

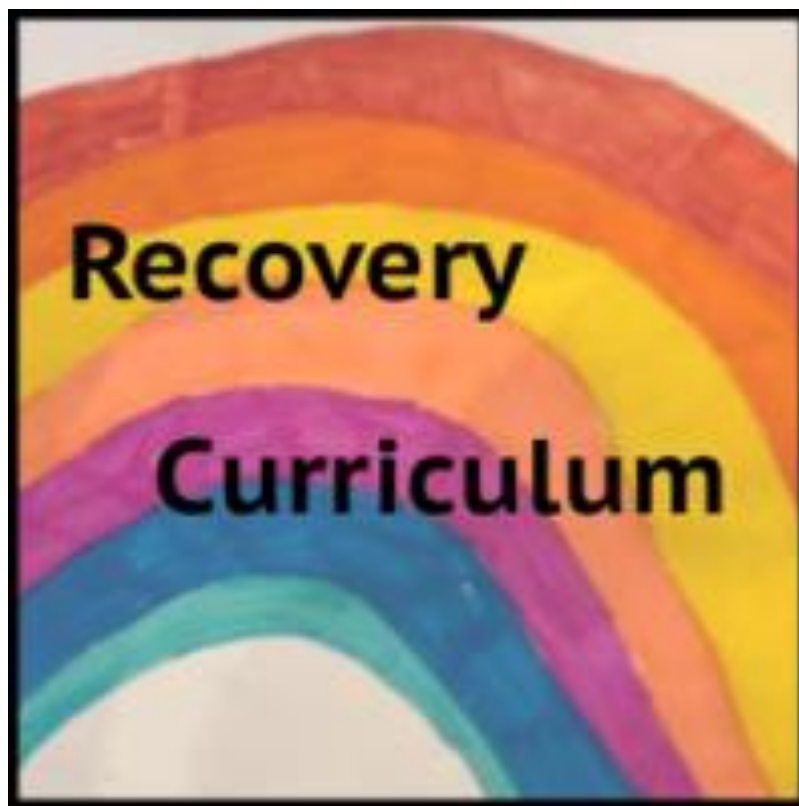
RECOVERY CURRICULUM

Subject: PSHE

Author: CLF

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Updated:



Subject:	PSHE	Teacher:	
Year:	Y10	Class:	
Unit title:	Mental Health and Wellbeing		
Duration:	1 term		
Intent			
Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?			
This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.			
Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?			
Pupils who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps pupils to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly.			
Guidance (see separate document) suggest that PSHE/ Pastoral time needs to focus on the following: Transition including learning routines and skills to help settle back into school life. Friendship such as re-establishing friendships that have been at a distance, making new friends (if relevant to the year group) and managing friendship issues. Promoting well-being including managing anxiety, promoting positive well-being, coping strategies and dealing with change. Media consumption such as how to manage the extensive covid-19 news coverage and differentiate between facts, rumours and speculation. Staying safe physically and emotionally, including online. Bereavement, change and loss including supporting pupils to manage grief, either covid-19 related, or related to not being able to attend funerals, be with family etc. Also, consider the possibility that someone in the class may have lost someone close or have parents who may have lost their job or suffered other instances of loss and change.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
Our program will offer a holistic PSHE learning journey spanning the pupils' secondary school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world. This program will use a mindful approach to PSHE, bringing together Personal, Social, Health Education, emotional literacy, social skills, mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.			
Content – what is being covered, ensuring breadth & depth?		National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?	
Mental Health Social media and self esteem Why are people 'selfie' obsessed What is mindfulness?		Links to Health and Wellbeing stand of the statutory guidance for Sept 2020	

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?	
Mental Health – How to manage challenges during adolescence, how to reframe negative thinking, strategies to promote mental health and emotional wellbeing, about the signs of emotional or mental ill-health, how to access support and treatment, about the portrayal of mental health in the media, how to challenge stigma, stereotypes and misinformation	
Implementation	
GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and 'fill' them, in order of importance?
NA	Recovery curriculum is based on promoting Health and Wellbeing as a priority over other topics.
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Mental Health Social media and self esteem Why are people selfie obsessed Mindfulness	Promotion of mental health and wellbeing will form the foundation of all other subjects whilst students adjust to a new normal.
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
Prepare for a potential increase in disclosures from those who have experienced or witnessed trauma or other difficulties during the lockdown, following PSHE lessons. Use PSHE lessons as part of the strategy to reconnect pupils and establish their place within 'bubbles' or 'pods' as required.	Some pupils will need this tailored, pastoral intervention, but all pupils will need a significant amount of support with managing their physical and emotional health and relationships as they return to school and beyond. The school curriculum, and regular PSHE lessons must, therefore, play a central part.
RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?

