

## Mental Health Curriculum

Following a review\* we continue to facilitate PSHE (Personal, Social, Health and Economic education) and Life skills for all learners by combining the Thrive approach and assessments, Zones of regulation, and using Jigsaw as a resource. Using this resource in a combined approach we develop a dynamic curriculum which better meets our learners needs and helps promote their spiritual, moral, social and cultural development (SMSC), by addressing current events and difficulties our learner maybe facing.

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Our PSHE and Life skills Sessions meet the following criteria and help learners in SMSC developments: Following our review\* we are implementing **Every Child Matters** key outcome:

- 1. being healthy:** enjoying good physical and mental health and living a healthy lifestyle
- 2. Staying safe:** being protected from harm and neglect and growing up able to look after themselves
- 3. Enjoying and achieving** getting the most out of life and developing broad skills for adulthood
- 4. Making a positive contribution:** to the community and to society and not engaging in anti-social or offending behaviour
- 5. Economic Well-Being:** overcoming socio-economic disadvantages to achieve their full potential in life.

- Aspirations
- British values
- Citizenship
- Confidence and self-esteem
- Consequences
- Difference and diversity
- Effective communication
- Emotional literacy
- Employability skills (Careers)
- Faiths and values
- Families
- Healthy lifestyle and exercise
- Identity
- Internet Safety
- Life cycle
- Positive member of society
- Relationships and sex education
- Respect for others
- Right and wrong/ Respect the law
- Social skills

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Our PSHE and Life skills Sessions will engage in events such as:

- Anti-Bullying Day
  - Birthdays
  - Bonfire Night
  - Burns Night
  - Chinese New Year
  - Christmas
  - Diwali
  - Easter
  - Eid
  - Harvest Festival
  - LGBT
  - Many charity days: children in need/red nose day,
  - Mothers/Father's Day
  - Passover
  - Prevent Duty
  - Ramadan
  - Remembrance
  - St Georges, St David's, St Andrews, St Patricks Day
  - VE Day
  - World autism awareness day
  - Yom Kippur
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## Working in a Group

Sessions focus on learners being enriched by the experience of each session as well as having opportunities to discuss and learn from each other. The activities can be varied and unrelated to the discussion so that each learner can feel comfortable in the group and able to engage at a level appropriate to them.

*This could look like a long walk with a group whilst talking about personal values or a up and coming event like Anti-Bullying Day. Or a sit-down discussion regarding social skills over a boardgame. Some session will be more structured and facilitator lead; however, the intention will always be to encourage learners to engage with the topic.*

A Thrive practitioner will assess each group and create a personalised action plan with strategies to address targets relevant to the group presentation. This action plan will incorporate activities aimed to meet the targets.

Zones of regulation is embedded into all parts of learning at Luccombe Hub, however in the PSHE and Life skills Sessions we discuss Zones in a learning format to aid self-regulation and better understand their energy levels.

Groups will be paired on a combination of factors including Emotional age and biological age, abilities, and social pairings. This will create a positive learning environment with groups of no more than 2-4 learners. Facilitators will be available to support 1:1 however when appropriate less facilitators provides a positive environment for promoting discussion.

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### Glossary:

**Thrive Approach** is an intervention that has its basis in neuroscience, attachment and child development in order to help support the child's overall social and emotional development. Several stages are identified, and children work through these using play based and creative activities to support them along this journey. Gaps in knowledge and skills are addressed during this process

**Zones of Regulation** a social emotional learning framework & pathway to regulation. It is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially

**Jigsaw (PSHE)** A spiral programme for delivering PSHE across all ages. Aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Jigsaw PSHE perfectly connects the

pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development into an easy-to-use lesson-a-week programme.

**SMSC** stands for spiritual, moral, social and cultural development. All schools in England must show how well their pupils develop in SMSC.



**Spiritual** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

**Moral** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

**Social** Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

**Cultural** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.