**Module Guide**

**Module:**

**HEALTH & WELL BEING IN SCHOOLS—THE WHOLE CHILD (UK)**

Module developed for the Erasmus+ Pupil Health and Well-Being Project 2015 – 2017

By **John Donne Primary School**

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**1. MODULE DETAILS**

**Module Title: HEALTH & WELL BEING IN SCHOOLS—THE WHOLE CHILD (UK)**

Total Study Hours: 16

Contact Hours: 12

Private Study Hours: 4

Pre-requisite Learning Not applicable

Wider Programme: Erasmus+ Pupil Health and Well-Being Project

Year: 2015-17

Module Authors: John Donne Primary School

This Module Guide is your essential reference document for the module. It is intended to be used in conjunction with the Module Resource Pack and the overarching Pupil Health and Well-Being Project Handbook.

**2. SHORT DESCRIPTION**

The importance of wellbeing in the life of a child is highlighted in the DfE report *`The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes`* Leslie Morrison Gutman & John Vorhaus, Institute of Education, University of London (2012)

Key findings are:

* Children with **higher levels of emotional, behavioural, social, and school wellbeing**, on average, have higher levels of academic achievement and are moreengaged in school, both concurrently and in later years.
* Children with **better emotional wellbeing** make more progress in primary school and are more engaged in secondary school.
* Children with **better attention skills** experience greater progress across the four key stages of schooling in England. Those who are engaged in **less troublesome** **behaviour** also make more progress and are more engaged in secondary school.
* Children who are **bullied** are less engaged in primary school, whereas those with **positive friendships** are more engaged in secondary school.
* As children move through the school system, **emotional and behavioural wellbeing** become more important in explaining school engagement, whiledemographic and other characteristics become less important.
* Relationships between **emotional, behavioural, social, and school wellbeing** and later educational outcomes are generally similar for children and adolescents,regardless of their gender and parents’ educational level.

This module will explore the meanings of health and wellbeing, how we structure a school to promote it, how we plan to include it in the curriculum and how we measure it.

*An electronic copy of this module guide is available for participants on the project web site (www.PHWB-project.com)*

**Equality and Diversity** FOR DISCUSSION

**This Pupil Health and Well-Being Project** values and respects the diversity offered in a pluralistic society. We aim to provide a learning community that actively challenges inequality and injustice. For us this means:

1 Actively opposing all forms of discrimination;

2 Recognising diversity of identities as enriching the learning and teaching experience and modelling this in our practice;

4 Providing a safe environment for staff and students to reflect and work on prejudices and stereotypes, including examining the use of inappropriate language;

5 Developing structures and policies that enable participants to participate fully;

6 Supporting a range of learning styles through teaching and module development;

7 Equipping participants with the skills, concepts and values which enable them to challenge inequality and injustice in their future work.

**3. AIMS OF THE MODULE**

The aims of this module are to:

1. Look at international definitions of wellbeing, its links with physical fitness and its importance in educational practice.
2. To review our personal sense of wellbeing to enable us to understand more clearly its impact on our attitudes and actions, both personally and in our working situations.
3. Explore examples of staff development and curriculum planning in school to support a culture of wellbeing.
4. Discuss research on ways to support parents and carers in promoting health and wellbeing and look at practical examples of working in school with parents and carers.

**4. LEARNING OUTCOMES**

On successful completion of this module participants will be able to:

**4.1 Knowledge and Understanding**

* Have an understanding of current research on the importance of health and wellbeing
* Develop a definition of health and wellbeing to support their work in school

**4.2 Intellectual Skills**

* Have experience of analysing theory and committing to practical delivery
* Understand more clearly how the political philosophy of governments affects policy development

**4.3 Practical Skills**

* Understand how to develop resources to support the promotion of health and wellbeing
* Access to a range of practical ideas and activities for working with yourself, staff, pupils, parents and carers

**4.4 Transferable Skills**

* An understanding of leadership of a key development area for school ethos
* An understanding of curriculum planning for an area which is difficult to measure

**5. INTRODUCTION TO STUDYING THE MODULE**

**5.1 Overview of the Main Content**

There are four strands in each module which will enable participants to develop a breadth of subject and pedagogical knowledge. The strands in this module are:

1. Introduction to the module – Definitions of health, both physical and mental, wellbeing and its importance in educational practice.
2. Ethos, curriculum, teaching and learning to promote health and wellbeing
3. Staff Development to support wellbeing in school
4. Working with parents and carers, identifying needs and impact

**5.2 Overview of Types of Sessions**

• 4 x 3-hour taught sessions in the form of practical workshops and seminars;

• 4 hours of independent study: completing the selected readings for the module and writing of the Learning Journal.

