Holy Family Catholic School PSHE Year 9 HT 2

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone – 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward.
Lesson 1 **To learn about attitudes towards mental health and how to challenge misconceptions and stigma.**	Mental health, Stigma, Stereotype, Prejudice, Empathy, Misconception.	**Concept:** Celebrating Diversity and Equality **British Value:** Tolerance – respecting others' experiences and reducing stigma.	Recall what mental health means and how it differs from mental illness.	I can describe common misconceptions about mental health. I can explain how stigma can affect people with mental health problems. I can suggest ways to challenge stereotypes and promote inclusion.		Explain how stigma can impact people with mental health conditions and suggest one way society can reduce it. **STRETCH:** Evaluate whether attitudes towards mental health have improved in recent years, giving evidence or examples.
Lesson 2 – Managing	Emotion, Wellbeing, Hormones,	**Concept:** Life Beyond School (self-	**Recall different emotions and how they can**	I can explain factors that affect wellbeing	**Why might teenagers sometimes find it**	Explain how managing strong emotions positively can improve both mental and physical health.

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Strong Emotions Learning Intention: To learn how to recognise, understand, and manage strong emotions in healthy ways.	Triggers, Coping strategies, Mindfulness.	management and wellbeing) **British Value:** Individual Liberty – taking responsibility for managing emotions constructively.	**affect decision-making.**	during adolescence. I can analyse links between physical and mental health. I can evaluate strategies to manage strong emotions. I can explain the benefits of using these strategies effectively.	**harder to manage strong emotions?** **1. Their brains have stopped developing.** **2. The pre-frontal cortex, which helps manage emotions, is still developing.** **3. They have fewer hormones than adults.** **4. Their amygdala stops working during puberty.**	**STRETCH:** Evaluate the most effective strategy for managing anger or anxiety in young people, justifying your choice.

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Lesson 3 – Promoting Emotional Wellbeing Learning Intention: To learn ways to promote emotional wellbeing, build resilience, and reframe disappointments or setbacks.	Resilience, Growth mindset, Optimism, Reframe, Setback, Coping.	**Concept:** Life Beyond School (resilience and emotional development) **British Value:** Individual Liberty – developing independence and personal growth.	**Recall a time when you faced a challenge and how you managed it.**	I can define resilience and growth mindset. I can explain how to reframe challenges and learn from setbacks. I can identify strategies that promote long-term wellbeing.	What is resilience? 1. Being able to avoid difficult situations. 2. Being able to recover from difficulties and bounce back from setbacks. 3. Never feeling upset or disappointed. 4. Always being successful at everything you try.	Sam has had a difficult week. They received a disappointing test result, had an argument with a friend and didn't get chosen for a school team. They are starting to think that they are not good enough and that there is no point trying. Task: Explain how Sam could build resilience and improve their emotional wellbeing.

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Lesson 4 – Digital Resilience Learning Intention: To learn about the impact of social media on mental health and how to develop digital resilience.	Digital footprint, Cyberbullying, Comparison, Validation, Resilience, Algorithm.	**Concept:** Staying Safe Online and Offline **British Value:** Respect – respecting others online and maintaining healthy digital habits.	**Recall how online behaviour can affect others and emotional wellbeing.**	I can describe how social media can influence self-esteem and mood. I can identify both positive and negative effects of online use. I can explain strategies for developing digital resilience and balance.	**Which of these is an example of poor digital balance?** **1. Using an app timer to limit screen time.** **2. Taking a break from your phone to spend time with friends.** **3. Staying up late scrolling through social media, even when you are tired.** **4. Muting an account that**	**Red Zone:** Explain how social media can impact wellbeing and give two strategies for protecting your mental health online. **STRETCH:** Evaluate whether social media companies should be held more responsible for young people's online wellbeing.

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					regularly makes you feel unhappy.	
Lesson 5 – Unhealthy Coping Strategies (Self-Harm and Eating Disorders) Learning Intention: To learn about unhealthy coping strategies, including self-harm and eating disorders, and	Self-harm, Eating disorder, Anorexia, Bulimia, Compulsion, Support network, Gillick competent.	**Concept:** Staying Safe Online and Offline **British Value:** Rule of Law – understanding safeguarding responsibilities and how to seek help safely.	**Recall what coping strategies are and how people manage stress differently.**	I can describe what is meant by unhealthy coping strategies. I can identify the warning signs of self-harm or eating disorders. I can explain where to go for support and how to help a friend safely.	**Which statement best describes the difference between healthy and unhealthy coping strategies? 1. Healthy coping helps us avoid our problems, while unhealthy coping makes us face them. 2. Healthy coping benefits our wellbeing, while unhealthy coping**	**Red Zone:** Explain why it's important to seek help for unhealthy coping strategies and how to access support. **STRETCH:** Evaluate how schools, families, and social media could work together to prevent harmful coping strategies.

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how to access support for yourself or others.					**can make things worse in the long term.** **3. Healthy coping always makes us feel happy, while unhealthy coping makes us feel sad.** **4. Healthy coping involves talking to others, while unhealthy coping involves being alone.**	
Lesson 6 – Healthy Coping Strategies	Coping, Wellbeing, Mindfulness,	**Concept:** Life Beyond School (emotional	**Recall examples of negative coping methods**	**Success Criteria:**	**What does nudging mean when trying to**	**Red Zone:** Explain two healthy ways

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Learning Intention: To learn about positive ways to manage difficult feelings or challenging circumstances.	Journaling, Support, Positivity.	literacy and resilience) **British Value:** Respect – valuing self-care and others' mental health.	**and why they can be harmful.**	• I can describe a range of healthy coping strategies. • I can explain how to manage stress, anxiety, or sadness positively. • I can evaluate which strategies	**encourage healthy behaviours?** **1. Forcing someone to make a healthier choice.** **2. Making small changes to encourage someone to make a healthier choice.** **3. Punishing someone for making an unhealthy choice.** **4. Removing all unhealthy choices**	someone can manage stress or anxiety. **STRETCH:** Evaluate which coping strategies are most effective for long-term wellbeing and why.

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				work best for me and why.	**so people have no option.**	
Lesson 7 – Change, Loss and Grief Learning Intention: To understand how change, loss, and bereavement can affect people differently and where to go for support.	Loss, Grief, Bereavement, Coping, Support, Adjustment.	**Concept:** Rights, Responsibilities and British Values (supporting others and understanding empathy). **British Value:** Tolerance – understanding and respecting different	Recall examples of how change affects people emotionally.	I can describe how people may experience loss and grief differently. I can identify healthy ways to cope with bereavement or change. I can explain how and when to seek support for myself or others.	**What is meant by grief?** 1. **Feeling sad only when someone dies.** 2. **A mental health condition that everyone experiences in the same way.**	**Red Zone:** Explain how change and loss can affect people differently and identify sources of support. **STRETCH:** Evaluate why grief can affect individuals in different ways depending on culture, beliefs, or personality.

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		responses to grief.			3. A natural response to loss that can cause different emotional and physical reactions. 4. Something that people should be able to get over quickly.	