

Subject:	PSHE
Unit:	1
Year:	8

<p>Unit overview (why is it important that students study this unit and why now?) As students begin year 8 it is important to start the year with a focus on mental health to help students make a confident, positive start to the year and know where to seek help if they or others need support.</p>		<p>Big questions: How can we build resilience? What impact does social media have on our emotional wellbeing? How can we recognise the warning signs of emotional difficulties and where can we go for support? What influence does the media have on our body image?</p>	
<p>Powerful knowledge How to build resilience and emotional wellbeing The impact of social media on our mental health and emotional wellbeing. Why people turn to unhealthy coping strategies and where they can seek support How the media and diet culture influences our body image</p>		<p>Links to prior learning/future learning Students will develop their understanding of how to support their emotional wellbeing in: Year 9 term 1 Year 10 term 1 Year 11 term 1</p>	
<p>Common misconceptions Only teenage girls suffer from eating disorders People who self-harm are suicidal People don't ever recover from an eating disorder or self-harm Taking steroids is not harmful</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>		
		Self-harm	A wide range of ways a person might hurt themselves, put themselves at risk or neglect to take care of themselves in order to manage difficult thoughts, feelings or experiences.
Resilience	The capacity to recover quickly from difficulties	Eating disorder	A serious mental health condition involving extreme, unhealthy eating behaviours.
Digital resilience	Helps individuals recognise and manage the risks they come across when they socialise, explore or work online	Discrimination	Treating a person unfairly because of who they are or because they possess certain characteristics.
Unhealthy coping strategies	Behaviours people use to deal with difficult emotions which have long term negative consequences.	Beauty standards	The individual qualifications people are expected to meet in order to embody the 'beauty ideal'

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	Promoting emotional resilience How can we build resilience?	resilience	<ul style="list-style-type: none"> Know that emotional wellbeing can fluctuate throughout the day or over several days Know strategies to promote resilience in our daily lives: having a sense of purpose, embracing change as a normal part of living, focusing on strengths and achievements. Know the difference between unhealthy coping strategies to deal with setbacks (using drugs and alcohol, shouting at others, ignoring issues) and which are healthy coping strategies (journaling, listing positive qualities/experiences, keeping perspective) 	I will be able to name the factors which affect my mental health and emotional wellbeing. I will decide which strategies are helpful and unhelpful for me when managing setbacks.	Reflection points Written feedback on which strategies are helpful and unhelpful in managing setbacks. Baseline and end of lesson assessment
2	Developing digital resilience What impact does social media have on our emotional wellbeing?	Digital resilience	<ul style="list-style-type: none"> Know the benefits to our emotional wellbeing of being online and using social media: fun, easy way to communicate, express yourself creatively, access support easily Know the challenges to our emotional wellbeing of being online and using social media: peer pressure, cyber bullying, feeling excluded from certain groups, fear of missing out (FOMO) How social media use affects our emotional wellbeing during the day and how we can make our experience more positive: changing our attitude to social media, selecting when we use it. 	I will be able to name the reasons why people take and post selfies. I will be able to look at a person’s social media use and understand how their usage affects their wellbeing. I will be able to suggest ways their wellbeing could be improved in relation to their social media use.	Baseline assessment Mid lesson reflection questions. End of lesson plenary questions
3	Unhealthy coping strategies How can we recognise the warning signs of emotional difficulties and where can we go for support?	Unhealthy coping strategies Self-harm Eating disorder Anorexia Bulimia	<ul style="list-style-type: none"> what constitutes self-harm (a wide range of ways that someone might hurt themselves, put themselves at risk or neglect to take care of themselves in order to manage difficult thoughts, feelings or experiences) What constitutes an eating disorder (extreme, unhealthy eating behaviours such as anorexia, bulimia and binge eating) The warning signs that someone has developed unhealthy coping strategies: changes in behaviour, avoiding socialising, tiredness, significant changes in body weight. 	I will know the warning signs of emotional difficulties and know where I can get support for myself or others. I will evaluate the consequences of seeking help vs not seeking help when needed.	Baseline assessment – understanding of eating disorders. End point assessment – evaluate how our ideas and thoughts have changed since the start of the lesson.

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			<ul style="list-style-type: none"> How to support someone who is using unhealthy coping strategies: speak to safeguarding lead, advise them to go to GP, speak to parents 		
4	Media influence on body image What influence does the media have on our body image?	Eating disorder Discrimination Beauty standards	<ul style="list-style-type: none"> The messages we receive about beauty and appearance from society and the media and how this differs for intersections of society and stereotypes associated with them e.g. race, gender, sexuality : women have to be beautiful, skinny, curvy Men need to be strong, big muscles, cool haircuts What is diet culture: the idea that society values thinness, appearance and shape above health and well-being The problems associated with this: that people constantly feel the need to be thinner, that being thinner is ‘morally superior’, it can spiral into an eating disorder The risks of taking steroids: stop you from developing properly (as a young person) for males can lead to erection problems, growing breasts, becoming sterile, loss of hair, for females can lead to development of more masculine characteristics such as facial hair 	I will know the messages about beauty, appearance and stereotypes I have received from society and the media. I will know about diet culture and why celebrity social media posts can be problematic. I will know the risks of taking steroids to change my body shape.	Mid lesson reflection points Half term review.