'Healthy Mind, Happy Me' Guidance Booklet

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Introduction

Welcome to 'Healthy Mind, Happy Me', a new curriculum for primary schools designed to support wellbeing and mental health.

Mental health and emotional well-being is now a key part of the education agenda as schools increasingly realise how children's well-being and mental health contributes to their educational and life outcomes. We are also aware of the increase in pressures on our young people, and how exposed many of them are to factors that may compromise their emotional well-being as they develop. Research strongly indicates that schools can play a key role in supporting young people to learn the skills that they need to support their emotional well-being, build their resilience and manage life's challenges. Our aim is that the activities within the 'Healthy Mind, Happy Me' curriculum will help schools to achieve this goal.

This curriculum has been devised as part of Sandwell's 'Whole School Approach to Well-Being'. This project has been developed through a partnership between the Sandwell Public Health Department and the Social, Emotional and Mental Health (SEMH) team within Inclusion Support. The Whole School Approach contains three mutually-supportive elements including:

- The Well-Being Audit and Charter Mark
- The Pupil Well-Being Survey
- The 'Healthy Mind, Happy Me' Curriculum

Our aim is to support schools to analyse the impact of the systems they have in place upon whole-school well-being, and to help them develop a framework that will allow them to make positive changes that will support resilience and encourage pupils, teachers, and parents to thrive. We hope that the whole school approach can help schools to provide high quality, comprehensive and universal support for social, emotional and mental health for all of our young people; including those who may be at risk of experiencing difficulties and those who are already presenting with emotional needs.

This booklet will introduce the new 'Healthy Mind, Happy Me' curriculum to you. It will explain the context of the work and the psychology that underpins each area, as well as describing how you can deliver the curriculum in your school and monitor its impact on your pupils.

We hope that you enjoy it and find it useful in your school.

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Philosophy of the 'Healthy Mind, Happy Me' Curriculum

This new curriculum is underpinned by a philosophy of positive psychology. It focuses on how pupils' mental health and emotional well-being can be nurtured within the school environment. This is achieved through exposure to ongoing opportunities in school that facilitate emotional self-awareness and support the development and learning of an attitude and skills that can promote resilience and emotional well-being.

This approach to supporting and promoting emotional well-being is very different from more traditional models of mental health, which tend to view mental health as a problem within a person that needs to be cured or fixed. The approach for this curriculum works from a perspective that views mental health on a continuum, acknowledging that most people need support at some point in their lives, and recognising this as a normal element of human existence. This perspective not only focuses on the individual, but recognises the role of social and cultural factors on mental health; this may include factors such as educational experience, relationships with family and friends, and the ethos of the wider community.

The 'Healthy Mind, Happy Me' curriculum reflects this philosophy through its strong focus on the things that can be done to promote the mental health and emotional well-being of all pupils within your school. Rather than focussing on difficulties and distress, it gently introduces young people to themes that research shows to support emotional well-being. This approach is done in fun and engaging ways, which can be embedded into the school curriculum.

The curriculum is also influenced by emerging research in the area of Character Education. Character Education is a term used to describe the teaching of children in a manner which promotes the development of attributes and virtues known to be linked with positive life outcomes. Recent research into the area highlights the importance of character traits (e.g. perseverance) to academic success (Weber and Ruch, 2012) and indicates that Character Education can help young people to develop their social and emotional skills. The themes within the 'Healthy Mind, Happy Me' curriculum have been deliberately linked with the virtues addressed within Character Education, and we hope that the curriculum will support young people in your school to further develop their virtues and characteristics, and to reach their full potential.

Mental Health Statistics and Current Research

A key impetus in the mental health in schools agenda relates to recent statistics that clearly indicate increasing levels of mental health concerns in children and young people in the UK, alongside a reduction in funding to services. This is reflected in the high level of attention that is currently given to this topic in the media, which has detailed the personal stories of those affected, communicated the concerns of schools and families, and outlined the economic challenges faced by all public services.

In our work as educators and advocates for young people in Sandwell, we are all well aware of the complex lives led by many of our young people, which can impact them in a range of ways, including through affecting their emotional well-being and mental health. These local experiences are reflected in national statistics which indicate a rise in mental health difficulties in children and young people in the UK. In the Department for Education's recent publications 'Mental health and behaviour in schools' (DFE, 2014) and 'Counselling in Schools: A blueprint for the future' (DfE, 2016) the government reports that one in ten young people aged 5 –16 have a clinically diagnosed mental health disorder. These documents also highlight the impact that poor mental health in childhood can have on future life experiences if adequate support is not put into place.

The National Children's Bureau (NCB) have similarly reported concerning statistics around children's mental health (March, 2015): in addition to one in ten young people having a formal diagnosis, they report that 4% of children are affected by anxiety and depression, and that 12% of children may self-harm. The misuse of social media and cyber-bullying are described as major causes in the rise of emotional disorders along with a rise in family fracture and breakdown.

Promoting well-being early on in a child's life is also of particular importance when we consider that 75% of adult mental health issues begin when the individual is under the age of 18 (Future in Mind, DoH 2015) and half by the age of 14 (NCB, 2015); this provides a clear rationale for early intervention and the provision of high quality universal support provided through schools to which the vast majority of young people are exposed.

Recent Research

There is also an increasing body of research indicating the specific and unique role that schools can play in promoting emotional well-being and positive mental health in children and young people.

