

St Bede's Catholic Middle School

“We are God’s children working together to be our best in love, learning, service and worship.”

Departmental Scheme of Work

Curriculum Intent in SMSVC: SMSVC enables our pupils to become healthy, independent and responsible members of our school but also of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up which they will likely face.

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| Sequencing of the Curriculum | Michaelmas 1 – Dealing with negative emotions and relationships Michaelmas 2 – Bullying Lent 1 – Understanding our bodies | Lent 2 – Avoiding negative influences on our lives Trinity 1 – Future education and vocations Trinity 2 - Mental health awareness |
| Progression Model | <p>What knowledge will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> • To recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • To recognise their personal strengths and how this affects their self-confidence and self-esteem. They should know what positively and negatively affects their mental and emotional health. • To understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment • Continue to develop strategies to manage, maintain and support their mental health; a range of healthy coping strategies • Understand how to recognise when they or others need help, sources of help and strategies for accessing it. • To understand how the human brain works and how this biologically affects our mental health • | <p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Development of self-esteem • Ability to identify when oneself or somebody else may require some emotional support • Developing empathy of other people. • Development of coping strategies to support their mental health • Ability to reduce their stress levels and promote positive mental health by using mindfulness approaches. • Be able to label parts of the brain |

- To understand the concept of a ‘balanced lifestyle’ and think about how this matches their current lifestyle.
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these, as well as how to get help.
- Know people who are responsible for helping them stay healthy and safe and organisations out there which support mental health.
- To explore what type of activities makes themselves feel good and relaxed, creating mindfulness strategies which suit themselves as an individual.

Lesson Objectives

- To explain what stress and anxiety are and explore reasons why people my age might feel this way.
- To explore what stress and anxiety can do to the body.
- To look at ways to improve self-esteem and my own mental health.
- To recall examples of a fixed mindset.
- To examine the difference between fixed and growth mindset.
- To debate how to turn a fixed mindset into growth mindset.
- To reflect on my time in Year 8.
- To discuss the positive and negative experiences I’ve had and link these to feelings I’ve felt.
- To consider my hopes for High School and how I will make a positive impact on my own future.

Keywords

Mental health, wellbeing, brain, neurons, mindfulness, exercise, art, talents, positive, negative, growth mindset, balanced lifestyle, strategies

Ideas of how parents can support children in this unit

- Parents can support their children by talking to children about how they are feeling regularly to have an insight into their children’s own mental health.
- Encourage them to talk about this or express their feelings in other ways (drawing, music, dance etc).
- Watch the film “Inside out” and discuss the meaning behind the film. Let kids be kids and encourage play, the outdoors and exercise

Marking/ Assessment of this unit

The lessons for SMSVC are not formally assessed as learning outcomes are subjective and personal to each individual pupil. Pupils’ work will regularly be read by teachers and followed up accordingly

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| | <p>Virtual Curriculum and Extension ideas</p> <ul style="list-style-type: none"> • Explore different types of exercise which will be good for your mental health – which types do you enjoy? Is there a team sport you could get involved with? Any nice walks in the area to explore? • Print off some mindfulness colouring or create your own – take yourself off to a quiet place and relax (listen to music if you like) • Explore different types of mediation • Create a menu for a healthy balanced lifestyle and trial it yourself. | |
| <p>Catholic Ethos</p> <p>Pupils will be Eloquent in their ability to talk about their emotions and ways that they can support their wellbeing, as well as the wellbeing of others. Pupils will be truthful with themselves in exploring their feelings and emotions in order to respond to their own needs.</p> | <p>SMSVC/ Personal Development</p> <p>The SMSVC outcomes are met through the learning objectives stated above.</p> | |
| <p>Cross Curricular Links</p> <ul style="list-style-type: none"> • Links with PE using exercise as mindfulness and coping strategy. • Links with Art and Music as a form of mindfulness and how strategies can be used as a method of relaxation such as breathing techniques, art skills. • RE: Mindfulness meditation and finding inner peace with God. • Science links with the functionality of the brain and the biological approach. Studied at KS4 | <p>British Values</p> <p>During this term pupils will be provided with accurate and relevant knowledge towards Mental Health Awareness. They will look at skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. They will explore opportunities, clarify and if necessary, challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities The sessions will enable pupils to develop their self-knowledge, self-esteem and self-confidence. In addition, we will encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.</p> | <p>Careers</p> <ul style="list-style-type: none"> • Mental health worker • Scientist • Nurse • Doctor • Therapist • Social worker • Teacher • Behavioural psychiatrist |