<p>Spend time re-establishing PSHE ground rules and ensuring the classroom is a safe place. Pupils need to feel bonded again as a group, trust their teacher and feel safe in exploring difficult issues</p>	<p>It is important for schools to normalise that it's ok to feel anxious. It can also be useful for pupils to understand that things are changeable; but if they are worried, they can speak to identified key adults in their life (both at school and at home) about how they are feeling. Providing clear, factual information about what changes are occurring and why is important in helping to contain potential anxiety.</p>
<p>OPPORTUNITIES</p>	
<p>Discussion – what are the discussion based opportunities?</p>	<p>Group – what are the group work based opportunities (while still ensuring social distancing)?</p>
<p>Discussion opportunities are embedded throughout each lesson.</p>	<p>Group work will be minimised whilst social distancing is being enforced. When groups a preferable this will be within tables to endure students are not walking around the classroom.</p>

Delivery						
1		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	Key word match up activity and differentiated questions.	What	How can we keep good mental health and recognise symptoms of depression?
		Blended (live and remote as independent study)			Why	PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn , such as anxiety and unhealthy relationships
					How	Correctly identify mental health illnesses and their symptoms Describe possible ways for us to retain good mental health and how we can recognise depression Explain how you could apply ideas you have learned about retaining good mental health to your own life
	Number of lessons in	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Clip – depression		Check students understand key words e.g mental health	Give an example of what could be included in brainstorm			

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
		Clip – depression – brainstorm information Complete mental health plan		Verbal feedback given throughout	Start of topic confidence checker and mind map based on learning outcomes.			
2		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Scenario based activity – Social media. Differentiated questions.	What	Social media, the pressure of life online + keeping up with other people		
		Blended (live and remote as independent study)	□		Why	PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn , such as anxiety and unhealthy relationships		
					How	Correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others. Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media. Explain, using today's key terminology in the correct context, why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Social media clip Social media literacy page		Check students understand key terms e.g. social media. Opportunities for questions throughout. Check understanding of clip content.		Give examples what could be included in scenario task/ sentence starter. Questions are differentiated to support SEN and HA		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)

		Video clip and differentiated questions Literacy task – fake lives Scenario based activity Social media debate activity		Verbal feedback given throughout.	At the end of topic		
3		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	X	Scenario based activity sharing images. Differentiated questions.	What	Selfie Safety: why do we need to be careful sharing images of ourselves?	
		Blended (live and remote as independent study)			Why	PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn , such as anxiety and unhealthy relationships	
					How	Correctly identify the potential problems our sharing images of ourselves on the internet. Describe the possible long and short term consequences of sharing images of ourselves on the internet. Explain the how companies can use our images through 'implicit consent' and how selfie culture affects our personal body image.	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Video clip – social media/ geotagging Social media literacy information		Check students understand key terms e.g. social media. Opportunities for questions throughout. Check understanding of clip content.	Give examples what could be included in scenario task/ sentence starter. Questions are differentiated to support SEN and HA		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Video clip and differentiated questions – social media/ geotagging Literacy activity Social media debate		Verbal feedback given throughout	At the end of the topic		

4		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	X	Scenario based activity - stress and differentiated questions	What	What is mindfulness? How can it help us with our mental health?
		Blended (live and remote as independent study)			Why	PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn , such as anxiety and unhealthy relationships
					How	Correctly identify ways we can practice mindfulness and ways mindfulness can help our mental health. Describe in detail ways for us to deal positively with anxiety and stress through practicing mindfulness. Explain the benefits of 'doing nothing', living in the now and doing one thing at a time.
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
Literacy activity mindfulness Mindfulness clip Scenarios		Check students understand key terms e.g. mindfulness. Opportunities for questions throughout. Check understanding of clip content.	Give an example of what student can put in mind map. Give example of how students can respond to scenarios.			
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)	
Brainstorm mindfulness Discussion based on mindfulness Literacy activity mindfulness Clip mindfulness – practice mindfulness Scenario based literacy activity – respond to differentiated activity.		Verbal feedback given throughout.	End of unit confidence checker			
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
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		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
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