**Primary Early Years 3-7 Curriculum Strand Map: Mental Health and Well-being**

**Year 1 Undergraduate**

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE1102 – Principles into Practice** | Through a focus on underpinning principle of Positive Relationships:  To begin to develop an understanding of relational pedagogies, attachment and how these impacts upon children’s emotional and mental well-being.  To begin to understand the importance of understanding the uniqueness of each child, their individual contexts and shaping practice around this.    To begin to understand the importance of safeguarding, and how children are impacted by domestic abuse. | **1.1; 1.2; 1.5**  **4.1**  **5.3**  **6.1**  **7.2; 7.3; 7.4; 7.5**  **8.4** | **1e; 1h**  **5g; 5i**  **6d**  **7l; 7m; 7q; 7r**  **8f; 8l** | 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. *Mental Health for Early Years Children.* [*https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/mental-health-for-early-years-children*](https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/mental-health-for-early-years-children)  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>  JACKSON, L. 2021. *Cultivating Resilience in Early Childhood.* Taylor & Francis Group.  MRUK, C., 1999. *Self-Esteem research, theory and practice.* London: Springer.  NHS. 2022. 5 Steps to mental wellbeing [online]. Available from: <https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>  REUPERT, A. 2019. *Mental Health and Academic Learning in Schools.* Taylor & Francis Group. | Discussion/Q&A.  Reflection task. |
| **EYE1100 – Unit 4: The Early Years Professional** | **Professional Behaviours:**  To begin to recognise and identify issues that impact on their own wellbeing.  To understand their own feelings of anxiety and worry.  To be able to identify ways in which they can support their own mental health as a student and a future educational practitioner.  To be able to recognise and utilise strategies for self-care. | **1.5**  **8.1; 8.2** | **8a; 8g; 8m; 8n; 8o; 8p.** | Discussion/Q&A.  Reflection task.  Create a wellbeing personal action plan. |

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| **School Based Curriculum – Year 1** | | | | |
| **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 to their own knowledge and practice within the classroom. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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). | **1.2, 1.5**  **8.1, 8.2, 8.3, 8.6** | **8c; 8e; 8g; 8m; 8n; 8o; 8p** | 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>  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>  *Equality Act 2010*, c39. Available at <https://www.legislation.gov.uk/ukpga/2010/15/contents>  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 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). |

**Year 2 Undergraduate**

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE 2008** | To develop a knowledge and understanding of the SEND Code of Practice, including the area of SEMH and current policy.  To understand the importance of Multi agency working.  To examine case studies of children with SEND.  To know how to adapt the curriculum and the school environment for learners with SEMH.  To understand the role of different adults in supporting learners with SEMH.  To know and understand the types of assessment used for learners with SEMH.  Individual sessions for specific groups of learners including SEMH.  To know and understand some of the barriers to learning and engagement, support strategies, adaptive teaching, and wider issues. | **1.1; 1.2; 1.3; 1.5; 1.6**  **3.8**  **4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.10**  **5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7**  **6.3; 6.4**  **7.2; 7.3; 7.4; 7.5; 7.7**  **8.2; 8.4; 8.5; 8.6; 8.7** | **1c; 1d**  **2a; 2b; 2f**  **4a; 4e; 4f**  **5a; 5b; 5c; 5e; 5h; 5j; 5l; 5q**  **6a, 6m**  **7a; 7g**  **8f; 8j; 8k; 8l** | 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>  *Equality Act 2010*. Available at <https://www.legislation.gov.uk/ukpga/2010/15/contents>  **SEND Review: Right support, right place, right time.**  <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>    **SEND: Old Issues, New Issues, Next Steps**  Ofsted, 6/06/2021  **SEND and Alternative Provision Improvement Plan**, 2023.  <https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf>  YOUNG MINDS, 2022. *Young Minds | Mental Health Charity for Children and Young People.* [online]. Available from: <https://www.youngminds.org.uk/> | In-session retrieval activities/questioning    In-session peer discussions and focused tasks    Learning Journey (LJ) – ongoing subject reflections in EYE2008 area  Case studies |
| **EYE2010** | Placement Preparation  Self-care and well-being.  Well-being team will share practical strategies with trainees to manage their own wellbeing and mental health whilst undertaking PP. | **1.3; 1.6**  **4.3**  **7.3**  **8.7** |  | BETHUNE, A. and KELL, E., 2021. A Little Guide for Teachers: Teacher Wellbeing and Self-care. London: Corwin.  DFE, 2022. Education staff wellbeing charter. *GOV.UK* [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  EDUCATION DEVELOPMENT TRUST. 2023. *Workload Reduction in Schools in England.* LONDON.  OECD, 2015. *Do teacher-student relations affect students' well-being at school?* PISA in Focus [online]. <https://doi.org/10.1787/5js391zxjjf1-en> | Role play  Personal planning |
| **EYE2007** | Mathematics Session around maths anxiety and the impact it can have on well-being and confidence in mathematics. Looking more closely at how promoting enjoyment of mathematics impacts well-being and consequently positive learning within the subject. | **1.1; 1.6**  **5.3**  **7.3** |  | Wicks, K. and Menter, I. (2021) *Tackling Anxiety in primary mathematics teachers.* St Albans: Critical. | Reflective questions  Action planning |

