MINDED, 2023. Top tips for staff in education settings. Top Tips for Staff in Education Settings | MindEd Tips and Resources Hub [online]. Available from: <https://mindedhub.org.uk/top-tips-for-staff-in-education-settings/>  MRUK, C., 1999. Self-Esteem research, theory and practice. London: Springer. | Trainees’ commitment to supporting their own wellbeing and continued awareness of monitoring children’s wellbeing (inc. safeguarding issues, impacts on behaviour) will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS).  Development of wellbeing personal action plan |

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| **School Based Curriculum – Consolidation Phase: Whole school approaches to supporting mental health and wellbeing** |
| **Observing:**  Observe how expert colleagues collaborate in multi-agency working with internal and external colleagues and discuss with them the roles and responsibilities that come with the leadership of key aspects of mental health and wellbeing  Observe how expert colleagues instil belief and promote the academic potential of all pupils including those with risk factors  **Planning and Teaching:**  Plan a sequence of mental health lessons independently that can be included in a mental health curriculum  **Assessment:**  Discuss with experts case studies involving children (past/present) needing to obtain specific school and outside agency support (All information on individuals to remain strictly anonymous).  **Subject Knowledge:**  Discuss and analyse with expert colleagues the role of the social and emotional learning, the strategies that the school employs to improve outcomes for pupils at risk and the implementation/impact of individual SEMH plans  Reflect on the variables that intersect to affect the academic and social outcomes faced by children at risk |

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| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g., 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g., 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To understand how to collaborate in multi-agency working with internal and external colleagues (e.g., the role of CAMHS and other agencies in supporting mental health needs.  To know about school documentation and processes available for referring children in need to outside organisations  To understand how to tailor support for individual pupils, implement and evaluate  To investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff).  To be able to develop processes that foster positive engagement with families/carers of children displaying mental health needs. | 7.5, 8.1, 8.4, 8.6 | 3a, 3c, 3e, 8i, 8j | ANNA FREUD NATIONAL CENTRE FOR CHILDREN AND FAMILIES, 2023. Whole-school approach: Mentally healthy schools. Heads Together Mentally Healthy Schools [online]. Available from: <https://mentallyhealthyschools.org.uk/whole-school-approach/>  DEPARTMENT FOR EDUCATION, 2021. Physical Health and mental wellbeing (primary and secondary). GOV.UK [online]. Available from: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>  GARNER, S., 2020. Mental Health in Education. London: Routledge.  HURRY, J., BONELL, C., CARROLL, C., and DEIGHTON, J., 2021. The role of schools in the Mental Health of Children and Young People. BERA [online]. Available from: <https://www.bera.ac.uk/publication/the-role-of-schools-in-the-mental-health-of-children-young-people>  NORTHERN IRELAND DEPARTMENT FOR EDUCATION, 2021. Children and Young People’s Emotional Health and Wellbeing in Education Framework (final version). Education [online]. Available from: <https://www.education-ni.gov.uk/publications/children-young-peoples-emotional-health-and-wellbeing-education-framework-final-version> | Design areas for a mental health and wellbeing curriculum  Trainees’ ongoing commitment to promoting and implementing a safe and inclusive classroom environment for the promotion of positive wellbeing will be monitored by school-based, mentors and university link tutors; ongoing evidence noted in weekly development summaries (WDS). |