The recent Department of Health NHS England report 'Future in Mind' (DoH, 2015) looked specifically at the issue of child mental health and issues related to accessing services. This report emphasised the role that schools can play in helping to support good mental health and in preventing and identifying mental health issues in children and young people. The report cites research indicating that interventions taking a whole school approach to well-being have a positive impact in relation to both physical health and mental health outcomes (Brookes, 2012).

Public Health England's report 'Promoting children and young people's emotional health and well-being: A whole school and college approach' (PHE, 2015) looked specifically at the role of schools in providing high quality universal wellbeing provision. This research highlighted 8 principles that are important when embedding a whole school approach to emotional health and well-being, arguing that if the 8 principles are applied consistently and comprehensively they will help to promote and protect emotional health and well-being.

One of the principles described by Public Health England within this report is 'Curriculum, Teaching, and Learning'. They describe how research indicates that school-based programmes of social and emotional learning have the potential to help young people to acquire the skills they need to make good academic progress, as well as benefitting pupil health and well-being. They emphasise the need for any such curriculum to be practical and relevant, as well as being linked to other areas of the curriculum where possible. This document also highlights links to the OFSTED inspection criteria which state that the role of teaching goes beyond the acquisition of knowledge and achievement, but should also promote the child's spiritual, moral, social and cultural development (PHE, 2015). This document also cross–references to current NICE (National institute of Clinical Excellence) guidelines, which recommend that primary education providers include a curriculum that integrates the development of social and emotional skills (e.g. coping and problem-solving) within all subject areas.

These statistics and research provide a clear rationale for the delivery of work in schools that promotes the emotional well-being and mental health of all pupils at a universal level.

The Sandwell Context

The 'Healthy Mind, Happy Me' curriculum has been developed with the Sandwell population clearly in mind. This is because the mental health of young people in the borough is a key priority within the Local Authority. We believe that many of the issues experienced by the people in Sandwell are representative of many areas of the country and so the curriculum will be of relevance to many schools outside of Sandwell.

We know that Sandwell is an area of high social deprivation (in 2015 we ranked as the 12th most deprived Local Authority out of 326). Many families in our community are exposed to risk factors known to be linked to poor mental health outcomes including poverty, financial insecurity, and discrimination; we also know that many families are exposed to multiple sources of disadvantage.

A recent report specifically exploring young people's mental health in Sandwell (Harvey, 2014) presented some key local statistics which help us to understand the particular and significant challenges that young people in the borough can face, including:

- Sandwell has a higher than average number of young people within its population and the health and well-being of children in Sandwell is generally worse than the average for England

- Sandwell has a lower percentage of pupils achieving 5 or more GCSEs than the national average (Sandwell 54%; national average 60%),

- Sandwell has a higher proportion of 16-18 year olds not in employment, education, or training (Sandwell 6.3%; national average 5.8%),

- Sandwell has a higher rate of hospital admissions for young people due to alcohol specific conditions (54.4 per 100,000 in Sandwell; 42.7 per 100,000 national average),

- Sandwell has worse than average levels of obesity (24.3% of children aged 10-11 in Sandwell; national average 9%).

- Although our teenage conception rate has significantly improved, it is still higher than the national average (46 girls aged under 18 became pregnant for every 1,000 females aged 15-17).

The report's author also pertinently highlights that if we apply the 1 in 10 national statistics to our borough then this would mean that 4762 children in Sandwell or 3 children in every classroom may be experiencing a mental health problem. Of these 4762 children, 2381 of these children may continue to experience difficulties into adulthood.

These local statistics are a reminder of the imperative behind the need for schools to feel supported in preventing, addressing and responding to the mental health and emotional needs of Sandwell's young people, with the whole school approach forming a clear part of this response.

The New SEND Code of Practice (2014): Now Incorporating Social, Emotional and Mental Health

Although the curriculum is a universal approach to well-being, it is important to recognise that it is situated within the changing context of special educational needs and disability (SEND) in schools.

In the most recent edition of the SEND Code of Practice (DfE, 2014) the previous category of social, emotional and behavioural difficulties (SEBD) has been replaced with the new category of social, emotional and mental health (SEMH). This reflects a change in thinking about behaviour that is presented by young people in schools, acknowledging the link with underlying social, emotional or mental health needs that will need to be understood and addressed through appropriate provision. This promotes a change of focus around support and intervention, away from a behavioural model primarily seeking to correct behaviour, and towards a more holistic approach.

The new legislation contained within the revised SEND Code of Practice (DfE, 2014) also places fuller emphasis on integrated working between education, health and care professionals, as well as expecting that all schools have a clear approach to identifying and responding to SEND.

The document describes how:

> "6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder."

Additionally it states that:

> "6.22 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating."

The overall aim of an effective whole school approach to well-being would be a reduction in young people requiring SEN support under the category of social, emotional and mental health (SEMH) through the impact of high quality universal provision for all.

Summary

The development of the new 'Healthy Mind, Happy Me' curriculum was informed by:

- A recognition of the increased social, emotional and mental health needs of children and young people locally and nationally

- The increase in children with emotional well-being and mental health needs being referred to our services

- The identified need within the new SEND legislation for schools to address emotional well-being and mental health issues through their SEN provision in school

- Research indicating the efficacy of whole school approaches to addressing mental health and well-being in schools through an applied curriculum at a universal level

- Our understanding of the role that a positive psychology approach can play in supporting emotional health and well-being

Why a New Curriculum?

