



PSHE Scheme of Learning

7.2: Relationships, Health & Wellbeing – Healthy relationships, Healthy minds

Intent – Rationale

This unit fits within the *Relationships* theme as the second PSHE unit. Students will focus in on some characteristics of healthy relationships (and unhealthy relationship), gain an introduction to the concept of consent and better understand. The unit will ensure that students have an elemental understanding of consent. Within this unit our students will learn what elements define and underpin healthy relationships within a variety of contexts whilst also being taught why the notion of consent.

Furthermore, students will learn how to look after their mental health and how to promote emotional wellbeing and to build resilience

The topics will allow for positive discussions and for students to listen to the viewpoint of others and gain a common understanding of healthy relationships despite diverse lived experiences

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Whilst at primary school students should have been taught about <i>Respectful Relationships</i> where they should have looked at some aspects of healthy & positive relationships. In addition, they should have learnt about the importance of <i>permission seeking and giving in relationships</i> 	<ul style="list-style-type: none"> Y7 HT5 Y8 HT1 Y8 HT2 Y9 Stay Safe Day Y10 HT1 Y10 HT6 Y11 Health & wellbeing day
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> MFL (students talk about positive relationships with others e.g. parents) 	<ul style="list-style-type: none"> SP (L1) M (L1; L4; L5; L6) SO (L1; L4; L5; L6)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Possibility to share age-appropriate articles from the media 	<ul style="list-style-type: none"> N/A



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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;">Know</p> <ul style="list-style-type: none"> - The different types of relationship there are (e.g. with friends; siblings; parents; partners etc) <ul style="list-style-type: none"> - The definition of consent - What is meant by the term mental health - Some common misconceptions around mental health <ul style="list-style-type: none"> - Signs of when consent is given/not given - A variety of ways to promote emotional wellbeing - A range of strategies to develop digital resilience <p style="text-align: center;">Apply</p> <ul style="list-style-type: none"> - Students will be able to describe healthy relationship behaviours - Students will be able to describe unhealthy relationship behaviours - Students will be able to describe the potential consequences of different communication styles in a relationship <ul style="list-style-type: none"> - Students will be able to identify signs of someone giving consent (or not) - Students will be able to recognise and challenge prejudice and discrimination in relation to mental health <p style="text-align: center;">Extend</p> <ul style="list-style-type: none"> - Students will be able to evaluate the most effective ways of giving consent (considering both words and actions) <ul style="list-style-type: none"> - Students will be able to evaluate the links between physical and mental health - Students will be able to evaluate the effectiveness of different strategies to promote emotional wellbeing - Students will be able to evaluate the positive and negative impact of social media on emotional wellbeing 	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Healthy relationships • Unhealthy relationships • Consent 	<ul style="list-style-type: none"> • Each lesson typically begins with a baseline assessment that is then returned to during the lesson which allows misconceptions to be identified and addressed. • Opportunities for staff to monitor progress through booklet use • End of unit assessment to take place using Microsoft Forms (via Teams)



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
7.2.7 – Healthy Relationships	To learn about the qualities of healthy & unhealthy relationships	To evaluate what makes a relationship healthy	Lesson 7.7 on Staff Drive <ul style="list-style-type: none"> - Rights & Responsibilities - Relationship rights - Relationship scenarios - Relationship traffic lights
7.2.8 – Consent	To learn about consent – what it means and what it should look like in practice	To describe how consent is sought and given within the parameters of a relationship	Lesson 7.8 on Staff Drive <ul style="list-style-type: none"> - What is consent? - Parallel Lines (Personal boundaries) - Personal space - Consent or not? - The age of consent
7.2.9 – Attitudes to Mental Health	To learn about attitudes to mental health	To recognise how to challenge misconceptions around mental health	Lesson 7.9 on Staff Drive <ul style="list-style-type: none"> - What is mental health? - Mental health quiz - The language of mental health - Challenging discrimination
7.2.10 – Promoting emotional wellbeing	To learn ways to promote emotional wellbeing and build resilience	To explain how to reframe, and learn from, disappointments and setbacks	Lesson 7.10 on Staff Drive <ul style="list-style-type: none"> - A-Z of mental health & wellbeing - Our daily wellbeing - Failure & resilience - Managing disappointments and setbacks
7.2.11 – Digital Resilience	To learn about the impact of social media on mental health & wellbeing	To analyse the reasons people post and look at images online and the impact this can have on self-esteem	Lesson 7.11 on Staff Drive <ul style="list-style-type: none"> - + / - / ? Exploring attitudes to social media use and emotional wellbeing - Why do we take & post selfies? - A day in the life of Taylor