

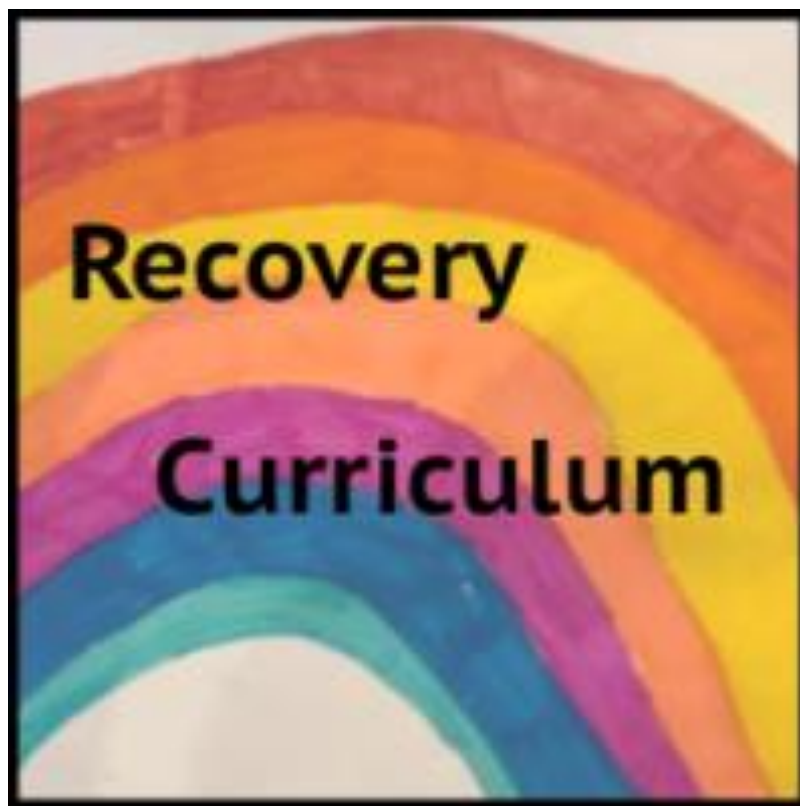
RECOVERY CURRICULUM

Subject: PSHE

Author: CLF

Created: July 2020

Updated:



Subject:	PSHE	Teacher:	
Year:	Y7	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?
Intro to secondary – making friends Intro to PSHE – transition from primary to secondary Being a resilient student Being an aspirational student	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?	
Knowing how to achieve aspirations and leaving our comfort zone, overcoming barriers, importance of resilience, improving personal situations. Recognising depression and retaining mental health, managing anger in different situations is important.	
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?
Have requested information from KS2 outlining previous work to support PSHE. Will send out survey during September to provide base for planning past recovery curriculum.	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?
Transition to secondary school and personal safety in and outside school, mental health and wellbeing.	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?
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	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.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
Discussion opportunities are embedded throughout each lesson.	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.

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	Fakebook page – students complete some information about themselves.	What Getting to know our class
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why So that we start to make positive relationships with people in our group
					How Describe the subjects you will study at secondary school and what these are.

					Describe some things people have to do to work well in groups. Explain what the secondary school subjects are, why they are important and explain some aspects of successful group work.
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)
		Linking PSHE to school	Describe the subjects you will study at secondary school and what these are. Describe some things people have to do to work well in groups. Explain what the secondary school subjects are, why they are important and explain some aspects of successful group work.	Give examples of successful groupwork	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
		Successful groupwork diagram and questions - What is the most important area to consider for successful group work? Why? How can group work help to improve your communication and teamwork skills? Why? Linking PSHE to subjects - Write an example of a time you studied this in primary school. What activities did you do? Based on the things you did in those subjects at primary, what do you think you will explore further in secondary? Why? For each subject, write down why you think we study these in depth at secondary school. How will these subjects help us become well-rounded young adults?	Verbal feedback given throughout	Start of topic confidence checker	

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	Introduce yourself to the person sitting next to you. Find out: 1) Their name 2) The primary school they went to 3) Something they like to do in their free time	What	What is PSHE?
		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	I can describe the three PSHE overview topics and what these include. Describe some things people have to do to work well in groups. I can explain what the three PSHE overview topics are, why they are important and explain some aspects of successful group work. I can evaluate the links between the three main PSHE topic overviews and analyse what successful group work looks like as well. Contribute meaningful additions to the class room code for PSHE.
Number of lessons in cycle:		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		What is PSHE		Check students understand what PSHE stands for and what we will be learning about over the next 5 years.	Give examples of what can be included on artwork.	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
		To create an accurate group artwork of our PSHE topic overview by working effectively in groups and utilising communication and teamwork skills.		Verbal feedback given throughout	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 - Resilience and differentiated questions	What	How can we keep good mental health and be resilient?	
		Blended (live and remote as independent study)	<input type="checkbox"/>		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	I can correctly identify coping strategies that could aid our resilience in stressful situations. I can describe what each of the different coping strategies for resilience means. I can explain how we can apply the different coping strategies throughout life to enable us to be resilient	
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)
		Clip – resilience Coping strategies activity		Check students understand key words e.g. resilience/ coping strategy	Give examples for each activity e.g definition of 'bouncing back'. First examples for acrostic.		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
		Answer questions (differentiated) based on clip. Complete coping strategy table. Complete case study advice scenario activity Complete resilience acrostic activity		Verbal feedback given throughout	End of 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	Complete aspiration questions.	What	How can we be aspirational students and reach our full potential?	
		Blended (live and remote as independent study)	<input type="checkbox"/>		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 of achieving our full potential and achieve our aspirations. Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'. Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait		
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)	
	Clip - aspirations		Check understanding through scenario based activity. Check understanding of key words e.g. aspirational. Check students understand what they need to do to complete each activity. 'Gimme' 4 activity		Give examples e.g. what could be written for scenario one (Reggie).			
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
	Complete differentiated questions based on aspiration clip Option - Design a new slogan to go above the white boards in the school, encouraging students to aim for their aspirations. Or Create two new case studies of your own for a partner to analyse to see how each student could reach their aspirations.		Verbal feedback given throughout		End of topic confidence checker			
5		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)	<input type="checkbox"/>			What		
		Blended (live and remote as independent study)	<input type="checkbox"/>			Why		
	≥ 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (remote)

Synchronous (live)

Asynchronous (remote)

Sync
hron

							Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
6		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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
7		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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	≥ 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron

							Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
8		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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
9		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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	≥ 3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Sync hron

							Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
10		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)	<input type="checkbox"/>		What			
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why			
			How					
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)