

Subject:	PSHE
Unit:	1
Year:	10

<p>Unit overview (why is it important that students study this unit and why now?) As students begin their GCSE courses at the start of year 10 it is important to start the year with a focus on mental health to help them manage their transition to key stage 4. As part of this they will look at common mental health disorders and how they can spot the signs and where to access support. How to foster strong family relationships is taught here to ensure students reflect on the support they have at home and how they can strengthen those relationships. As part of this theme of change and transition grief is explored to help students understand the grieving process better and how they can support themselves and those around them.</p>		<p>Big questions: What are the most common mental health issues and what strategies can we use to support ourselves? Where do peoples' attitudes to mental health come from? How can we support ourselves? Where can family conflict arise and how can we use compromise to resolve matters? What is grief and how do people grieve?</p>	
<p>Powerful knowledge Which activities to include on a daily basis to improve our mental health and wellbeing. The treatment options for common mental health disorders. How to help others talk about difficult topics. Strategies to help resolve family conflicts How to help ourselves and others with the grieving process.</p>		<p>Links to prior learning/future learning Students have developed their understanding of how to support their emotional wellbeing in: Year 8 term 1 Year 9 term 1 Students will continue to develop their understanding of how to support their emotional wellbeing in: Year 11 term 1</p>	
<p>Common misconceptions That there is one correct way to manage a mental health disorder That you can 'snap out of' a mental health disorder That boys don't have/don't talk about feelings That there is one way that people grieve and that it is a linear process That the grieving process has a time limit</p>		<p>Assessment (with a focus on formative assessment) Reflection points throughout followed by class discussion. End of half term review</p>	
<p>Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)</p>			
<i>(key word)</i>	<i>(Definition)</i>		
Mental health	Our emotional, psychological and social well-being	Bereavement	The experience of losing someone or something important to us
Well-being	Presence of positive emotions and moods as well as overall health that promotes a fulfilling lifestyle.		

Active listening	Listening with all senses, as well as giving full attention to the speaker				
Values	A person's beliefs about good behaviour and what things are important				
Grief	The collections of feelings after someone has lost something or someone				
Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught (What is it students will know?)	"So I can...." (What will the students be able to do/produce?)	How will you assess they have understood this? Today/next lesson/next week?
1	Mental wellbeing What are the most common mental health issues and what strategies can we use to support ourselves?	Mental health wellbeing	<ul style="list-style-type: none"> The symptoms of common mental health disorders: depressions, anxiety disorder, bipolar disorder, OCD, schizophrenia, eating disorders, how they are diagnosed and what the treatments may be. Why it is important to 'normalise' mental health problems – everyone is at risk of having mental health problems at different points in life. Talking about it helps people to understand how common it is and helps people to feel safe asking for help. strategies we can use to improve our emotional well-being: such as meeting friends, getting enough rest, eating well, reading and why it is important to work on this daily. 	<p>I will be able to name the symptoms of common mental health disorders and describe what the treatment may be.</p> <p>I will be able to explain why it is important to talk about and normalise mental health.</p> <p>I will try out strategies to improve my own emotional wellbeing.</p>	<p>Baseline assessment</p> <p>End of lesson review</p>
2	Mental wellbeing Where do peoples' attitudes to mental health come from? How can we support ourselves?	Mental health Active listening	<ul style="list-style-type: none"> Common myths about mental health: you can 'snap out of it', people with mental health disorders are dangerous, that they can't work, that mental health disorders are caused by personality flaws, that treatment is black and white Having more information and understanding about mental health disorders helps us to understand what others are going through and makes us better equipped to give and receive help. How we can make it easier for others to talk about difficult topics, eg: choosing an appropriate time, being open and not distracted, reassuring and listening The stereotypes about men and boys with regards to mental health: that they need to be tough, that talking about feelings is soft. It is important to confront these stereotypes given that suicide is one of the leading causes of death in children and 	<p>I will be able to describe the common myths and stereotypes around mental health so that I can challenge them when I hear/see them.</p> <p>I will be able to explain how to make it easier for others to talk to me about difficult issues.</p>	<p>Reflection points</p> <p>End of lesson review</p>

Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught <i>(What is it students will know?)</i>	“So I can....” <i>(What will the students be able to do/produce?)</i>	<i>How will you assess they have understood this? Today/next lesson/next week?</i>
			young people and that young men are three times as likely to take their own life as their female peers.		
3	Family relationships and Values conflicts Where can family conflict arise and how can we use compromise to resolve matters?	Values	<ul style="list-style-type: none"> • What you can do to improve your relationship with parents and siblings: doing things together and not closing yourself off, being honest and open, working to find something that strengthens your relationship even though you may have different values. • Strategies to resolve family conflict: <ol style="list-style-type: none"> 1. Determine what the conflict is about 2. Explain how you feel and how the conflict is affecting you 3. Listen openly to what the other person feels and needs 4. Brainstorm ideas to find a solution or compromise • Why someone would make a decision that goes against their family’s values: eg it threatens their own identity, the way they want to live their life 	I will be able to describe why it is important to foster good relations with parents and siblings and give strategies I can use to resolve conflicts. I will be able to explain someone might choose to go against their family’s values.	Reflection points End of lesson review
4	Grief What is grief and how do people grieve?	Grief Bereavement	<ul style="list-style-type: none"> • What is grief: an intense feeling of loss, usually when someone you really care about dies • What does grief feel like: feels exhausting, feels like it takes part of you away, feeling you have to be strong for others, feeling anger/surprise (it’s important that students realise there is no correct way to grieve, it affects people in different ways) • Different cultures have designed processes to help the community reflect on their loss and help them move on: gathering together as a group, sharing memories, supporting those who are bereaved • The importance of watchful waiting: looking out for those who have suffered a bereavement over the course of the year and longer term, grief may be felt more intensely at different periods eg anniversaries can be difficult. 	I will be able to describe how grief may feel. I will be able to explain the processes different cultures use to support others during a bereavement. I will be able to explain how I would support a friend who is bereaved.	Reflection points End of term review