Through our work in schools, we are aware that there are a number of curriculums that are currently being used to address issues around emotional health and well-being. Before developing a new curriculum a literature review was undertaken to explore the research base of these programmes and to ensure there was not an existing programme that might meet our requirements. Perhaps unsurprisingly, our key finding was that the SEAL Programme (Social and Emotional Aspects of Learning) (DfES, 2005), was the programme which was the most widely used and which has the strongest evidence base. However, this programme was developed over a decade ago and nothing as robust has been developed since this time. This provided us with a unique opportunity to utilise some of the key strengths highlighted within the research on the SEAL programme, and to add to these using our in-depth knowledge of psychological theory. This also provided an opportunity to integrate thinking from the area of Character Education.

We have developed a character for each module in the curriculum. Each character is used as a vehicle through which many of the ideas of each module are presented. We hope that pupils will identify with and relate to the characters, and that they will provide an engaging way of introducing the theme of the module to pupils through the use of stories and activities in which they feature.

Whitney
- Lives in Wednesbury
- Single parent family with two siblings
- Would like to be a teacher
- Promotes self-confidence, discipline, and empathy

Spike
- Lives in Smethwick
- His parents are separated and he has a new step-brother
- Would like to be an inventor
- Promotes self-belief, creativity, determination, perseverance, and responsibility

Roza

- Lives in Rowley Regis
- An EAL child, born in Poland but currently living with her Grandparents and has a vision impairment
- Would like to be a ballerina
- Promotes helpfulness, caring for others, gratitude, and co-operation

Wajid

- Lives in West Bromwich
- A dual heritage child who has a brother with a disability
- Would like to be a police man
- Promotes gratitude, equality, responsivity, and co-operation

Tabassum

- Lives in Tipton
- Lives with her mother, father and three siblings
- Would like to be a charity worker
- Promotes friendliness, empathy, co-operation, honesty, respect, and forgiveness

Ollie

- Lives in Oldbury
- A looked after child living with a same sex family and their dog
- Would like to be a journalist
- Promotes courage, patience, and a positive attitude

The Structure of the Curriculum

The curriculum has been designed to be used flexibly. This means it can be delivered in its entirety, using a spiral approach where three themes are undertaken during each academic year. Alternatively, it can be used more flexibly to support schools to focus on the areas which will have the most impact, or which relate to the needs of the setting. This also provides the opportunity for schools to use the materials to add to or enrich their existing well-being/PSHE curriculum.

This curriculum is comprised of six key modules, which can be introduced and then revisited at different points, allowing young people to develop their thinking, skills and knowledge as they mature through their primary schooling. We have produced an individual booklet for each module containing the required lesson plans and resources.

These modules are:

- All About Me
- Friendships
- Resilience and Coping
- Belonging
- Being the Best Me I Can Be
- My Wider World

Each module contains several sub-themes, which are introduced through the delivery of six lessons. If the curriculum is delivered in its totality then each module is revisited on three or four occasions throughout primary school (depending upon the module), with lesson plans provided that build upon previous learning. This means that there are many lessons created to address each module, adapted to meet the needs of children as they get older, building on their knowledge and understanding over time. Each module is also linked to the virtues from Character Education. In the introduction to each module, a brief introduction to the underpinning psychology is provided, and further supplementary information can be provided on request. A summary of the structure of the content of the curriculum is also provided in table 1.

Passport

Throughout the curriculum, pupils will be encouraged to create a reflective log, or passport that will allow them to evidence their social and emotional development. These passport logs will include child-focussed learning objectives that the pupils can engage with and suggestions for practical pieces of evidence that can be included for each module. If schools choose to take on the whole 'Healthy Mind, Happy Me' curriculum, this passport can be used as a central tool to track pupils progress across academic years. Pupils can take ownership of how their passports look and the evidence they wish to include. Time should be given in each module for the development of this log.

Flexibility and Creativity

This curriculum is offered to you in a way that allows for adaptation, flexibility and contextualisation. It is not prescriptive and follows the ethos of the Charter Mark in terms of ownership by schools. We hope that this will allow for creative application to your unique environments.

Table 1 outlines the structure of the spiral curriculum. Each colour block represents each year group as they move up through the school over time and each block contains six individual lessons addressing that theme, totalling a maximum of eighteen lessons per year.

Table 1: The spiral curriculum structure.

YEAR ONE

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R	■ (red)		■ (red)		■ (red)	
Year 1		■ (blue)		■ (blue)		■ (blue)
Year 2	■ (yellow)		■ (yellow)		■ (yellow)	
Year 3		■ (purple)		■ (purple)		■ (purple)
Year 4	■ (orange)		■ (orange)		■ (orange)	
Year 5		■ (pink)		■ (pink)		■ (pink)
Year 6	■ (green)		■ (green)		■ (green)	

YEAR TWO

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1		■ (red)		■ (red)		■ (red)
Year 2	■ (blue)		■ (blue)		■ (blue)	
Year 3		■ (yellow)		■ (yellow)		■ (yellow)
Year 4	■ (purple)		■ (purple)		■ (purple)	
Year 5		■ (orange)		■ (orange)		■ (orange)
Year 6	■ (pink)		■ (pink)		■ (pink)	

YEAR THREE

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1						
Year 2	■ (red)		■ (red)		■ (red)	
Year 3		■ (blue)		■ (blue)		■ (blue)
Year 4	■ (yellow)		■ (yellow)		■ (yellow)	
Year 5		■ (purple)		■ (purple)		■ (purple)
Year 6	■ (orange)		■ (orange)		■ (orange)	

