# **Primary Initial Teacher Education: Curriculum Plan**

# **Mental Health Strand Postgraduate Programmes**

# **Links to Practical knowledge, Substantive/theory, Disciplinary**

# **Curriculum Vision:**

The intention of mental health and wellbeing is to promote positive mental health and to remove the stigma that is attached to the term mental illness. Trainee teachers will reflect on how the mental wellbeing of children can impact their academic, emotional and social development and be able to identify some of the signs and symptom commonly associated with mental health needs in children. Through a variety of seminars and training opportunities, trainee teachers will be able to incorporate a range of strategies to foster good mental health for both themselves and their future pupils.

| **Phase 1** | | | |
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| **University Based Learning**  **Mental Health Stigma, Wellbeing and Children’s Mental Health** | | | |
| **Learn That** | | **Learn How** | |
| **Component Knowledge** | The importance of mental health and how mental ill health can affect the wellbeing of an individual. | To define mental health, wellbeing and consider issues such as stigma and use of language. | Intent |
| Emotional literacy is important for wellbeing. | To recognise the difference between mental health, wellbeing and how the terms interlink. |
| Statutory guidance for supporting mental health and wellbeing in schools (DfE, 2021, OFSTED, 2019) | The interaction between individual and contextual factors can significantly impact on mental health. |
| It is important to maintain a positive classroom environment to support and enhance children’s mental health and wellbeing. (LT 7.1, LT 7.2, LT 7.5, LT 7.6) | To access personal support services on campus and beyond |
| There are common mental needs in children and related behaviours (LT 5.2) | To identify signs of mental health needs in children (LH 7.1) |
|  | Social determinants and disadvantage can affect the physical, mental and academic achievements of children (LT 7.2, LT 5.1, LT 7.7, LT 1.6, LT 1.3) | To monitor changes in children’s behaviour and recognise the need to implement early support systems (LH 7.3) |
|  | Education has a role in supporting mental health and wellbeing, including a whole school approach (LT 8.2, LT 8.3) | To implement a range of strategies to respond to behaviours associated with mental health issues such as anxiety and stress (LH 5.1, LH 1.3, LH 1.5, LH 7.1) |
|  | There are strategies that encourage emotional literacy and support emotional regulation (LT 7.3, LT 1.1) | To identify connections between emotional and behavioural difficulties and mental health needs (LH 7.1) |
|  | There are identified staff members who have overall responsibility for mental health and wellbeing (LT 8.6) | To refer concerns to identified staff members. Contribute to written records of events and developments if required (LH 8.14) |  |
| Individual social, emotional, mental health (SEMH) plans, safeguarding policies and processes are in place to protect vulnerable children from mental health risk factors (LT 8.6) | To work closely and learn from expert colleagues when promoting and supporting mental health within the classroom and wider school community (LH 8.13) |
| Child and Adolescent Mental Health Services (CAMHS) and other organisations help support children experiencing mental health crisis (LT 8.1, LT 8.6) | To reflect on current circumstances, research and policy related to children’s mental health and wellbeing (LH 8.7) |
| **Assessment** | **Assessment** | |  |
| True/false mental health and stigma quiz  Case study scenarios and quiz on actions when children make a disclosure | | Impact |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| The definition of mental health, wellbeing, mental illness and dangers of stigma  Common mental health issues and needs related to children | The importance of educating children holistically about mental health and wellbeing.  The role of CAMHS and other agencies in supporting mental health issues in children. | Promote a safe and inclusive classroom environment for the promotion of positive wellbeing for all.  Identify strategies to develop positive, trusting relationships and support children exhibiting mental health needs. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Mental Health** | | | |
| BETHUNE, A., 2018. *Wellbeing in the Primary Classroom.* London: Bloomsbury.  BOMBER, L., 2020. *Know Me to Teach Me*. Belper, UK: Worth Publishing.  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>  GARNER, S., 2020. *Mental Health in Education*. London: Routledge.  LIVERPOOL CAMHS, 2022. Resilience framework. *Liverpool CAMHS* [online]. Available from: <https://www.liverpoolcamhs.com/aces/resilience-framework/>  MIND, 2022. Time To Change | let's end mental health discrimination. *Time-to-change.org.uk* [online].  Available from: <https://www.time-to-change.org.uk/>  NHS, 2022. Mental health for children, teenagers and young adults. [online].  Available from: <https://www.nhs.uk/mental-health/children-and-young-adults>  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/> | | | |

