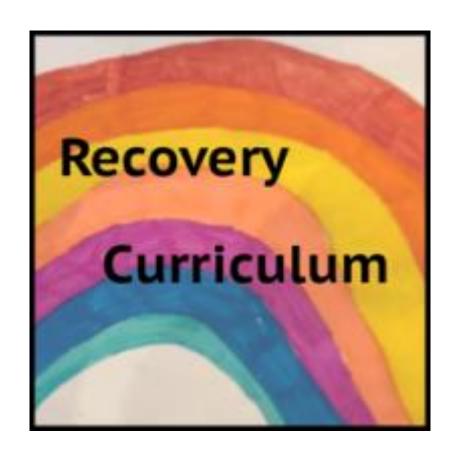
## RECOVERY CURRICULUM

Subject: PSHE Author: CLF

Created: July 2020

Updated:



Subject:	PSHE	Teacher:
Year:	Y8	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?
What is mindfulness How can we manage anxiety Body image and self esteem Self harm	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?

About attitudes towards mental health, how to challenge myths and stigma, about daily wellbeing, how to manage emotions, how to develop digital resilience, about unhealthy coping strategies (e.g. self-harm and eating disorders) about healthy coping strategies

Implementation

Body image and self esteem

Self harm

Implementation							
GAPS							
Identification – how are you going to identify the gaps in knowledge/skills?	<b>Triage</b> – 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.						
KE	Y CONCEPTS						
Key Concepts – what are the key concepts being taught?	<b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?						
What is mindfulness How can we manage anxiety	Promotion of mental health and wellbeing will form the foundation of all other subjects whilst students adjust to a new normal.						

## WELLBEING

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – 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-E	STABLISH
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – 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.
OPPO	ORTUNITIES
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – 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.

Del	Delivery							
, , , , , , , , , , , , , , , , , , , ,		Lesson Type (classroom or blended for remote homew	, , , ,		3) Learning Intentions (what, why & how)			
1		Classroom (whole sequence completed)	χ		What Why	What is PSHE  PSHE education helps children and		
		Blended (live and remote as independent study)		What is PSHE questions – what do I know.	,,,,,	young people to achieve their potential by supporting their wellbeing and tackling issues that <b>can</b> affect their ability		

						to <b>learn</b> , 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 loo like as well. Contribute meaningful additions to the class room code for PSHE.	e
	<u>le:</u>	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	SNO
	Number of lessons in cycle:	What is PSHE		Check students understand what PSHE stands for/ what we will be learning over the next 4 years. Check students understand key words e.g economic	Give an in brains	example of what could be included torm	Synchronous (live)
	of les	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	ious (a
	Number	How does PSHE link to other subjects Questions linked to PSHE		Verbal feedback given throughout		opic confidence checker and mind sed on learning outcomes.	Asynchronous (remote)
		1) Lesson Type		2) DNA		3) Learning Intentions	
		(classroom or blended for remote homewo	ork)	(Do Now Activity/Reading)		(what, why & how)	
2		Classroom (whole sequence completed)	X		What	What is mindfulness? How can it help us with our mental heath?	
_		Blended (live and remote as independent study)		Scenario based activity – Stress. Differentiated questions.	Why	Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we	

				handle stress, relate to others, and make healthy choices.  Mental health is important at every stage of life, from childhood and adolescence through adulthood  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.
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
	s in cycle:	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.
	ssons	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)
	Number of lessons in cycle:	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.	At the end of topic  (daily/monthly)  (temote)
		1) Lesson Type	2) DNA	3) Learning Intentions
		(classroom or blended for remote homework)	(Do Now Activity/Reading)	(what, why & how)
3		Classroom (whole sequence completed)	Cooperio based activity. Applicativ	What How can we keep good mental health and cope successfully with anxiety?
		Blended (live and remote as independent study)	Scenario based activity. Anxiety. Differentiated questions.	Why  Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we

				handle stress, relate to others, and make healthy choices.  Mental health is important at every stage of life, from childhood and adolescence through adulthood  How Correctly identify physical and mental symptoms of anxiety and some ways to deal with anxiety  Describe possible ways for us to deal positively with anxiety in the form of a letter including statistics from health professionals  Explain how a teenager can deal positively with anxiety and help reduce the symptoms and the differences between stress, anxiety and depression.
	:: :e:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
	Number of lessons in cycle:	Clip – anxiety Literacy fact sheet – anxiety Scenario based activities	Check understanding of key terms e.g anxiety. Check understanding of video content.	6) Prepare for Practice (model/ scaffold)  Give examples of what could be put into the brainstorm using the clip. Give an example of how to respond to Tom's scenario.
	of less	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)
	Number	Clip and brainstorm anxiety - symptoms. Literacy task - anxiety Complete activity (differentiated) based on Toms message.	Verbal feedback given throughout	At the end of topic  At the end of topic  (daily/monthly)  At the end of topic
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)
4		Classroom (whole sequence completed)		What How can we recognise and prevent developing eating disorders?
-T		Blended (live and remote as independent study)	Key word match up activity and differentiated questions.	Why  Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we