YEAR FOUR

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1						
Year 2						
Year 3		■ (red)		■ (red)		■ (red)
Year 4	■ (blue)		■ (blue)		■ (blue)	
Year 5		■ (yellow)		■ (yellow)		■ (yellow)
Year 6	■ (purple)		■ (purple)		■ (purple)	

YEAR FIVE

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1						
Year 2						
Year 3						
Year 4	■ (red)		■ (red)		■ (red)	
Year 5		■ (blue)		■ (blue)		■ (blue)
Year 6	■ (yellow)		■ (yellow)		■ (yellow)	

YEAR SIX

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5		■ (red)		■ (red)		■ (red)
Year 6	■ (blue)		■ (blue)		■ (blue)	

YEAR SEVEN

	All About Me	Friendships	Resilience & Coping	Belonging	Being the Best Me I Can Be	My Wider World
Year R						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6	■ (red)		■ (red)		■ (red)	

Monitoring Impact

We are very aware of the need for schools to be able to monitor the well-being of pupils and to be able to provide evidence of the impact of interventions that are put in place. Inclusion Support has developed a well-being screening tool for primary schools, which can be used to assess well-being at a group level. This tool highlights trends and it can also be used prior to a class beginning the curriculum. If you would like more information about the Sandwell Pupil Well-being Survey, please contact Inclusion Support.

We are also happy to discuss alternative methods of exploring the impact of the curriculum with schools on request.

Creating a Positive Environment for Curriculum Delivery

It is very important that the curriculum is delivered in a context where teachers and pupils all feel safe and secure. This can be achieved through the development of ground rules or expectations for the group that are agreed by pupils and staff and are referred to at the beginning of every session. Before you start the curriculum, you may want to spend time developing these expectations with pupils; and for young pupils this activity may need to be simplified, with suggestions provided by the teacher. Once the contract is agreed it should be written up (perhaps on flip chart paper or on the interactive whiteboard), displayed clearly, and referred to at the beginning of each teaching session.

The focus of these should be on generating positive ground rules and acknowledging that emotions can feel intense. It is important that everyone is supported to feel safe and given a safe space to share their thoughts and feelings.

Your ground rules or 'expectations for the session' may include:

- Listen to others
- Be polite
- Respect other people's views
- Be kind
- Include everyone
- Look after yourself
- It's ok to pass
- Use kind words
- Talk to a teacher if you feel upset

Confidentiality

Confidentiality is an important ethical consideration that is required to ensure that pupils feel safe and secure to participate in the curriculum lessons. This should also be explained and emphasised at the beginning of each session. You might want to share the following information, in a way that you feel is appropriate for your class:

Confidentiality means: 'not telling anyone else about what anyone has said during the lessons. This means that whatever you say will be kept within the classroom'.

Confidentiality is: 'respecting everyone's right to privacy', 'keeping information safe', 'not telling other people what someone has said', 'not gossiping', 'not talking about what has been said at break times or lunch times'.

However, it is okay to tell information to a teacher or another adult in school if something that someone has told you has worried you, or if you are worried that someone might not be happy or safe.

Safeguarding

It is important to consider the possibility that due to the emotional content of some of the sessions, pupils may feel able to share new information about themselves and their lives; on very rare occasions, safeguarding issues may emerge. If this happens, it is important that the usual safeguarding procedures of the school are followed.

General guidelines for managing disclosures include:

- Undertake an initial assessment of risk through supportive and non-judgemental questioning
- Ask permission to share information or if you are concerned that the child or young person is at risk of harm explain that the information will need to be shared in order to keep them safe
- Make detailed notes following any disclosure, as soon after the disclosure as possible
- Share information with your designated Child Protection Officer and ensure any concerns are formally recorded and follow up this as required
- Do not leave the school building without sharing the information with your Child Protection Officer

Supporting Children with SEND

As with any aspect of curriculum teaching, pupils with SEND may need additional support to access the curriculum, be included and learn. The usual principles of inclusion and differentiation should be used to make sure that this is achieved.

General principles:
- Consider need for differentiation and adult support within activities E.g. pupils with SEND may require: visual support, simplified language, repetition of instructions, checking understanding, support with literacy-based tasks, physical considerations
- Consideration of group dynamics based on individual needs if required
- Consider the use of lesson plans for a younger age group if this is appropriate for the developmental stage of some SEND pupils
- Consider opportunities to revisit the lessons with SEND pupils, if this is appropriate for extending and consolidating their understanding

Overview of the Themes and Structure

Table 2 provides a summary of the curriculum, including the themes, sub- themes, links to the character education and the underpinning psychological theories, concepts and frameworks. In the next section of the booklet more detail on each section and its content is provided.

Table 2: Curriculum Summary

Theme	Sub themes	Links Character Education	Underpinning Psychological Theories and Frameworks
All About Me	Self-Awareness Understanding feelings Self-Esteem Self-Regulation	Self-Discipline Confidence Empathy	Personal Construct Psychology Self-Efficacy and Self-Concept Locus of Control Positive Psychology Humanistic Psychology
Friendships	Considering other people's emotions and perspectives Working together Social problem solving	Friendliness Honesty Forgiveness Co-operation Respect Empathy	Attachment Theory Developmental Psychology Theory of Mind Social Psychology Social Learning Theory Humanistic Psychology
Resilience & Coping	Conflict management Positive coping strategies Reframing failure Facing adversity Self-Regulation/self-control Responsible decision making Self-management	Courage Patience Attitude	The Psychology of Resilience Locus of Control Mindfulness Cognitive Behavioural Theories
Belonging	Celebrating differences Attachment Respecting others Culture Supporting others	Caring Helpfulness Gratitude Co-Operation	Attachment Theory Nurture Theory Systemic Theory Humanistic Psychology Positive Psychology Community Psychology Ecological Systems Theory
Being the Best Me I Can Be	Effective learning Setting/planning/reaching goals Creativity Encouraging mastery goals High expectations	Determination Responsibility Perseverance Creativity Self-Belief	Goal Setting Solution Focused Psychology Self-Actualisation Motivation Theories Humanistic Psychology Positive Psychology Self-Efficacy Locus of Control
My Wider World	Being a member of my community Celebrating community/differences Cultural awareness	Gratitude Tolerance Responsivity Co-Operation	Ecological Systems Theory Community Psychology Humanistic Psychology

