

<b>Subject:</b>	PSHE
<b>Unit:</b>	1
<b>Year:</b>	11

<p><b>Unit overview (why is it important that students study this unit and why now?)</b> Students are entering their final year of school during which time they will feel a lot of pressure from exams. It is therefore important to start the year with a focus on mental health and how to achieve balance between the competing demands on their time that they will face this year. Students are going to also feel under pressure regarding body image which will affect their mental wellbeing.</p>		<p><b>Big questions:</b> How can we have a healthy balance between the activities we do? How can we cope with stress in a healthy way? What are the risks associated with body modification?</p>	
<p><b>Powerful knowledge</b> How an imbalance in activities affects our mental wellbeing How to create a weekly schedule that balances the activities we want to do to improve our wellbeing whilst also ensuring we meet the demands of school work. How our bodies react to stress and what we can do in the moment to reduce anxiety as well as what we can do on a daily basis to reduce the amount of stress we feel. How society and the media creates beauty standards The risks of body modification methods</p>		<p><b>Links to prior learning/future learning</b> Students have developed their understanding of how to support their emotional wellbeing in: Year 8 term 1 Year 9 term 1 Year 10 term 1</p>	
<p><b>Common misconceptions</b> That you should only study/revise during exam periods and stop doing all other activities Stereotypes of beauty standards for different genders: women should be small, delicate, fragile Men should be strong, big muscles, tall</p>		<p><b>Assessment (with a focus on formative assessment)</b> Reflection points throughout followed by class discussion. End of half term review</p>	
<p><b>Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)</b></p>			
<i>(key word)</i>	<i>(Definition)</i>	Eating disorder	Behavioural conditions that involve severe and persistent disruption of eating habits and have distressing thoughts and emotions associated with them
Body image	A person's thoughts, feelings and perception of how (sexually) attractive or beautiful they are		
Bleaching cream	Skin lightening products that work by reducing the amount of melanin in the skin		

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>
1 (1 less ons )	<b>Having a healthy balance</b> How can we have a healthy balance between the activities we do?		<ul style="list-style-type: none"> <li>• There are key areas that everyone will need to maintain good health: getting enough sleep, eating meals regularly spaced throughout the day, taking part in physical activity.</li> <li>• Schedules may vary throughout the week depending on what activities individuals want to participate in on a given day, students will need to factor in where their revision time works best depending on their own circumstances.</li> <li>• How an imbalance in a certain activity affects our wellbeing: fewer revision sessions may make you feel more stressed about exams, not having enough sleep affects your ability to concentrate</li> </ul>	Evaluate a character’s weekly schedule to describe whether they have a good balance to ensure their mental and emotional wellbeing.	Baseline assessment  End of lesson reflection
2 (2 less ons )	<b>Having a healthy balance</b> How can we cope with stress in a healthy way?		<ul style="list-style-type: none"> <li>• What stress is: how our brain senses when we are in danger and reacts with fight, flight or freeze response.</li> <li>• The symptoms we experience when we feel anxious: muscles tense, mind might go blank, feeling like we can’t move. It is important for students to realise that these are normal responses to stressful situations.</li> <li>• Strategies that we can try in the moment such as deep breathing techniques: slows down release of cortisol, increases supply of oxygen to the brain</li> <li>• Strategies to make self-care a part of our daily routine in terms of physical, emotional, social and practical activities.</li> </ul>	Make a self-care plan of (physical, emotional, social and practical) activities that I will prioritise each week.	Reflection points  Self-care plan
3	<b>Body image dangers</b> What are the risks associated with altering our appearance?	Body image Bleaching cream Eating disorder	<ul style="list-style-type: none"> <li>• Body stereotypes for each gender: smaller, delicate, fragile features for girls, being tall, having muscles for boys.</li> <li>• Racialised stereotypes of beauty: having darker/lighter skin, big eyes</li> <li>• The risks of beauty and body modification methods such as: diet pills – high blood pressure, heart palpitations steroids- heart issues, liver damage bleaching cream- skin irritation, skin thinning, skin cancer risk botox – muscle atrophy, headaches tanning – skin damage, increased skin cancer risk</li> </ul>	Describe what stereotypes there are around body image for different genders and cultures and how societal expectations can make us feel the need to change the way we look.	Reflection points  End of half term review

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			tight corsets – breathing difficulties, organ damage <ul style="list-style-type: none"> <li>• How society and the media contributes to these beauty standards</li> </ul>	Describe why people choose to use beauty and body modification methods and what are the risks associated with them.	
4			<ul style="list-style-type: none"> <li>•</li> </ul>		