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**
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| **PSHE PoS** | **Resources** |
| **Step 1**  |
| Core theme 1H1-14, 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 availableAnxiety (starter – ANXIETIES) What does it mean? Strategies to help with anxietyDepression **What can cause it?**  Recognise warning signs, what might trigger them and what treatment is availableEating 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 1H1-10H21-23Core Theme 2R35-38 | Drugs Box<https://www.bbc.co.uk/bitesize/topics/zc9dxnb>SmashedPlastered | **Making the Right Choices**Anti-Social Behaviour – what is it? What can it lead to? Identifying risk and managing personal safetyStrategies for risky situationsSmoking / 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
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| **Step 3** |
| Core Theme 1H12, H22Core Theme 2R14-15Core Theme 3L22-29 | Ariel trust PVE resourcesOnline blackmail sessionFirst 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 servicesSignposting 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 relationshipsThe characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality**FaceUp** Watch some of the short filmsControlling behaviours, abusive relationshipsDiscuss scenarios and plan own exampleHow to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary (useful websites, support in and out of school) |
| **Step 2** |
| H23R23-24 | Contraception boxLeaflets  | **SRE / Contraception**Ground RulesRisky situations – how to avoid themDiscuss: *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 H11Core Theme 2R33-34Core Theme 3L22-29 | Rise Above for SchoolsBreathing exercises<https://www.bbc.co.uk/newsround/51896156> | **Breathing and Sleep**Mindfulness techniquesThe importance of sleepConfidence and skills / qualitiesInfluences 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 H5-10Core Theme 2R33-34Core Theme 3L22-29 | Wellbeing activities – being good to yourself | **Emotional Health & Wellbeing (recall)**Positive thinkingEmpathySupporting othersWarning signs and triggersHow to get help and supportChange / 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 2R33-34Core Theme 3L1-3, 22-29 | Time ManagementStudy skillsEquipment as prizes? | **Revision Planning and Study Skills**Time management, how to reviseSocial media / gamingPositive peer pressure and influencing othersSelf-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* |