**Primary Initial Teacher Education: Curriculum Plan**

**Mental Health and Wellbeing Strand: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:** 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** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * The importance of mental health and how mental ill health can affect the wellbeing of an individual. | * Define mental health, wellbeing and consider issues such as stigma and use of language. |
| * Factors that support and promote teacher resilience and wellbeing. (LT 1.2, LT 1.5) | * Recognise factors that enhance their own resilience and wellbeing. (LH 8.1, LH 1.5) |
| * Why emotional literacy is important for wellbeing. | * Engage in self-care activities. |
| * Statutory guidance for supporting mental health and wellbeing in schools (DfE, 2017, OFSTED, 2019) | * Know where and how to access personal support services on campus and beyond. (LH 1.5) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Resilience is closely associated with positive mental health and wellbeing.  *By the end of this phase trainees will* ***understand:***  How interactions between a range of factors can impact on self-esteem and overall wellbeing of an individual.  *By the end of this phase trainees will* ***be able to:***  Engage in self-care activities and recognise factors that promote their personal resilience. |
| * The difference between mental health, wellbeing and how the terms interlink. |
| * How resilience is associated with mental health and wellbeing. |
| * How the interaction between individual and contextual factors can significantly impact on mental health. |
|  | **Research, literature and resources supporting the curriculum design of Phase 1 and 2.**  BETHUNE, A. and KELL, E., 2021. *A Little Guide for Teachers: Teacher Wellbeing and Self-care*. London: Corwin.  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/>    COPE, A. and WHITTAKER, A., 2012. *The Art of Being Brilliant*. Padstow UK: Capstone.    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> | **Assessment Pertaining to Phase 1.**  True/false mental health and stigma quiz  Wellbeing personal action plan  **Assessment Pertaining to Phase 2.**  Review ofwellbeing personal action plan |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That 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) | * Seek challenge, feedback and critique from mentors and other colleagues whilst maintaining and developing confidence in their own abilities. (LH 8.1, LH 8.2) |
| * Where to find both professional and emotional support within the school. (LT 8.1, LT 8.3) | * Protect time for rest and recovery |
| * That every member of staff experiences ongoing challenges and that professional development is a continuous process of experience, reflection, conceptualisation and experimentation (Kolb, 1984). | * Seek appropriate advice and support when dealing with specific issues (behaviour, workload). (LH 8.1, LH 8.2) |
| * How to focus on successes and progress made while identifying areas for development and next steps. (LT 8.2) | * Recognise their contribution to positive school experiences for children. (LH 8.3) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  How to personalise effective systems and routines which promote efficient time and task management.  *By the end of this phase trainees will* ***understand:***  The importance of supporting their own mental health and wellbeing whilst maintaining a positive, growth mindset and nurturing classroom environment.  *By the end of this phase trainees will be* ***able to:***  Retain good mental wellbeing for every member of the class by developing efficient systems and routines. |
| * How to apply a positive mindset to their own knowledge and practice within the classroom. (LT 8.1, LT 8.2) |
| * The importance of work-life balance with focus on rest, relaxation, nutrition, hydration and physical exercise to support wellbeing. |
| * 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) |
| * The importance of maintaining 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) |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * Common mental health needs in children and related behaviours. (LT 5.2) | * Identify signs of mental health needs in children. (LH 7.5) |
| * How social determinants and disadvantage can affect the physical, mental and academic achievements in children. (LT 7.2, LT 5.1, LT 7.7, LT 1.6, LT 1.3) | * Implement a range of strategies to respond to behaviours associated with mental health issues such as anxiety and stress. (LH 7.5, LH 7.2, LH 7.3, LH 1.1) |
| * How 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) | * Recognise the impact that attachment, ACEs and toxic stress can have an overall development of a child, including academic achievement. (LH 5.2) |
| * Strategies to encourage emotional literacy and support emotional regulation. (LT 7.3, LT 1.1) | * Record and signpost issues for school staff who have overall responsibility for supporting mental health. (LH 8.1, LH 8.6) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Common mental health issues and needs related to children.  *By the end of this phase trainees will* ***understand:***  How early childhood attachment experiences, ACEs, toxic stress and anxiety impact on emotional regulation and particular behaviours.  *By the end of this phase trainees will be* ***able to:***  Identify strategies to develop positive, trusting relationships and support children exhibiting mental health needs. |
| * The importance of monitoring changes in children’s behaviour and recognising needs to implement early support systems. (LT 7.7) |
| * That there are identified staff members who have overall responsibility for mental health and wellbeing in school. (LT 8.1, LT 8.6) |