					handle stress, relate to others, and make <b>healthy</b> choices. <b>Mental health</b> is important at every stage of life, from childhood and adolescend through adulthood		
				How	Correctly identify different eating disorders and their symptoms Describe possible ways for us to retain good mental and physical health to he prevent eating disorders developing Explain how keeping good mental hea could help prevent eating disorders an how eating disorders can be treated.	alth	
		4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	SC	
	Number of lessons in cycle:	Clip – anorexia Eating disorder fact sheet	Check understanding of key terms e.g. eating disorder. Check understanding of information in fact sheet. Allow opportunity for questions. Check understanding of video questions.	mind mo		Synchronous (live)	
	of le	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)		9) Review (daily/monthly)	SUC	
	Number	Clip- anorexia. Brainstorm and differentiated questions. Literacy task – bulimia/ obesity. Eating disorders notice board – differentiated activity.	Verbal feedback given throughout.	At the e	nd of topic	Asynchronous (remote)	
		1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
5		Classroom (whole sequence completed)		What	What is self-harm and why do people of it?	do	
3				Scenario based activity and differentiated questions	Why	Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel and act. It also helps determine how w	

				handle stress, relate to others, and make healthy choices.  Mental health is important at every stage of life, from childhood and adolescence through adulthood  How Correctly identify cases of self-harm, dematillomania, anxiety and depression. Describe the characteristics of the above and how we can help support the different conditions.  Explain the difference between self-harm and dermatillomania and how we should support sufferers of either condition.
	<u>:e</u> :	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
	Number of lessons in cycle:	Clip – self harm Literacy task – self harm	Check understanding of key terms e.g self harm. Check students understand what the video questions are asking.	6) Prepare for Practice (model/ scaffold)  Scaffold more challenging video questions. Give examples of what can be included as part of scenario task.
	of less	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)
	Number	Watch clip – self harm – answer differentiated questions. Literacy task – self harm Scenario based activity		9) Review (daily/monthly)  End of topic- student will complete an end of unit review.
		1) Lesson Type	2) DNA	3) Learning Intentions
		(classroom or blended for remote homework		(what, why & how)
		Classroom (whole sequence completed)		What Why
6		Blended (live and remote as independent study)		How
	Number of lessons in		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)
	Nun			Syncl

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)
7	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homev Classroom (whole sequence completed)  Blended (live and remote as independent study)  4) New Material (previous learning/ new material)  7) Deliberate Practice (guided/ independent)	vork)	2) DNA (Do Now Activity/Reading)  5) Check for Understanding (questioning/checking)  8) Feedback (light/deep)	What Why How 6)	3) Learning Intentions (what, why & how)  Prepare for Practice (model/ scaffold)  9) Review (daily/monthly)	Asynchronous (live)
8	Number of lessons in	1) Lesson Type (classroom or blended for remote homever) Classroom (whole sequence completed)  Blended (live and remote as independent study)  4) New Material (previous learning/ new material)	vork)	2) DNA (Do Now Activity/Reading)  5) Check for Understanding (questioning/checking)	What Why How 6)	3) Learning Intentions (what, why & how)  Prepare for Practice (model/ scaffold)	Synchronous (live)

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	Asynchronous (6 (6 (7 (remote)) (9) Review (6 (7 (remote)) (9) (9) (9) (9) (9) (9) (9) (9) (9) (
9	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homey Classroom (whole sequence completed)  Blended (live and remote as independent study)  4) New Material (previous learning/ new material)  7) Deliberate Practice (guided/ independent)	vork)	2) DNA (Do Now Activity/Reading)  5) Check for Understanding (questioning/checking)  8) Feedback (light/deep)	3) Learning Intentions (what, why & how)  What Why How  6) Prepare for Practice (model/ scaffold)  9) Review (daily/monthly)  (etable)  (government)
10	Number of Jessons in	1) Lesson Type (classroom or blended for remote homev Classroom (whole sequence completed)  Blended (live and remote as independent study)  4) New Material (previous learning/ new material)	vork)	2) DNA (Do Now Activity/Reading)  5) Check for Understanding (questioning/checking)	3) Learning Intentions (what, why & how)  What Why How  6) Prepare for Practice (model/ scaffold)  Solution (e)  (i)  (i)  (ii)  (iii)  (iii)

7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	snous e)
			Asynchron (remote
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