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

# **Mental Health Strand Undergraduate 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.

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 withinTeachers’ Standard 1, 7 and 8.

| **Phase 1 Mental Health Stigma and Self Care** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **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. | | | 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) | | Intent |
| 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. | | | 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) | |
| Emotional literacy and resilience are associated with mental health and wellbeing. | To access personal support services on campus and beyond | | | 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 recognise factors that enhance their own resilience, wellbeing and identify areas for development (LH 8.1, LH 1.5) | | | Factors support and promote teacher resilience and wellbeing. (LT 1.2, LT 1.5) | | To apply a positive mindset to their own knowledge and practice within the classroom. (LH 8.5, LH 8.6) | |
| It is important to monitor and support personal mental health to guard against stress and burnout (LT 8.1)  University setting | To discuss with expert colleagues (personal tutor) how to use and personalise systems and routines to support efficient time and task management and deconstruct this approach (LH 8.16) University setting | | | It is important to monitor and support personal mental health to guard against stress and burnout (LT 8.1) School setting | | 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) School setting | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | |  |
| True/false quiz on mental health and stigma  Create a wellbeing personal action plan | | | | Review of wellbeing personal action plan | | | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *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  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, 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>  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/  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> | | | | | | | | |

| **Phase 2 Children’s Mental Health and Wellbeing** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | There are common mental needs in children and related behaviours (LT 5.2) | To recognise behaviours associated with anxiety, stress, self-harm and identify signs of mental health needs in children (LH 5.2, LH 7.1) | | | 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 refer concerns to identified staff members. Contribute to written records of events and developments if required (LH 8.14) | | Intent |
| 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) | Outside agencies and school social, emotional, mental health (SEMH) plans help support children experiencing mental health crisis (LT 8.1, LT 8.6) | | | There are identified staff members who have overall responsibility for mental health and wellbeing (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) | |
| Education has a role in supporting mental health and wellbeing, including a whole school approach (LT 8.2, LT 8.3) | To monitor changes in children’s behaviour and recognise the need to implement early support systems (LH 7.3) | | | 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) | |
| 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) Revision from PED1020 sessions) | 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) | | | 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) Revision | | To discuss with expert colleagues class-based and school 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) | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact  To reflect on current circumstances, research and policy related to children’s mental health and wellbeing (LH 8.7) |
| Case study scenarios | | | | Investigate mental health school strategies and support for both children and staff | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *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:*** | | |
| Common mental health issues and needs related to children  That individual social, emotional, mental health (SEMH) plans are in place to protect vulnerable children from mental health risk factors | | | The importance of educating children holistically about mental health  The role of CAMHS and other agencies in supporting mental health needs | | Promote a safe and inclusive classroom environment for the promotion of positive wellbeing for all  Identify and implement 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** | | | | | | | | |
| 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> | | | | | | | | |

| **Phase 3 Whole School and Community Support** | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | There is research and policy related to children’s mental health, wellbeing and how this is influenced by current circumstances and reflected in practice | To reflect on current circumstances and utilise research, policy and organisation materials to develop classroom plans and resources | | | 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 8.10) | | Intent |
| Education has an important role in supporting mental health and wellbeing, including adopting a trauma informed, whole school approach | To devise and deliver class-based activities that foster emotional literacy and wellbeing. | | | Child and Adolescent Mental Health Services (CAMHS) and other organisations/documentation helps support children experiencing mental health crisis (LT 8.1, LT 8.6) Revision | | To discuss with expert colleagues how Child and Adolescent Mental Health Services (CAMHS) and other specific organisations support children within the school (LH 8.10) | |
| School documentation and processes are available for referring children in need to outside organisations | To investigate, evaluate and challenge mental health and wellbeing practices in school | | | Education has an important role in supporting mental health and wellbeing, including adopting a trauma informed, whole school approach (Revision) | | To investigate, evaluate (and if necessary challenge) mental health and wellbeing practices in school (Revision) | |
| Information and resources are readily available for developing an age-appropriate mental health curriculum | To design and sequence an age-appropriate mental health and wellbeing curriculum (LH 3.1, LH 3.3, LH 3.5) | | | Collaborative working provides higher quality of care for children (LT 8.4) | | Develop processes that foster positive engagement with families/carers of children who are displaying mental health needs (LH 8.9) | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| Design areas for a mental health and wellbeing curriculum | | | | Case study involving a child in need obtaining specific school and outside agency support (involves discussions with school staff, can be a past pupil, all information on individuals to strictly remain anonymous) | | | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | | |
| *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 to develop processes that enable ongoing dialogue with parents, carers, identified staff members and outside agencies regarding pupil mental health and wellbeing.  The importance of teaching children about mental health through an age appropriate mental health curriculum and how to incorporate day-to-day activities and support for enhancing wellbeing within the classroom. | | 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. | | |
| **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.  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> | | | | | | | | |