| * The need to promote a safe and inclusive classroom environment for the promotion of positive wellbeing for all. (LT 7.5) |
|  | **Research, literature and resources supporting curriculum design of Phase 3 and 4.**  GARNER, S., 2020. *Mental Health in Education*. London: Routledge.    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>    NHS, 2022. Mental health for children, teenagers and young adults. [online]. Available from: <https://www.nhs.uk/mental-health/children-and-young-adults>    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> | **Assessment Pertaining to Phase 3.**  Multiple- choice quiz  Case study scenarios  **Assessment Pertaining to Phase 4.**  Reflection activity on critical incidents |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to identify and monitor possible mental health concerns in children. (LT 8.1, LT 8.2, LT 8.6) | * Create a predictable and secure environment to benefit all pupils, especially those with specific mental health needs. (LH 7.2) |
| * How attachment, ACEs and toxic stress may be affecting the needs and behaviours of children in the class. (LT 5.2, LT 5.3) | * Identify connections between emotional and behavioural difficulties and mental health needs. (LH 1.6, LT 7.7) |
| * Strategies to support children’s emotional regulation (LT 7.3) | * Support individual children who may display extreme behaviours in crisis. (LH 7.3, LH 5.3)) |
| * That engaging with families/carers is integral when supporting children experiencing mental health needs. (LT 8.4) | * Respond to any behaviour or bullying that threatens the emotional and physical safety of others. (LH 7.2, LH 7.5) |
| * How to work with identified staff members who have overall responsibility for mental health and wellbeing. (LT 8.1, LT 8.2, LT 8.6) | * Refer concerns to identified staff members. Contribute to written records of events and developments if required. (LH 8.6) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  The whole school approach for supporting mental health and wellbeing and how this reflects current pupil, school and societal needs.  *By the end of this phase trainees will* ***understand:***  How to develop processes that enable ongoing dialogue with parents and carers regarding pupil mental health and wellbeing  *By the end of this phase trainees will be* ***able to:***  Develop positive, trusting relationships with children to support children in maintain good mental health and respond to those who display specific needs. Work alongside and learn from expert colleagues when promoting and supporting mental health. |
| * The importance of working closely and learning from expert colleagues when promoting and supporting mental health within the classroom and wider school community. (LT 8.1) |
| * How to monitor and support personal mental health to guard against stress and burnout. |
| * How to work collaboratively with colleagues to support staff wellbeing and foster positivity in the workplace. (LT 8.1, LT 8.2, LT 8.3) |
| * How 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) |
| * How tailored support for individual pupils is created, implemented and evaluated. (LT 5.7) |
| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * The role of Child and Adolescent Mental Health Services (CAMHS) and other organisations who can help support children experiencing mental health crisis. (LT 8.1, LT 8.6) | * Address ways of supporting families/carers whose children have mental health issues. (LH 8.4) |
| * The role education has in supporting mental health and wellbeing, including a whole school approach. (LT 8.2, LT 8.3) | * Reflect on current circumstances, research and policy related to mental health and wellbeing. (LH 8.1, LH 8.2) |
| * Where to find information and resources to develop an age-appropriate mental health curriculum. (LT 3.1, LT 3.4, LT 3.5) | * Evaluate (and if necessary challenge) mental health and wellbeing practices in school. (LH 8.2) |
| * Strategies for developing positive engagement with families/carers of children who are displaying mental health needs. (LT 8.4) | * Design and sequence an age-appropriate mental health and wellbeing curriculum. (LH 3.1, LH 3.4, LH 3.5) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Policy drivers for adopting a whole school approach to mental health and wellbeing.  *By the end of this phase trainees will* ***understand:***  The importance of educating children holistically about mental health. The role of CAMHS and other agencies in supporting mental health issues in children.  *By the end of this phase trainees will be* ***able to:***  Design and effectively deliver an age-appropriate mental health curriculum. |
| * That collaborative working provides higher quality care and support for children and their families. (LT 8.1) |
| * The role of agencies in supporting children with mental health needs. (LT 8.1, LT 8.6) |
| * How to create and utilise an age-appropriate mental health curriculum. (LT 3.1, LT 3.4, LT 3.5) |
| * The importance of educating children to be emotionally literate and mentally healthy. (LT 3.1, LT 3.4, LT 3.5) |
|  | **Research, literature and resources supporting the curriculum design of Phase 5.**  BETHUNE, A., 2018. *Wellbeing in the Primary Classroom.* London: Bloomsbury.    GARNER, S., 2020. *Mental Health in Education*. London: Routledge.    SELIGMAN, M. 2007. *Authentic Happiness.* London: Nicholas Brealey.    MORRISON MCGILL, R., 2019. *Just Great Teaching*. London: Bloomsbury.    DFE, 2022. Education staff wellbeing charter. *GOV.UK* [online]. Available from: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>    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> | **Assessment Pertaining to Phase 5.**  Design a mental health and wellbeing curriculum  Case study scenarios |