

**MENTAL HEALTH AND WELL-BEING CURRICULUM**

We offer a broad and varied range of learning activities and opportunities for all children in order that they develop the personal skills and attributes (e.g. identifying and sustaining positive relationships, risk assessment and resilience) needed to thrive in modern society, whilst nurturing their own mental health and wellbeing.

The flowchart identifies how each component part of our curriculum supports each other. We have provided a little more detail below, of what we offer.

**Class Based Activities**

The majority of children enjoy good mental health and wellbeing with support at classroom level. Personal Development is a key focus and one that is addressed in order that children are ready and able to learn. Identifying, nurturing and sustaining mental health and well-being is reflected in the school aims and is woven through every aspect of school life. Opportunities for learning and support include:

**Personal, Social, Health and Economic (PSHE) Education**

During discrete weekly lessons all children learn in PSHE (Personal, Social, Health and Economic) Education how to look after their own physical and mental health through nurturing positive relationships, enjoying a balanced diet and sufficient sleep as well as regular exercise and hobbies. We use the SCARF scheme of work as a structure for our curriculum although we also select key specialist materials from other sources to supplement and enhance children’s learning (e.g. The Expect Respect Healthy Relationship Toolkit; NSPCC’s PANTS materials, A Moffat’s No Outsiders: Everyone Different, Everyone Welcome). For more detail please reference our PSHE pages in the Curriculum section of the website.

**Rest Easy Programme**

Every child in school engages with daily five to ten minute mindful activities after lunch during which time they also learn and practise strategies which children use to help manage their mental health and well-being.

Website: <https://www.resteasytraining.com/schools>

**Agencies for support**

As early intervention is key, staff may signpost parents and carers to a variety of resources including specific charities such as:

NSPCC <https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>

Place2Be <https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/>

NHS Every Mind Matters - <https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

NHS MindEd - <https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs-parents-carers-information/>

Young minds - <https://www.youngminds.org.uk/>

Wirral – [www.familytoolbox.co.uk](http://www.familytoolbox.co.uk)

**Interventions**

If any child experiences mental health issues which are not addressed and resolved through activities and life in everyday school then in discussion with parents or carers, there are a number of interventions that staff may use to support a child. Some of these interventions are explained in a little more detail below:

**ELSA**

Mrs Burden is our vastly experienced ELSA practitioner, who uses a number of approaches to help children identify, explore the challenges they are facing and provides them with various strategies to enable to them to help prevent, deal with and/or even overcome any anxiety or concerns. Mrs Burden carefully assesses each child’s needs and works with children individually and in small groups depending upon need.

**Lego Therapy**

By providing a joint interest and goal setting, LEGO® building can become a medium for social development such as sharing, turn-taking, making eye-contact and following social rules. This allows staff and children to build a rapport, trust and a foundation on which to explore other areas of interest such as building relationships.

**Socially Speaking**

This language programme aims to increase self-esteem and improve listening skills and expressive language abilities. For KS2, this focuses on the development of social and relationship skills, play times, self-organisation, regulation and stress management.

**Thera-play Counselling**

In the event that the child is still experiencing managing their mental health, or in order to effect early intervention, the Headteacher and Mental Health Lead Practitioner, may with parental support seeks support and adive from further external agencies.

**Further Support**

In the event that a child is still experiencing difficulties managing their mental health and/or to ensure early intervention and prevent such difficulties, the Mental Health Lead in consultation with both a child’s class teacher and their parents/carers, may decide to seek further support. This could include:

**Play Led Counsellor**

Children have a 45 minute weekly session with a trained counsellor provided and funded by Merseyside Therapy and Counselling Centre. Parents are updated on progress and the session is to help explore emotions, thoughts and mental health with a view to identifying strategies to support and solutions to any difficulties faced.

**Mental Health Support Team**

An Educational Mental Health Practitioner works alongside individual children and their families to provide guidance and support.

Other agencies that may be contacted at any stage during the support offered for a child, could include: social services, CAMHS, medical professionals (GP, School Nurse).

As identified in the flow chart, all forms of support, including those offered by other agencies, are only initiated when it is deemed that the services provided ensure the most effective and timely support for the child. There is no fixed order for contacting such agencies as this will depend on the needs of each individual child and their families.