| **Phase 2** | | | | | |
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| **School Based Learning – Introduction/Developmental**  **Trainee Teacher Wellbeing** | | | **University Based Learning**  **Teacher Resilience** | | |
| **Learn That** | | **Learn How** | **Learn That** | **Learn How** | |
| **Component Knowledge** | Wellbeing within the workplace requires a supportive school environment with systems and structures in place that support staff mental health. (LT 8.1, LT 8.2, LT 8.3) | To find both professional and emotional support within the school. (LH 8.16) | Resilience is associated with mental health and wellbeing. | To apply a positive mindset to their own knowledge and practice within the classroom. (LH 8.5, LH 8.6) | Intent |
| That every member of staff experiences ongoing challenges and that professional development is a continuous process of experience, reflection, conceptualisation and experimentation (Kolb, 1984) (LT 8.1). | To seek challenge, feedback and critique from mentors and other colleagues whilst maintaining and developing confidence in their own abilities. (LH 8.5) | Factors support and promote teacher resilience and wellbeing. (LT 1.2, LT 1.5) | To recognise factors that enhance their own resilience and wellbeing (LH 8.1, LH 1.5) |
| There are identified staff members who have overall responsibility for mental health and wellbeing in school (LT 8.1, LT 8.6) Revision | To seek appropriate advice and support when dealing with specific issues (behaviour, workload, safeguarding, concerns). (LH 8.16, LH 8.17) | That resilience and reflexivity are required to utilise advice from expert colleagues whilst maintaining confidence, positivity and a positive mindset (LT 8.1, LT 8.2) | To focus on successes and progress made while identifying areas for development. (LH 8.6) |
| There is a need to promote a safe and inclusive classroom environment for the promotion of positive wellbeing for all (LT 7.5) | Tailored support for individual pupils is created, implemented and evaluated (LH 8.13) | It is important to monitor and support personal mental health to guard against stress and burnout (LT 8.1) | To observe how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstruct this approach (LH 8.16) |
| **Assessment** | **Assessment** | | **Assessment** | | Impact |
| Investigate mental health school strategies and support for both children and staff | | Review of wellbeing personal action plan | |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| Resilience is associated with positive mental health and wellbeing.  How to personalise effective systems and routines which promote efficient time and task management. | How interactions between ranges of factors can impact on self-esteem and overall wellbeing of an individual.  The importance of supporting their own mental health and wellbeing whilst maintaining a positive mindset and nurturing classroom environment. | Engage in self-care activities and recognise factors that promote their personal resilience and professional development.  Work with expert colleagues to seek challenge, feedback and critique in an open, trusting and supportive working environment. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Mental Health** | | | |
| BETHUNE, A. and KELL, E., 2021. *A Little Guide for Teachers: Teacher Wellbeing and Self-care*. London: Corwin.  COPE, A. and WHITTAKER, A., 2012. *The Art of Being Brilliant*. Padstow UK: Capstone.  DFE, 2022. Education staff wellbeing charter. *GOV.UK* [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>  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>  RADFORD, P., 2020. *Love Teaching Keep Teaching: The Essential Guide to Improving Wellbeing at All Levels in Schools*. Carmarthen, Wales: Crown House Publishing. | | | |

| **Phase 3 Whole School Community Support** | | | |
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| **School Based Learning – Consolidation** | | | |
| **Learn That** | | **Learn How** | |
| **Component Knowledge** | Attachment, acute childhood experiences (ACEs), toxic stress and anxiety can hinder a child’s emotional development and affect behaviours. (LT 5.2, LT 5.3) | To recognise the impact that attachment, ACEs and toxic stress can have an overall development of a child, including academic achievement. (LH 5.2) | Intent |
| Strategies support children’s emotional regulation (LT 7.3) | To support individual children who may display extreme behaviours in crisis (LH 7.12) |
| Engaging with families/carers is integral when supporting children experiencing mental health needs (LT 8.4) | To develop positive engagement strategies with families/carers of children who are displaying mental health needs (LH 8.9) |
| Education has a role in supporting mental health and wellbeing, including a whole school approach (LT 8.2, LT 8.3) Revision | To address ways of supporting parents/carers whose children have mental health issues (LH 7.11, LH 7.13) |
| There are policy drivers and statutory guidance for adopting a whole school approach to mental health and wellbeing (DfE, 2017, OFSTED, 2019) Revision | To receive clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety (LH 7.1) |
| It is important to educate children to be emotionally literate and mentally healthy (LT 3.1, LT 3.4, LT 3.5) Revision | To evaluate (and if necessary challenge) mental health and wellbeing practices in school (LH 8.7) |
| Information and resources are available to develop an age-appropriate mental health curriculum (LT 3.1, LT 3.4, LT 3.5) | To design and utilise an age-appropriate mental health and wellbeing curriculum (LH 3.1, LH 3.4, LH 3.5) |
| **Assessment** | **Assessment** | | Impact |
| Designing areas of a mental health and wellbeing curriculum (Padlet activity) | |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| Policy drivers for adopting a whole school approach to mental health and wellbeing  The whole school approach for supporting mental health and wellbeing and how this reflects current pupil, school and societal needs. | How early childhood attachment experiences, ACEs, toxic stress and anxiety impact on emotional regulation and particular behaviours.  How to develop processes that enable ongoing dialogue with parents, carers, identified staff members and outside agencies regarding pupil mental health and wellbeing. | Design and effectively deliver an age appropriate mental health curriculum  Develop positive, trusting relationships to support children in maintaining good mental health and respond to those displaying particular needs.  Work alongside and learn from expert colleagues when promoting and supporting mental health for all. |
|  | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Mental Health** | | | |
| ANNA FREUD NATIONAL CENTRE FOR CHILDREN AND FAMILIES, 2022. Home: Mentally Healthy Schools. *Mentallyhealthyschools.org.uk* [online]. Available from: <https://www.mentallyhealthyschools.org.uk/>  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]. Available from: <https://www.lancashiresafeguarding.org.uk/media/1404/Little_Book_of_ACEs_Final-2.pdf>  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>  MEEK, L., PHILIPS, J. and JORDAN, S., 2020. *Mental Health and Wellbeing in Primary Education*. Teddington: Pavilion Publishing.  OFSTED, 2019. Education inspection framework. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/collections/education-inspection-framework#guidance-for-education-providers>  WATERHOUSE, A., 2020. *Wellbeing Champions*. London: Routledge. | | | |