Participants are encouraged to work independently and creatively in an atmosphere of co-operative support and this will be central to the experience. This module encourages and supports active participation.

The Learning Journal is an ongoing reflective tool for participants to complete over the course of the module. This tracks the learning journey of the participant and will become a useful reference point for re-visiting subject knowledge, and teaching and learning ideas in the future.

**5.3 Importance of Self-Managed Learning Time**

Participants will be expected to undertake self-study and reading throughout the module and to reflect on the implications of their reading and module content for their own teaching in school and other settings.

**5.4 Employability FOR DISCUSSION**

The six modules incorporated within the Pupil Health and Well-Being Project introduce participants to some of the fundamental knowledge, understanding and skills that school leaders believe are required in order to be an effective teacher in the current education climate in Europe’s schools. Increasingly, schools need to focus on the education of the 'whole child'. The traditional role of the extended family, of the government and of the church in the formation of Europe's future citizens is changing and in some cases, reducing. The role of the teaching profession is changing as a result. Teachers need to feel equipped to teach in a way that supports the development of our society and ensures our future citizens are happy and healthy. These modules strengthen the training of current and future school educators by providing them with tools to help develop the ‘whole child’. All participants will receive a certificate of achievement on completion of the modules to add to their professional portfolio.

**6. THE PROGRAMME OF TEACHING AND LEARNING**

Module tutors will support teaching and learning through the full use of formative assessment during taught sessions in the following ways:

• Formatively assessing participant micro teaching activities;

• Supporting group work formatively;

• The modelling of formative assessment as part of the teaching and learning process.

All resources used in the sessions will be uploaded to the project web site. In addition, some resources will be made available in hard copy for use during the sessions.

**Preparation readings**

Most sessions include a preparatory set reading which participants should complete before the session. Details of the preparation readings are given within each session outline below.

All the preparation readings can be found in electronic copy on the project web site. These are available in English, Greek and Spanish.

Indicative content for the four module sessions can be found in the sections on the following page.

**Session 1: Definitions of Wellbeing and its importance in Educational Practice.**

**Indicative Session Content**

1. What do we mean by health and also wellbeing?
2. Is a focus on health and wellbeing just a soft measure to explain away a lack of rigour and high expectations?
3. Does it have an impact on outcomes for us all?
4. If we can define it - can we measure it?
5. What is the attitude of governments, nationally and internationally, to research on health and wellbeing?

**Preparation**

* OECD (2009). *Comparative Child Well-being across the OECD*. Doing Better for Children. OECD.
* UNICEF (2007) *Child poverty in perspective: An overview of child wellbeing in rich countries. Innocenti Report Card* 7. Florence: UNICEF Innocenti Research Centre.

**Follow up activities**

Completion of Learning Journal reflective comments following the session.

Read `*The Link between pupil health and wellbeing and attainment* `– Public Health England report Nov 2014

Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (Trials of module only, not INSET).

**Session 2: Ethos, Curriculum, teaching and learning to promote wellbeing**

**Indicative Session Content**

* What do we mean by the ethos of an organisation?
* Where do we find evidence of it?
* How do organisations plan and deliver wellbeing?
* What does our knowledge of child development teach us about health and wellbeing?
* What would a school curriculum to promote health and wellbeing look like?
* The importance of food!

**Preparation**

* Review Piaget Theory <http://www.simplypsychology.org/piaget.html> and contrast to Vygotsky <http://www.simplypsychology.org/vygotsky.html>

**Follow up activities**

Completion of Learning Journal reflective comments following the session.