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| **School Based Curriculum – Year 2** | | | | | |
| **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 both children and staff.  **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 and understand 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**  **5e**  **7g**  **8f; 8l** | 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](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 supporting their own wellbeing and 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). |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE 3010** | **Professional Behaviours**  To know that there is a relationship between wellbeing and resilience.  To know and understand that resilience can be learnt.  To be able to recognise their own pressure points.  To know how to develop strategies to manage workload, stress and increase resilience. |  | **8m; 8n; 8o; 8p** | BETHUNE, A., 2018. *Wellbeing in the Primary Classroom.* London: Bloomsbury.  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>  EDUCATION DEVELOPMENT TRUST. 2023. *Workload Reduction in Schools in England.* LONDON.  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> | **EYE 3008**  Reflective scrap book assessment -ongoing for each session. Submitted at end of the module.  Group tasks.  Reflective questions/scenarios  Discussion, scenarios, impact studies. |
| **EYE 3008** | **Autism module:**  To know and understand how to support children on the Autism Spectrum with well-being, anxiety and self-esteem.  **Well-being in the Early Years:**  To understand the complexities of defining wellbeing.  To understand the impact attachment and ACE’s have on a child’s academic engagement/ achievement and ability to form meaningful relationships.  To be able to identify ways ACE’s can be reduced/ addressed within a setting.  To understand how brain development in pregnancy can impact a child’s wellbeing.  To know that SpLD can impact a child’s wellbeing.  To understand the importance of nurture and the 6 key principles.  To be able to recognise that resilience can be influenced by biological and environmental factors.  To be able to identify ways of promoting self-esteem/ self-worth and self-control.  **Forest School module:**  A focus on wellbeing outdoors, sensory experiences, calm in nature and natural resources – but not for everyone. | **1.1; 1.2; 1.3; 1.5**  **4.1;**  **5.1; 5.2; 5.3; 5.4; 5.6; 5.7**  **6.1**  **7.2; 7.3; 7.4; 7.5; 7.7**  **8.1; 8.2; 8.4; 8.5; 8.6** | **1c; 1d**  **2a; 2b; 2f**  **4a; 4e; 4f**  **5a; 5b; 5c; 5e; 5g; 5h; 5i; 5p**  **6a; 6p**  **7a**  **8i; 8j; 8k; 8l** | 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](https://www.mentallyhealthyschools.org.uk/)  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>  *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/> |
| **EYE3007** | **The Loved Child:**  To be able to identify the importance and essential role of responsive and supportive relationships in children’s mental health in the early years.  **The Healthy Child:**  To be able to identify and understand how both physical and mental health can form part of our early year’s pedagogy. | **1.1; 1.2; 1.5**  **4.1**  **5.3**  **6.1**  **7.2; 7.3; 7.4; 7.5**  **8.4** | **1e; 1h**  **5g; 5i**  **6d**  **7l; 7m; 7q; 7r**  **8f; 8l** | Blanco-Bayo, A., 2020. “It doesn’t matter because I love you”. A case study examining the interpretation of Behaviour Classification Tables and Positive Behaviour Support models. *Emotional and Behavioural Difficulties, 25(2), pp.155-168.*  Nikiforidou, Z., 2017 *The Cotton Wool Child In Childhood Today,* edited by Alex Owen (Ed) London: SAGE <https://ebookcentral.proquest.com/lib/edgehill/reader.action?docID=6408511&ppg=26>  Waite, L. and Pritchard, 2017 *The Fat Child in Childhood Today,* edited by Alex Owen, SAGE |
| **Year 3 Enhancement** | **Youth Mental Health First Aid Training – 1 day champion course** | | | |

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| **School Based Curriculum – Year 3** | | | | |
| **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 expert's 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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 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; 3f**  **8h; 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/>  DFE, 2022. *Education staff wellbeing charter.* GOV.UK [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  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>  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/> | Trainees’ commitment to supporting their own wellbeing and 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). |