



# SQA Mental Health & Wellbeing Award

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**(Currently seconded to Stirling Council as Coordinator for School Counselling)**

# Aims



- **Introduction to the SQA Mental Health & Wellbeing Award**
- **Our delivery model**
- **Where to find out more information**

# The context



- Mainstream secondary in Stirling Council
- Mental health & wellbeing
- Pupil leadership - Mental Health Champions



# The pupils



**S6 Mental Health Champions  
(timetabled)**



**School  
improvement  
group**

**N5 Mental  
Health &  
Wellbeing  
Award**



# The award



- **Level 4 or 5**
- **3 units:**
  - **Understanding Mental Health Issues**
  - **Influences on Mental Health and Wellbeing**
  - **Coping Strategies and Building Resilience**
- **Support packs**
- **Pre-verified assessments**



## Unit: Understanding Mental Health Issues (L5)



### Outcome 1

Learners must:

- ◆ Describe two needs and two wants of individuals.
- ◆ Describe two terms in relation to mental health and wellbeing, giving a definition of each.
- ◆ Describe two myths and two facts in relation to mental health issues.
- ◆ Explain one policy and two pieces of legislation/strategy relevant to mental health.

### Outcome 2

Learners must:

- ◆ Describe the mental health continuum, using one example from 'mild to moderate' and one example from 'severe and enduring' mental health issues.
- ◆ Describe three common mental health issues and the behaviours that the person may display.

### Outcome 3

Learners must:

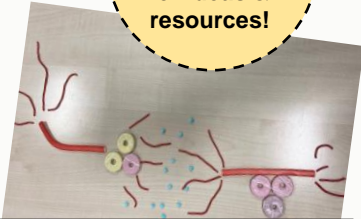
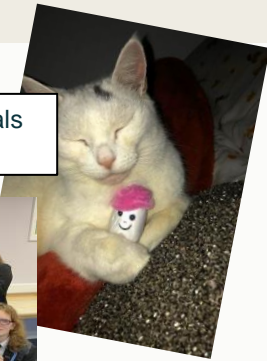
- ◆ Identify three areas of the brain, and describe their function.
- ◆ Describe two functions of a neurological pathway.
- ◆ Describe one impact of the brain on behaviour in relation to mental illness and one way the brain can adapt to this.
- ◆ Describe two key features of attachment, and how these could influence mental health and wellbeing development.

# Unit: Understanding Mental Health Issues (L5)



Thanks to  
St Ambrose  
and Larbert  
for ideas &  
resources!

- needs and two wants of individuals
- features of attachment



- areas of the brain
- functions of a neurological pathway



- mental health continuum



## Unit: Influences on Mental Health and Wellbeing (L5)



### Outcome 1

Describe factors that may influence mental health and wellbeing.

#### Performance criteria

- (a) Describe social factors which may influence mental health and wellbeing in individuals.
- (b) Describe environmental factors which may influence mental health and wellbeing in individuals.
- (c) Describe personal factors which may influence mental health and wellbeing in individuals.
- (d) Describe cultural factors and contexts which may influence mental health and wellbeing in individuals.
- (e) Describe how some groups and populations may be more vulnerable to developing mental health and wellbeing issues than others.

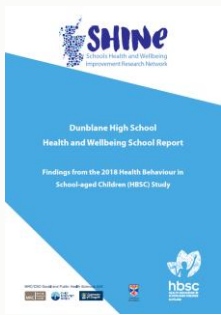
### Outcome 2

Describe the influence of technology and social media on mental health and wellbeing.

#### Performance criteria

- (a) Describe how technology influences feelings of connection and disconnection.
- (b) Describe positive and negative feelings connected to social media.
- (c) Describe the impact of social media on loneliness, isolation and mood.
- (d) Describe coping strategies which relate specifically to social media.

# SHINE data



**Support @ School**  
Boys reported feeling more supported by teachers than peers, whereas girls reported feeling more supported by their peers than teachers.

**Stress @ School**  
The girls' responses when asked about the pressures of school work are similar to the RIC, but the boys' responses are higher than in other schools.

Links with 'Influences on mental health and wellbeing' Unit

# The planning



How do we reduce stigma  
around boys' mental health?

How do we engage pupils who  
have not engaged with other  
whole-school initiatives?

How do we start  
conversations about boys'  
mental health?



How do we encourage boys to  
offer support to their peers?

How do we encourage boys to  
seek support from their peers?

# The outcome



## Unit: Coping Strategies and Building Resilience (L5)



### Outcome 1

Learners must describe the effect of a minimum of six coping strategies — three that help and three that hinder. Descriptions must reflect the fact that coping strategies can change from being helpful to unhelpful.

### Outcome 2

Learners must describe six examples of self-care and two benefits of each type identified.

### Outcome 3

Learners must explain four informal and four formal supports and describe these. Learners must also identify four barriers to support.

Unit: Coping Strategies and Building Resilience (L5)



# For more information...



- <https://www.sqa.org.uk/sqa/83453.html>
  - USHARE Resources
  - Mental Health & Wellbeing Award Blog
- SQA Secure
  - Assessments
  - Understanding Standards



# For some inspiration...



**Larbert High Mental Health**

@LarbertHighMH Follows you

Larbert, Scotland Joined November 2018

553 Following 737 Followers



**MrsR**

@PsychologyStAmb Follows you

MrsR - Business and Psychology

Hamilton, Scotland Joined November 2017

341 Following 443 Followers



**Wallace High School, Mental Health & Wellbeing**

@WHS\_HWB Follows you

Wallace High Mental Health & Wellbeing. We're committed to improving the mental health & wellbeing of everyone in our school. #MentalHealthElephantInTheRoom

Stirling, Scotland wallacehigh.org.uk

Joined October 2016

38 Following 1,295 Followers



**DHS Mental Health & Wellbeing**

@DHS\_MHW

Bringing you news about what's happening at @DunblaneHS and tips for looking after your mental health! 🧠💡 Twitter account managed by Mrs Gracie 🧡

Dunblane, Scotland dunblanehighschool.org.uk

Joined September 2018

@LarbertHighMH  
@PsychologyStAmb



@WHS\_HWB  
@DHS\_MHW





# Thanks for listening!

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