Read

* Flow theory <http://www.education.com/reference/article/flow-theory/>
* Young Children Develop in an Environment of Relationships, Centre on the developing Child Harvard University, 2009
* Deep-level-learning and the Experiential Approach in Early Childhood and Primary Education. Dr. Ferre Laevers, Katholieke Universiteit, Leuven Research Centre for Early Childhood and Primary Education, 2005

Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (Trials of module only, not INSET).

**Session 3: Staff Development to support wellbeing in school**

**Indicative Session Content**

* Is happiness important in the way we deliver our roles in school?
* Understanding wellbeing is closely linked to understanding happiness – how can we `teach` this?
* Wellbeing is relational – so work with staff needs to focus on establishing very positive relationships…. How can we do that?
* Modelling wellbeing
* Promoting the physical and mental health of staff

**Preparation**

* Watch Nick Marks `Happiness Works` TED talk on the impact of happiness on productivity
* Undertake NHS `Warwick and Edinburgh `Happiness` survey: <http://www.nhs.uk/Tools/Pages/Wellbeing-self-assessment.aspx> as part of a self-reflection. Consider the impact of the outcomes of the survey for you as a practitioner with pupils or colleagues.

Follow up activities

Completion of Learning Journal reflective comments following the session.

Try out:

* <http://www.viacharacterblog.org/wp-content/uploads/2013/12/Character-strengths-well-being-Park-Peterson-Seligman-2004.pdf>
* <http://www.haygroup.com/en/engaging-minds/#.VZPFf3hHMqY>

Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (Trials of module only, not INSET)

**Session 4: Working with parents and carers, identifying needs and impact**

**Indicative Session Content**

* Examine Charles Desforges` work on parenting support
* How to manage relationships with parents and carers
* Building trust, managing confidentiality
* Awareness of Safeguarding / child protection issues and the impact on child wellbeing

**Preparation**

Read Desforges, C. & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. London:Department for Education and Skills.

**Follow up activities**

Read:

* Gutman L.M. and Feinstein, L. (2008) ‗*Parenting behaviours and children’s development from infancy to early childhood: Changes, continuities, and contributions*‘,Centre for the Wider Benefits of Learning. London: Institute of Education.
* *http://www.rcpsych.ac.uk/healthadvice/parentsandyouthinfo/parentscarers/childabuseandneglect.aspx*

Completion of Learning Journal reflective comments following the session.

**7. PARTICIPANT EVALUATION FOR DISCUSSION**

Evaluative feedback will be sought from all module participants using a Bristol online survey to provide a rating for each session, module organisation and resources. Participants will also be asked to provide some qualitative feedback about the module. This feedback will be used to inform the development and improvement of the module for future participants.

**8. LEARNING RESOURCES**

**8.1 Reading List**

The following list of suggested material is optional, and is designed to support the module by providing additional reading around the wider subject area. The compulsory preparation readings for the module can be found in electronic copy on the project web site (see section 6), and are available in English, Greek and Spanish. The suggested material is only available in the published language.

**Print Texts**

* *Review of Best Practice in Parental Engagement,* Janet Goodall and John Vorhaus with the help of Jon Carpentieri, Greg Brooks, Rodie Akerman and Alma Harris,  *Research Report DFE-RR156, Institute of education (2011)*
* *Promoting children and young people’s emotional health and wellbeing. A whole school and college approach* Public Health England 2015

**Journals:**

* `Let`s get physical. What impact does physical activity have on wellbeing?` *Mental Health Foundation 2013*
* ` Food and health: A report on research and development activity in the United States`, *European Commission and the United Kingdom March 2011*
* Food Systems: The Relationship between Health and Food Science/Technology by *Allen S. Levine\*t and Theodore P. Labuzat,* Environmental Health Perspectives Vol. 86, pp. 233-238, 1990

8.2 Internet Resources

A list of some helpful web sites related to the module subject area:

* <https://intranet.wellingtoncollege.org.uk/resource.aspx?id=321659>
* <http://www.theguardian.com/sustainable-business/national-wellbeing-statistics-happiness-wealth>
* <http://www.realtestsonline.com/stress-tests/well-being-test.cfm>
* <http://www.bbc.co.uk/news/education-12935895>
* <http://www.wellbeingatschool.org.nz/collaborative-school-leadership>