Curriculum Overview

Module 1: All About Me

This is the first module of the curriculum and enables the children to reflect on their uniqueness. It develops over time to help children think about emotions and how they express and control their feelings.

The sub-themes of this module are:
- Self-awareness
- Understanding feelings
- Self-esteem
- Self-regulation

Links to Character and Virtues

In this module, pupils will be introduced to the character virtues of self-discipline, self-confidence and empathy.

- Self-discipline: The ability to control one's feelings, manage one's weaknesses and get things done
- Self-confidence: A feeling of trust in one's abilities, qualities, and judgement
- Empathy: The ability to understand and share the feelings of another

This will begin with a story about Whitney, which explores how she copes when an issue arises with her friend on the football team. This story is designed to get pupils to reflect on individual characteristics and to get them to think about how individuals express their emotions in tricky situations. Throughout the theme pupils are introduced to activities that help them to think about themselves, their identity, and their emotions.

Psychological Aspects of the Module

The 'All About Me' module is underpinned by a number of psychological theories and approaches including: Personal Construct Psychology, Positive Psychology and Humanistic Psychology. The aim is that, over time pupils will be supported to develop a strong sense of self-efficacy, self-awareness, and self-esteem.

What is Personal Construct Psychology?

Personal Construct Psychology is interested in how individuals apply personal meaning to the world and to their experiences. It was developed by a psychologist called George Kelly in the 1950s. Kelly suggested that we look at people as if they are 'scientists', meaning that we all conduct individual behavioural experiments to test out our current perceptions and interpretations of the world. The theory accepts that everyone will interpret things in different and unique ways.

Personal Construct Psychology is relevant to this module because we are interested in pupils' unique views of themselves and the world around them. The module encorages them to think about their unique qualities and their own "core values" that guide their thoughts and their behaviours.

What is Positive Psychology?

Positive Psychology is the science of positive aspects of human life, such as happiness, well-being, and flourishing. It can be summarised in the words of its founder, Martin Seligman, as the 'scientific study of optimal human functioning that aims to discover and promote the factors that allow individuals and communities to thrive'. The entirety of the 'Healthy Mind, Happy Me' curriculum is underpinned by positive psychology. This is because it focuses on all of the things that can be done to enhance and promote well-being using a strengths-based approach.

What is Self-Efficacy?

Psychologist Albert Bandura has defined self-efficacy as one's own belief in one's ability to succeed in specific situations or accomplish a task. A child's sense of self-efficacy can play a major role in how they approach goals, tasks, and challenges. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Pupils who believe in their capabilities are more likely to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They set themselves challenging goals and maintain a strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks.

This module focuses on getting the pupils to think about their personal qualities and strengths, with links to the virtue of self-discipline. The activities have been designed to help pupils to begin to develop a sense of self-efficacy from the time that they start school.

What is Humanistic Psychology?

Humanistic, Humanism and Humanist are terms in psychology relating to an approach which studies the whole person, and the uniqueness of each individual. Essentially, these terms refer to the same approach in psychology. Carl Rogers was the founder of Humanistic Psychology in the 1950s and was interested in uniquely human issues such as self-actualisation, hope, creativity and individuality.

Humanism is a psychological perspective that emphasizes the study of the whole person. Humanistic Psychologists look at human behaviour not only through the eyes of the observer, but through the eyes of the person doing the behaving. Humanistic Psychology is not so much a discipline within psychology as a perspective on the human condition that informs psychological research and practice.

Through exposure to this module pupils will:
- Develop an awareness of what makes them unique as individuals and value these traits and perspectives
- Learn, understand, and apply the language of emotions in a range of contexts
- Learn a number of strategies that they might use to help manage their feelings and emotions
- Understand what is meant by 'character' and consider the character virtues that they would like to possess

Module 2: Friendships

In this module, pupils are introduced to the concept of friendships as important relationships in their lives. This module will help them to consider how important friendships can be, the characteristics that make a good friend and how to manage situations that go wrong. Through a range of activities, they are supported to engage in tasks designed to promote their awareness and understanding, which will support them to develop good interpersonal and problem-solving skills.

The sub-themes within the 'Friendships' module are:
- Considering others people's emotions and perspectives
- Working together
- Social problem solving

Links to Character and Virtues

During this module the pupils will be introduced to the characteristics of friendliness, honesty, forgiveness, co-operation, respect, and empathy:

- Friendliness: Being a good friend
- Honesty: Being truthful and sincere
- Forgiveness: The action of being forgiven or forgiving others
- Cooperation: Working or acting together with others
- Respect: Due regard for the feelings, wishes, or rights of others
- Empathy: The ability to understand and share the feelings of another

This will begin with a story about Tabassum. Through a series of structured lessons, the pupils will undertake activities that encourage them to think about the importance of friendships and how these can be achieved and maintained through applying a range of skills including considering alternative perspectives, showing empathy, and applying problem solving. They will also be encouraged to think about the skills that they would like to develop in themselves in order for them to be a good friend to others. As the module develops and is re-visited over time the pupils will also be gently introduced to the ideas of honesty and forgiveness as important aspects of successful friendships and relationships.

