



## Schedule of Learning- Personal Growth and Wellbeing

<b>Year Group: 11</b>	<b>Course: PGW</b>	<b>No. of Sessions per Week: 1</b>
<b>Modules: Understanding Emotional Wellbeing</b>	<b>Challenges:</b> <b>A-</b> Understand the importance of sharing emotions and feelings with others <b>B-</b> Explore the ways to help share personal feelings with others	<b>Term 1</b>

<b>Week/ Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>	
Week 1	Introduction to the unit	Establish expectations for the term Share something they are proud of	
Week 2	Sharing feelings	How do they feel about getting praise? Why do you feel that way? Videos about why people find it hard to share their feelings	
Week 3	Challenges when sharing feelings	Discuss stereotypical statements about sharing feelings – true or false, Where do these concepts come from –are they justified?	
Week 4	Factors that influence emotional health	What is mental health? What factors can influence our mental health?	
Week 5	Factors that influence emotional health	Stigma around MH- how can we overcome this stigma	
Week 6	Factors that influence emotional health	Bullying, abuse and harassment - <i>Charity speaker?</i>	
<b>Cross Curriculum Links</b>			
<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>
Respecting others	Stats around MH	Sharing and justifying ideas Facts vs Opinion	Curriculum Focus



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<b>Modules: Understanding Emotional Wellbeing</b>	<b>Challenges:</b> A- Understand the importance of sharing emotions and feelings with others B- Explore the ways to help share personal feelings with others	<b>Term 2</b>

<b>Week/ Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>
<i>Week 1</i>	Talking about emotional health	Language used around MH - impact on others E.g – crazy, lunatic, nutter, mad
<i>Week 2</i>	Talking about emotional health	Impact of phrases such as 'I'm going to kill myself', I'm so OCD, 'they're mental', 'she's anorexic, 'he's depressed'.
<i>Week 3</i>	Communicating Effectively	Research about celebrities who have spoken out about their MH – impact this has on others
<i>Week 4</i>	Communicating Effectively	Body language – how this influences how people interact with them
<i>Week 5</i>	Communicating Effectively	Reacting to challenging behaviour/ actions that may trigger and emotional response
<i>Week 6</i>	Review of learning so far	Catch up/ reflection lesson

<b>Cross Curriculum Links</b>			
<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>
Working in a team Respecting differences	Stats around MH	Speaking and Listening	Curriculum Focus



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<b>Modules: Understanding Emotional Wellbeing</b>	<b>Challenges:</b> A - Understand the importance of sharing emotions and feelings with others B-Explore the ways to help share personal feelings with others	<b>Term 3</b>

<b>Week/Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>	
<i>Week 1</i>	Exploring local groups that support Mental health	Research different charities and local groups – how do they offer different support for different groups of people?	
<i>Week 2</i>	Exploring local groups that support Mental health	Guest speaker from local charity or visit local library?	
<i>Week 3</i>	Preparing for Assessment	Recap on learning of the module – how did they find the learning/activities?	
<i>Week 4</i>	Assessment	Personal responses to scenarios based on mental health and wellbeing	
<i>Week 5</i>	Assessment	Benefits and challenges around sharing personal information	
<i>Week 6</i>	Post assessment	WWW/EBI for the module How can pupils apply their learning in the future?	
<b>Cross Curriculum Links</b>			
<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>
Visiting speaker/library	Stats around MH	Writing responses in 1 <sup>st</sup> person For and against arguments	Curriculum focus



<b>Year Group: 11</b>	<b>Course: PGW</b>	<b>No. of Sessions per Week: 1</b>
<b>Modules: Understanding Sexual Health and Wellbeing</b>	<b>Challenges:</b> A - Explore factors that help develop and maintain a healthy intimate relationship B - Outline how personal skills may influence relationships	<b>Term 4</b>

<b>Week/Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>
<i>Week 1</i>	Introduction to the unit	Establish rules for the topics being covered.
<i>Week 2</i>	Introduction to the unit	Values continuum – diamond 9 of key values in order of importance
<i>Week 3</i>	Developing Awareness of Healthy Relationships	Who do we have relationships with? What purpose and personal fulfilment do these people have to us? Boundaries and social norms around different types of relationship
<i>Week 4</i>	Developing Awareness of Healthy Relationships	Why are relationships important? Why are they good for society? What makes a positive relationship? Who might struggle with relationships? Case studies of people in relationships from Film and TV
<i>Week 5</i>	Developing Awareness of Healthy Relationships	Marriage and Civil Partnerships inc Forced marriage Expectations around relationships
<i>Week 6</i>	Developing Awareness of Healthy Relationships	Divorce and why relationships breakdown

**Cross Curriculum Links**

<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>
Working with others	Stats around marriages	Fact v Opinion	Curriculum focus



<b>Year Group: 11</b>	<b>Course: PGW</b>	<b>No. of Sessions per Week: 1</b>
<b>Modules: Understanding Sexual Health and Wellbeing</b>	<b>Challenges:</b> A - Explore factors that help develop and maintain a healthy intimate relationship B - Outline how personal skills may influence relationships	<b>Term 5</b>

<b>Week/ Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>	
Week 1	Social and Communication Skills	What do we mean by social skills? What is effective communication?	
Week 2	Social and Communication Skills	Why is good communication important in intimate relationships? Consent Role play scenarios	
Week 3	Developing Awareness of Emotions	Mind map of feelings – outline of themselves - what makes them happy/sad/angry etc. Is there a time when love is wrong and anger is right?	
Week 4	Developing Awareness of Emotions	RAG rate emotions in relationships from TV/Film Discussion around appropriate response in different scenarios	
Week 5	Safe reproductive health and pregnancy	Stages of pregnancy - contraception	
Week 6	Safe reproductive health and pregnancy	Sexual health inc sexually transmitted diseases	
<b>Cross Curriculum Links</b>			
<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>



Social skills Working with others		Speaking and Listening Skills	Curriculum focus
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<b>Modules: Understanding Sexual Health and Wellbeing</b>	<b>Challenges:</b> A - Explore factors that help develop and maintain a healthy intimate relationship B - Outline how personal skills may influence relationships	<b>Term 6</b>

<b>Week/ Session</b>	<b>Challenges planned</b>	<b>How are they going to achieve this?</b>
Week 1	Personal Safety	Being assertive – how to say NO. Role play – assertive and negotiation skills
Week 2	Personal Safety	Laws around keeping safe including online. Who to contact if you need support
Week 3	Personal Safety	Impact of drugs and alcohol. Coercive control
Week 4	Preparing for Assessment	Review of learning so far – catch up and review any misconceptions Respond to scenario appropriately using learning from the Unit.
Week 5	Assessment	Create a leaflet about healthy relationships <ul style="list-style-type: none"><li>- Factors on how to start, maintain and end a relationship</li><li>- Emotional wellbeing – personal skills you need</li></ul>



<i>Week 6</i>	Post assessment	WWW/EBI for the module How can pupils apply their learning in the future?	
<b>Cross Curriculum Links</b>			
<b>Careers/Employability</b>	<b>Maths</b>	<b>English</b>	<b>PSHE</b>
Social skills Working with others		Speaking and Listening Skills	Curriculum focus