**3 – 7 PGCE Curriculum Map Mental Health and Well Being**

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| **University Curriculum – Introductory Phase** | | | | | |
| **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** |
| **EPG4110 (Session 1)** | Awareness of complex contemporary issues related to early years education and the impact they have on children’s lives. | 1.1 1.2 | 1c 1d | 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]  PISA (2015) PISA in Focus: Do teacher-student relations affect students’ well-being at school?  Canning, N. 2020, *Children's empowerment in play: participation, voice and ownership,* Routledge: London | Reflection task on the complexity of educational and social factors that can have influence.  Discussion |
| **Personal attitudes, Values and Beliefs**  **(Session 4)** | Personal Attitudes, Values and Beliefs. Managing workload and well- being. Ensuring trainees are signposted to relevant services. |  |  |  | Reflective quiz  Workload wheel assessment task |
| **Session one**  **(AC)** | To know and understand what disadvantaged and vulnerable groups are in a school setting.    To learn about the process of how is advantaged and vulnerable groups are supported classroom setting.    To identify strategies to close the gap in attainment for identified disadvantaged and vulnerable groups and associated myths shared about young children’s mental health. | 1.2, 1.6  4.7  5.2, 5.3, 5.5, 5.6, 5.7  7.2, 7.7  8.4  1.3, 1.6, 5.1, 5.2, 5.3 | 1, 1d  5b, 5e,5g,5j,5k  7e,7k,7m  1c, 1e, 5a, 5b, 7a, 8f | Children’s Commissioner. (2019) *Childhood vulnerability in England 2019* Early Education. (2019a).    EYPP project: Learning together about learning Choudry, S (2017) *How should we define ‘disadvantaged’ pupils?* Https://schoolsweek.co.uk/how-should-we-define-disadvantaged-pupils/EEF (2022)  The EEF Guide to Pupil Premium EEF (n.d.) *Pupil Premium Menu: EEF Evidence in Brief EEF (n.d.) Pupil Premium tiered model and menu of approaches* Hunt, M (2017)  *Early Years Pupil Premium: does it improve outcomes* in Early Years Educator Vol. 19, No. 1 | Case studies, discussion,  scenarios |
| **Getting to know You**  (pre course day/Induction week)  Responses in drop box PGCE | During pre-course day and Induction week.  Trainees are invited to complete a confidential form to make the PG team aware of any support needs they may have. The PG team then meet individually with trainees who have identified needs. |  |  |  | 1-1 feedback |
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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 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 know how 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 | ANNA FREUD National Centre for Children and Families, 2022. *Mentally Healthy Schools* [online]. Available from: [https://www.mentallyhealthyschools.org.uk](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]  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>  Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>  DFE, 2022. *Education staff wellbeing charter.* *GOV.UK* [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  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>  *Equality Act 2010*, c39. Available at <https://www.legislation.gov.uk/ukpga/2010/15/contents>    OECD, 2015. *Do teacher-student relations affect students' well-being at school? PISA in Focus [online].* <https://doi.org/10.1787/5js391zxjjf1-en>  YOUNG MINDS, 2022. *Young Minds | Mental Health Charity for Children and Young People. [online].* Available from: <https://www.youngminds.org.uk/> | **Safeguarding online training**  **Weekly Development Summaries (WDS)** |

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| **School Based Curriculum – Developmental Phase** | | | | |
| **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. | | | | |
| **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 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). | 1.2, 1.5  8.1, 8.2, 8.3, 8.6 | 8e, 8f, 8p, 8q | ANNA FREUD National Centre for Children and Families, 2022. *Mentally Healthy Schools* [online]. Available from: [https://www.mentallyhealthyschools.org.uk](https://www.mentallyhealthyschools.org.uk/)  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.  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>    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 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). |

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| **School Based Curriculum – Consolidation** | | | | |
| **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. | | | | |
| **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 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 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 investigate, evaluate and challenge mental health and wellbeing practices in schools (children and staff).  To know how 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/whol*e-school-approach/](https://mentallyhealthyschools.org.uk/whole-school-approach/)  BETHUNE, A. and KELL, E., 2021. A Little Guide for Teachers: Teacher Wellbeing and Self-care. London: Corwin.  Depaertment for Ediucation, 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>  Department for Education, 2021a. *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>  Department for Education, 2022. *Education staff wellbeing charter.* GOV.UK [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  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>  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.  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> | 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). |