Psychological Aspects of the Module
This module is informed by a number of major psychological theories and approaches, which inform our thinking and understanding about perspective-taking, communication, and social problem-solving, which are all components of successful and fulfilling relationships with others. These psychological approaches include:

- Developmental Psychology
- Attachment Theory
- Theory of Mind
- Social Learning Theory
- Ecological Systems Theory

What is Attachment Theory?

Attachment theory emerged from the work of John Bowlby in the 1950s. It is a psychological model that attempts to describe the dynamics of long-term and short-term interpersonal relationships. Attachment theory focusses on the study of the emotional bonds between people and the conditions that need to exist for relationships to be secure. It highlights early relationships (between the child and primary caregiver) as fundamental in promoting positive attachment behaviours through life and helps us to understand what might happen if these early attachment experiences are compromised.

What is Theory of Mind?

'Theory of Mind' is the term used to describe an individual's ability to attribute feelings, thoughts and beliefs to others. This is a skill that children develop as they grow up and that people with autism often find very challenging. Problem solving within friendships is an important skill that requires young people to consider alternative perspectives, and so this module supports young people to think explicitly about this and begin to apply 'Theory of Mind' to a number of situations with the hope that they will generalise these skills to their real lives.

What is Social Learning Theory?

Social Learning Theory emerged from the social psychology paradigm, which is interested in how humans think and behave and in how we are influenced by others and the world around us (i.e. context). Social Learning Theory was developed by the psychologist Albert Bandura; it suggests that learning is a cognitive process that takes place in a social context and which takes place through observing others, imitating and through modelling or direct teaching.

What is Ecological Systems Theory?

This theory was developed by the psychologist Urie Bronfenbrenner, who was interested in human functioning in the context of the many environmental systems that operate around an individual. The theory helps us to understand the important influence of each person's network of friends, family and community on their behaviour and development. It also recognises the influences of wider forces such as the political system and the media on human beings. The theory also highlights that the systems that we encounter will change over the course of our lifespans, and that these different environments will affect the behaviour of individuals to varying degrees.

Through exposure to this module pupils will:
- Consider what is meant by 'friendship' and will explore the character virtues that underpin being a good friend to others
- Think about the importance of considering other people's perspectives in situations
- Think about the interpersonal skills that are required when managing friendships and relationships with others
- Develop an understanding of what they might be able to do when things go wrong within friendships and relationships

Module 3: Resilience & Coping

In this module, children are introduced to the concepts of resilience and coping. Over time they are introduced to a range of approaches that may help themselves and others in times of stress or change.

The sub-themes of this module are:
- Conflict management
- Positive coping strategies
- Reframing failure
- Facing adversity
- Self-regulation/self-control
- Responsible decision making
- Self-management

Links to Character and Virtues

During this module, the pupils will be introduced to the characters of courage, patience and attitude:
- Courage: Acting with bravery in fearful situations
- Patience: The ability to wait, or to continue doing something despite difficulties
- Positive Attitude: The ability to have positive thoughts about one's self and one's environment even when things are not going as one would hope

Module three will feature a story about Ollie. This will lead onto a number of activities that will facilitate the pupils to think about how they can boost their own resilience, look after others and cope with change. They will learn that this can be achieved through applying a range of coping strategies, including asking adults for help. There is also a focus on the virtues of courage, patience, and a positive attitude.

Psychological Aspects of the Module

This module is informed by our understanding of the following psychological theories and approaches, all of which inform our understanding of how people react, cope and recover when things are challenging or go wrong:
- The psychology of resilience
- Locus of Control
- Mindfulness
- Cognitive Behavioural Theories

Through engaging with the content in this module pupils will be introduced to the vocabulary of resilience, supporting their overall understanding of what it means generally and what it might mean for them as individuals. Through their engagement with the lessons they will develop strategies that help them to look after themselves, with a focus on asking adults for support. They will be supported to develop their own self-awareness and they will be taught mindfulness techniques and other concrete strategies that they can begin to use to help themselves in times of need. Transitions and change are also explored within this theme. The idea of finding change challenging and worrying is explored and normalised with strategies that can support pupils to cope.

What is Resilience?

The psychology of resilience has been a prominent area of study for several decades. This area of research and theory can be used to inform the ways in which we can support children to endure challenges, cope with life's inevitable stresses and bounce back.

"A resilient child is one who can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes" (Newman, 2002)

"Resilience seems to involve several related elements. Firstly, a sense of self-esteem and confidence, secondly a belief in one's own efficacy and ability to deal with change and adaptation; thirdly a repertoire of social problem-solving approaches" (Rutter, 1985).

Michael Rutter, one of the pioneers of the field, found that resilience in children can be increased by both protective environmental factors and by supporting them to find healthy ways of engaging with difficult situations. For instance, children may benefit from being helped to have a positive appraisal of their self or to think differently about events, thus enhancing their ability to cope.

The psychology of resilience tells us that:
- Developing resilience and maintaining good mental health is the result of a complex interplay between risk and protective factors

- As the risks accumulate for children and young people, more protective factors are needed to counterbalance them

- Individuals are often able to cope so long as the balance among risks, stressful life events, and protective factors is manageable

- When risk factors and stressful life events outweigh protective factors, even the most resilient individuals can develop problems

- Resilience has been identified as a key factor in enabling us to manage stressful events in our lives more effectively

What is Mindfulness Theory and Practice?

