1. Emotional & Physical Health & Wellbeing

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|  | | **Assessment:**   1. **Design a social media ad campaign about one of the topics we have looked at** | |
| **PSHE PoS** | **Resources** |
| **Step 1** | | | |
| Core theme 1  H1-14,  H17-18 | *Being Kind to Yourself Resources*  *What Stresses Me Out?*  *What to do about Worry*  <https://www.bbc.co.uk/bitesize/topics/zj7xfg8>  <https://www.bbc.co.uk/bitesize/topics/z6hsr82>  *Rise above for schools – Sleep resource*  *SUMO*  Tanning / sunbed articles  <https://www.bbc.co.uk/bitesize/topics/zq26yrd> | **All About Me Self-confidence, self-esteem and mental health**  **Wellbeing – what do we want to learn?**  Stress / Worry Recognise warning signs, what might trigger them and what treatment is available  Anxiety (starter – ANXIETIES) What does it mean? Strategies to help with anxiety  Depression **What can cause it?**  Recognise warning signs, what might trigger them and what treatment is available  Eating Disorders / Body Image Assess and manage risks associated with cosmetic and aesthetic procedures (inc tattooing, piercings, sunbeds) Look at how the media portray idealised and artificial body shapes  *Avoiding negative thinking* | |
| **Step 2** | | | |
| Core theme 1  H1-10  H21-23  Core Theme 2  R35-38 | Drugs Box  <https://www.bbc.co.uk/bitesize/topics/zc9dxnb>  Smashed  Plastered | **Making the Right Choices**  Anti-Social Behaviour – what is it? What can it lead to?  Identifying risk and managing personal safety  Strategies for risky situations  Smoking / Drinking / Drugs and their effects   * to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation; * the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities; * wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle * First Aid / emergency situations | |
| **Step 3** | | | |
| Core Theme 1  H12, H22  Core Theme 2  R14-15  Core Theme 3  L22-29 | Ariel trust PVE resources  Online blackmail session  First to a Million | ***Online Safety / Blackmail (starter – Blackmail)***   * Spending too much time online; * identify risk and manage personal safety online ; * strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences; * Opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks the legal and ethical responsibilities related to online relationships; * Recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help   Design a media campaign to raise awareness of one of the topics we’ve looked at this module | |
| ***Suggested homework tasks:***  Research support services  Signposting where to get help | | | ***Differentiation***  *Students to plan schemes of work*  *Questioning / self-reflection*  *Group work/pair work*  *Modelling of answers*  *Peer and self-assessment*  *Extension activities*  *Scaffolding and writing frames for ad campaign* |

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| 1. **Relationships** |

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|  | | Assessments: Scenario Plan | |
| **PSHE PoS** | **Resources** |
| **Step 1** | | | |
| *Core Theme 2*  *R1, R9*  R3, R12 | <https://www.bbc.co.uk/bitesize/topics/zpsv9j6>  **Face Up films**  Domestic Abuse Wheel | DO NOW: Fill in book covers for key words from previous module  **Relationships we have**  List / diamond 9 of relationships  The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality  **FaceUp**  Watch some of the short films  Controlling behaviours, abusive relationships  Discuss scenarios and plan own example  How to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary (useful websites, support in and out of school) | |
| **Step 2** | | | |
| H23  R23-24 | Contraception box  Leaflets | **SRE / Contraception**  Ground Rules  Risky situations – how to avoid them  Discuss: *How to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.*  *The physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support*  Consent | |
| **Step 3** | | | |
| R6, R10 | **Denial**  Storyboard template | **Denial** Watch film and discuss choices of characters / their actions  *Learn to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values*  *Learn about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them*  Storyboard a scenario based on one of the topics covered | |
| ***Suggested homework / Extra Curricular opportunities:***  *Relationships in the media* | | | ***Differentiation***  *Questioning*  *VAL – Visual, audio, kinaesthetic*  *Texts according to reading ability (eg audiobook)*  *Modelling of answers*  *Storyboard* |

1. **Mindfulness**

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| **PSHE PoS** | **Resources** |  |
| **Step 1** | | |
| Core Theme 1 H11  Core Theme 2  R33-34  Core Theme 3  L22-29 | Rise Above for Schools  Breathing exercises  <https://www.bbc.co.uk/newsround/51896156> | **Breathing and Sleep**  Mindfulness techniques  The importance of sleep  Confidence and skills / qualities  Influences on self-esteem and mental health  *Making informed lifestyle choices regarding sleep, diet and exercise*  *Understanding how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences* |
| **Step 2** | | |
| Core Theme 1 H5-10  Core Theme 2  R33-34  Core Theme 3  L22-29 | Wellbeing activities – being good to yourself | **Emotional Health & Wellbeing (recall)**  Positive thinking  Empathy  Supporting others  Warning signs and triggers  How to get help and support  Change / planning for the future  *Understanding the characteristics of mental health; change and its impact; strategies for managing emotional wellbeing and avoiding negative thoughts; recognising warning signs and triggers* |
| **Step 3** | | |
| Core Theme 2  R33-34  Core Theme 3  L1-3, 22-29 | Time Management  Study skills  Equipment as prizes? | **Revision Planning and Study Skills**  Time management, how to revise  Social media / gaming  Positive peer pressure and influencing others  Self-assessment and reflection  *Evaluating and developing study & employability skills, personal strengths and areas for development.*  *Recognising positive and safe ways of creating and sharing content online*  *Understanding the risks of social media and peer pressure* |