**Primary Initial Teacher Education: Curriculum Plan**

**Mental Health and Wellbeing: Undergraduate Programmes**

**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.

The Professional Strand Studies of the programme provide a bridge between academic study and the development of professional competencies associated with the Teachers’ Standards (DfE, 2013), although there are links to other modules as described below. The curriculum plan addresses the holistic nature of this strand.

Phase 1- Within the first year PED1021 covers children’s social and emotional development, in particular adverse childhood experiences (ACEs), self-regulation and building effective relationships. PED1020 develops students’ knowledge of attachment, ACEs and common challenges in middle childhood which can impact on children’s mental health. PED1019 addresses personal and professional conduct. These modules areas, in combination, will support the development of knowledge related to supporting both personal and pupil mental health. The initial professional practice placement allows students to observe experienced teachers, reflect on the effectiveness of strategies and develop their own knowledge and skills in relation to creating supportive environments that foster positive mental health.

Phase 2- PED2025 focuses on diversity and inclusion in the primary classroom. In relation to mental health this module offers theoretical frameworks that inform student reflections on their own responses to children’s needs; how they engage with children and adults within the school community and procedures how to respond to incidents of bullying, racism, intolerance or any other behaviours that threatens children’s emotional safety and wellbeing. PED2024 contributes to this strand by exploring schools as physical environments, investigating power, agency and control. During developing professional placement students may have opportunities to observe ′expert‛ colleagues identifying and supporting children in need.

Phase 3- PED3021 promotes reflective practice that may focus on critical incidents possibly involving mental health challenges. Effective collaboration with a range of other adults will be explored including support staff in a pastoral role, SENCOs, external agencies, support networks, parents, carers and wider family members. PED3020 studies may lead to mental health developments in light of advocacy, change leadership and school improvement. During the final professional placement, students take on the full roles and responsibilities of a primary teacher, working towards the requirements of the Teachers’ Standards (DfE 2013). Supporting mental health is addressed within Teachers’ Standard 1, 7 and 8.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1** | **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 promote and support teacher resilience (LT 1.2, LT 1.5) | * Recognise factors which enhance their own resilience. (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. (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 the 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 and wellbeing and how the terms interlink. |
| * How resilience is associated to mental health and wellbeing. |
| * How the interaction between individual and contextual factors can have a significant impact on mental health. |
|  | **Research, literature and resources supporting the curriculum design of Phase 1.**  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 quiz on mental health and stigma  Wellbeing personal action plan |
| **Phase 2** | **Trainees will know:** | **Trainees will be able to:** |
| * Common mental health needs in children and associated behaviours. (LT 5.2) | * Identify signs of mental ill health in children. (LH 7.5) |
| * How 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) | * Recognise behaviours associated with anxiety, stress and self-harm. (LH 5.2) |
| * How attachment, adverse childhood experiences (ACEs), toxic stress and anxiety can hinder a child’s emotional development and affect behaviours. (LT 5.2, LT 5.3) | * Implement a range of strategies to respond to behaviours associated with common mental health issues such as anxiety and stress. (LH 7.5, LH 7.2, LH 7.3, LH 1.1) |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * Common mental health issues related to children.   *By the end of this phase trainees will* ***understand:***   * How early childhood attachment experiences, ACE’s and toxic stress impact on emotional regulation and particular behaviours.   *By the end of this phase trainees will* ***be able to:***   * Identify strategies to support children exhibiting mental health needs. |
| * The importance of recognising how early childhood experiences, ACE’s and toxic stress can impact mental health, wellbeing and behaviours. (LT 7.7) |
| * How to promote positive mental wellbeing. (LT 7.5) |
| * How emotional regulation affects the social, emotional and behavioural development of a child. (LT 7.3) |
|  | **Research, literature and resources supporting the curriculum design of Phase 2.**  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>  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 2.**  Multiple-choice quiz  Case study scenarios |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * The role of Child and Adolescent Mental Health Services (CAMHS) and other organisations that can help support children with mental health needs. (LT 8.1, LT 8.6) | * Address ways of supporting families whose children have mental health issues. (LH 8.4) |
| * The role education has in supporting mental health and wellbeing, including adopting 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:***  Importance of educating children holistically about mental health. The role of CAHMS and other agencies in supporting mental health issues in children.  *By the end of this phase trainees will* ***be able to:***  Design an age-appropriate mental health curriculum. |
| * That collaborative working provides higher quality of care for children. (LT 8.1) |
| * The role of agencies in supporting children with mental health. (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) |
| * Importance of educating children about being emotionally literate and mentally healthy (LT 3.1, LT 3.4, LT 3.5) |
|  | **Research, literature and resources supporting the curriculum design of Phase 3.**  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 3.**  Design a mental health and wellbeing curriculum  Case study scenarios |