Mindfulness approaches have received a lot of attention over the last five years, and are now widely considered useful and effective in supporting the mental health and well-being of individuals.

Mindfulness approaches are rooted in Buddhist traditions and focus on achieving a state of acceptance and awareness of what is happening in one's experience in the present moment. This is achieved through the use of techniques which focus one's awareness on one's feelings, thoughts, and bodily sensations, acknowledging and accepting what one finds, without judgment. Mindfulness is increasingly used as a therapeutic technique.

"Mindfulness means paying attention in a particular way; on purpose, in the present moment, and non-judgmentally." (Mindfulnet.org, 2016)

Mindfulness is an approach that incorporates techniques including: meditation, guided visualisations, deep breathing and deep relaxation.

What are Cognitive Behavioural Theories?

Cognitive Behavioural Theories are a set of theories developed by psychologists which reflect the importance of considering both cognitive (thinking) and behavioural (doing) aspects when we are interpreting how people think and behave. Cognitive-behavioural interventions can be wide-ranging, but all target both cognitive and behavioural problems with a range of cognitive and behavioural strategies together in an integrated way. These theories all recognise the impact of thinking on behaviour.

Cognitive Behavioural Therapy (CBT) is a well-known evidence-based intervention that is informed by Cognitive Behavioural Theory. This is a psycho-social intervention used to treat people experiencing mental health or well-being difficulties. It is based on the assumption that how we think (cognition), how we feel (emotion) and how we act (behaviour) all interact, and that our thoughts determine our feelings and behaviour. During CBT, individuals are supported to challenge their assumptions, re-interpret situations and modify their behaviour using a range of strategies.

What is Locus of Control?

In the psychology of personality, 'Locus of Control' refers to the extent to which individuals believe they can control events affecting them. Julian B. Rotter developed the concept in 1954.

This concept suggests that individuals can be categorised as having an internal or external locus of control. A person with an **internal locus of control** believes that he or she can influence events and their outcomes, while someone with an **external locus of control** blames outside forces for everything. Having an internal locus of control is considered to be more positive for an individual's emotional health and well-being, as it can protect against feelings of helplessness.

Through exposure to this module pupils will:
- Develop an understanding of resilience
- Be able to identify some ways in which they can ask for help and help themselves through times of stress or change
- Be aware of how they might sometimes be able to help others
- Understand the concept of mindfulness and be familiar with a simple mindfulness technique

Module 4: Belonging

The 'Belonging' module aims to allow pupils to consider the different networks they belong to, i.e., their friends, family, school, and wider community. They are encouraged to think about how they belong to a number of communities and how they might be able to develop links that may enhance their well-being. It also encourages them to consider how other people's lives may be different to their own and to embrace this diversity.

The sub-themes included in this module are:
- Celebrating differences
- Attachment
- Respecting others
- Culture
- Supporting others

Links to Character and Virtues
During this module pupils will be introduced to the following characters virtues that link directly to the theme:
- Caring: giving attention to the people and things that matter to us
- Helpfulness: giving or rendering aid or assistance
- Gratitude: feeling and expressing thanks
- Co-operation: working or acting together with others

This module will feature a story about Roza. Through experiencing this module over time, pupils will be encouraged to think about what people do for them and what they might be able to do to help others. They will also explore the idea that a sense of belonging can be achieved in different ways and that people's families and cultures may be different to their own. They will undertake activities to help them to identify the positive characteristics of people in their community who have made a difference in their lives, and to begin to think about the type of person that they would like to become as they grow up.

Psychological Aspects of the Theme
This theme is heavily underpinned by Community Psychology and Ecological Systems Theory, both of which explore the role of the community and individuals' wider context as fundamental to well-being. It also draws on Personal Construct Psychology, systemic theories, Nurture Theory, and Attachment Theory, all of which explore the importance of relationships, connectedness, and being valued as important for well-being.

What is Community Psychology?

Community psychology is a branch of psychology that was founded by Roy Rappaport in the 1970s. It involves the study of how individuals relate to their communities and the reciprocal effect of communities on individuals. It is therefore interested in how communities function and how this affects community members. Community psychologists seek to understand the quality of life of individuals, communities, and society. A core value of community psychology is seeking social justice through research and action. Community psychologists are often advocates for equality and policies that allow for the well-being of all people, particularly marginalized populations.

What is Systemic Theory?

Systemic psychology is a branch of both theoretical psychology and applied psychology that studies human behaviour and experience in complex layers known as 'systems'. The emphasis of this approach shifts away from focusing solely on the individual, and towards each person's interactions with those around them.

Family Systems Theory specifically, tends to view the family as a system and family relationships as an important factor in psychological health. A systemic approach supports problem solving though focussing on exploring, acknowledging, and addressing the dynamics of the family unit rather than focussing on the individual.

What is Nurture Theory?

Nurture Theory is the opposite of theories that suggest our development is primarily affected by our genetic makeup. Rather it suggests that a young person's environment and experiences are key to their development, particularly during childhood. This view has had a significant impact on the areas of parenting and education, with practitioners widely accepting the role that positive and nurturing approaches can have on promoting positive outcomes for young people.

Nurture groups in schools are based on the application of Nurture Theory. They endeavour to support children's social and emotional development through regular access to a learning environment that is strongly underpinned by nurturing principles such as: taking a developmental approach, providing a secure base, and understanding behaviour as a communication.

