

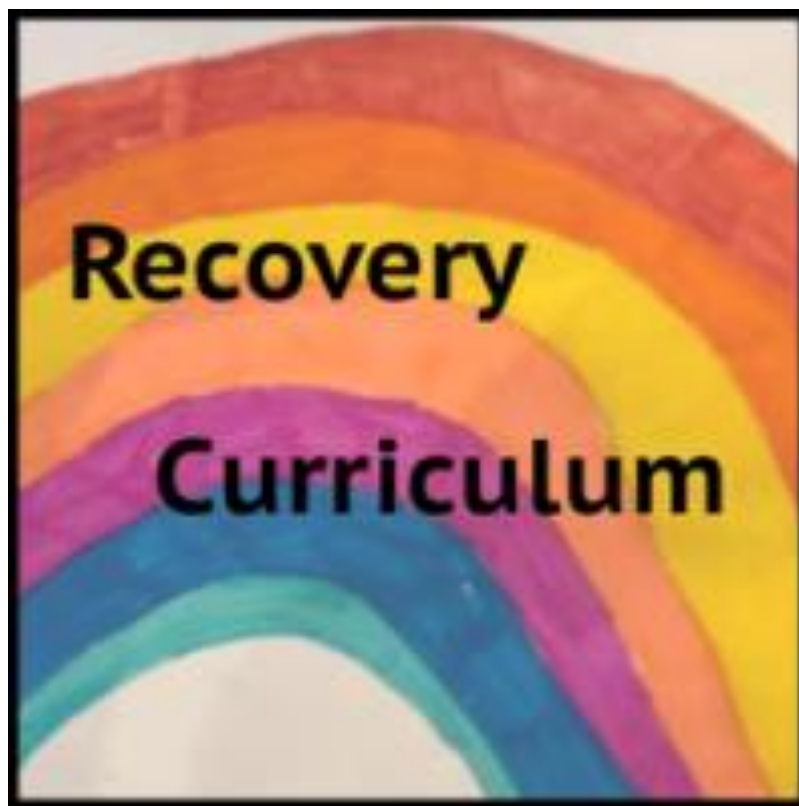
RECOVERY CURRICULUM

Subject: PSHE

Author: CLF

Created: July 2020

Updated:



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| Subject: | PSHE | Teacher: | |
| Year: | Y9 | 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 Resilience | | Links to Health and Wellbeing stand of the statutory guidance for Sept 2020 | |

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| 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, about healthy coping strategies | |
| 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? |
| What is mindfulness How can we manage anxiety Resilience | 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? |

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| 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 ensure students are not walking around the classroom. |

| Delivery | | | | | | |
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| 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 | What is PSHE questions – what do I know. | 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. |

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| 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) |
| | 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 example of what could be included in brainstorm | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
| | How does PSHE link to other subjects Questions linked to PSHE | | Verbal feedback given throughout | Start of topic confidence checker and mind map based on learning outcomes. | | |
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| 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 – Stress. Differentiated questions. | What | What is mindfulness? How can it help us with our mental health? | |
| | Blended (live and remote as independent study) | □ | | 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. | |
| z | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Sync |

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| | | 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. | Asynchronous (remote) |
| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | |
| | | 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 | |
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| 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. Anxiety. Differentiated questions. | What | How can we keep good mental health and cope successfully with anxiety? |
| | | Blended (live and remote as independent study) | □ | | 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. |

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| 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 – anxiety Literacy fact sheet – anxiety Scenario based activities | | Check understanding of key terms e.g anxiety. Check understanding of video content. | Give examples of what could be put into the brainstorm using the clip. Give an example of how to respond to Tom's scenario. | | | |
| | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) | |
| | Clip and brainstorm anxiety - symptoms. Literacy task - anxiety Complete activity (differentiated) based on Toms message. | | Verbal feedback given throughout | At the end of topic | | | |
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| 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 - Resilience and differentiated questions | What | How can we keep good mental health and be resilient? | |
| | | Blended (live and remote as independent study) | □ | | 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 | 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 | |
| z | 3 | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Sync |

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| | | 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 confidence checker. | | |
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| 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 | | |
| | 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) |
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| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
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| 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 | | | | | | |
| | ≥ 3 | 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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| | | | | | Asynchronous (remote) | | |
| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | | |
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| 7 | Number of lessons in cycle: | 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 | | | |
| | | 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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| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | Asynchronous (remote) | | |
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| 8 | Number of lessons in cycle: | 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 | | |
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| | z | 4) New Material (previous learning/ new material) | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | Sync hron | | |

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| | | | | | | | Asynchronous (remote) |
| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | |
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| 9 | Number of lessons in cycle: | 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 | | |
| | | 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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| | | 7) Deliberate Practice (guided/ independent) | | 8) Feedback (light/deep) | 9) Review (daily/monthly) | | Asynchronous (remote) |
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| | 10 | Number of lessons in cycle: | 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 | | |
| z | | 4) New Material (previous learning/ new material) | | 5) Check for Understanding (questioning/checking) | 6) Prepare for Practice (model/ scaffold) | | Sync hron |

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| | | 7) Deliberate Practice (guided/ independent) | 8) Feedback (light/deep) | 9) Review (daily/monthly) | Asynchronous (remote) |
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