Through exposure to this module pupils will:

- Be able to Identify the networks that they belong to
- Show awareness of how other people's lives may be different to their own
- Be aware of the characteristics of a range of people that contribute to their community
- Have some awareness of the type of person that they would like to become as they grow up

Module 5: Being the Best Me I Can Be

This module focusses on getting pupils to think about their strengths, goals and preferred futures from an early age. They are encouraged to think about the people who inspire them and the characteristics that make them special, recognising that everyone is different and unique. Over time pupils are encouraged to set personal goals to work towards and guide them as they grow up. Finding things difficult is also normalised and the idea that sometimes 'good enough, is good enough' is explored. The concept of perfection is also explored and defined as being unrealistic in most situations.

The sub-themes of the module include:
- Effective learning
- Setting/planning/reaching goals
- Creativity
- Encouraging mastery goals
- High expectations

Links to Character and Virtues
During this module, pupils will be introduced to the following character virtues that link directly to the theme:

- Determination: The attitude that it is worth trying hard to do something you value, even though it may be very difficult
- Responsibility: The ability to choose what should be done, and to accept accountability for your choices and actions
- Perseverance: Persistence in doing something despite difficulty or delay in achieving success
- Creativity: Coming up with new ideas and insights
- Self-belief: Belief in one's ability to succeed in specific situations or accomplish a task

This module will feature a story about Spike. The aim of the module is to support young people to have high aspirations to work towards as they grow up. They are supported to think ahead, set goals, have self-belief, and engage in behaviours and thinking that may help to facilitate their personal goals, whatever these might be.

Psychological Aspects of the Theme
The activities within the module are influenced by several areas of psychology that are used to help individuals to be self-aware, aspirational, and able to set focussed or mastery goals. These areas of psychology include solution-focussed approaches and various theories of motivation. These theories and concepts help us to understand how individuals can be supported to work towards leading satisfying and fulfilled lives, experiencing feelings of competence and ultimately self-actualisation.

What are Solution Focussed Approaches?

In psychology, solution focussed approaches are applied in a wide range of ways, but they always incorporate personalised and strengths-based values. These approaches seek to help people to identify and work towards their personal goals. Solution focussed techniques involve taking the focus away from the problem and towards a solution. This is achieved through approaches such as using future-focused questions, scaling exercises to measure progress, and identifying preferred futures.

What is Self-Actualisation?

Self-actualisation is a concept developed by Abraham Maslow, employed in Humanistic Psychology. This theory suggests that self-actualised people are those who are fulfilled and doing all that they are capable of. The growth of self-actualization refers to the need for personal growth and discovery that is present throughout a person's life.

What are Mastery Goals?

Mastery goals are the opposite of performance goals (i.e. aiming to reach an externally prescribed standard). Instead, mastery-oriented goals are defined in terms of a focus on personal learning, mastering the task according to self-set standards, and self-improvement. A mastery-oriented approach also encompasses developing new skills, improving or developing competence, trying to accomplish something challenging, and trying to gain an understanding or insight. Personal goal setting against self-standards that is undertaken in a supportive context can help individuals to feel motivated to work towards their own long-term goals.

What are Motivation Theories?

Many influential models of motivation have emerged from the field of psychology over the years, which help us to understand how people behave and why. One of the most influential theories is Maslow's Hierarchy of Needs which outlines how an individual's basic needs (e.g. physiological needs and safety needs) must be addressed before they can be motivated to work towards higher level needs (e.g. esteem and self-actualisation). This theory has been very influential in the development of educational interventions such as Nurture Groups and is very useful when we are discussing young people's readiness to learn.

The Goal Setting Theory of Motivation that was developed by Edwin Locke in the 1960's offers an alternative perspective. This model suggests that goal setting is linked to task performance and that clear, focussed and difficult goals are associated with greater motivation. This model highlights the importance of clear, focussed, realistic and challenging goals.

Through exposure to this module pupils will:

- Be able to identify their personal strengths
- Understand what is meant by having high aspirations and ambitions
- Have an understanding of goal setting
- Set simple goals to work towards in the future

Module 6: My Wider World

This module allows pupils to think about not only how they can help others in their community, but also allows them to reflect on the support network they have around them.

The sub-themes within the module are:
- Being a member of community
- Celebrating community/differences
- Cultural awareness
- Rights and responsibilities

Links to Character and Virtues
During this module, pupils will be introduced to the following characters virtues that link directly to the theme:
- Gratitude: Feeling and expressing thanks
- Tolerance: The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with
- Responsivity: being responsive to the needs and feelings of others
- Co-operation: Working or acting together with others

Featuring stories about Wajid, the overall aim of this module is to support pupils to think about the world around them and their connectedness with it. They will participate in activities that support them to think about the features of their own community and how this is similar to or distinctive from other communities. They will think about the people who contribute to their own community and what they might be able to do to contribute in their own way. They will also be supported to think about the rights and responsibilities they have within their communities and the ways in which they can uphold these.

Psychological Aspects of the Theme
This module draws on areas of psychology that help us to understand the importance of how individuals function within a wider context such as a community. They also emphasise the importance of relationships and connectedness to others. These theories include Ecological Systems Theory, Community Psychology and Humanistic Psychology (See definitions in previous sections).

Through exposure to this module pupils will:
- Have an understanding of the term 'community' and what it means to them
- Understand that communities can be different to one another
- Understand what it means to be connected to others
- Understand the importance of showing gratitude to others
- Develop an understanding of their rights and responsibilities

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