

## The Mental Health Project – KS4 Curriculum Map

The below are from the <a href="#">PSHE Association Programme of Study</a> and their <a href="#">Teacher guidance: teaching about mental health and emotional wellbeing</a>		Year 10					Year 11					Booklet/ website	
Students learn:		L1	L2	L3	L4	L5	L1	L2	L3	L4	L5		
<b>Health and Wellbeing</b>	to accurately assess their areas of strength and development, and where appropriate, act upon feedback*											10 & 11 Lesson 1 & 5 ✓	
	how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this			✓									
	how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this							✓					
	strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing				✓								
	the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health		✓										
	about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences								✓				
	a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns		✓										
	to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available						✓						
	the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others						✓						
	how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help						✓						
	to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health								✓				✓
	the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities**						✓						
	<b>Relationships</b>	strategies to manage the strong emotions associated with the different stages of relationships									✓		
strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed										✓			

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<b>Relationships (continued)</b>	to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours							✓						
	to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals and behaviours										✓			
	to safely and responsibly manage changes in personal relationships including the ending of relationships												✓	
	ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them												✓	
	ways to access information and support for relationships including those experiencing difficulties											✓		
	to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences								✓					
	the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support								✓					
	to recognise when others are using manipulation, persuasion or coercion and how to respond											✓		
<b>Living in the wider world</b>	to evaluate their own personal strengths and areas for development and use this to inform goal setting													
<b>The below are taken from the <a href="#">Statutory guidance: Physical health and mental wellbeing (Primary and secondary) (Mental Wellbeing section)</a></b>		<b>Year 10</b>					<b>Year 11</b>					10 & 11 Lesson 1 & 5 ✓		
By the end of secondary school pupils should know:		<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	Booklet/ website		
how to talk about their emotions accurately and sensitively, using appropriate vocabulary		✓					✓							
that happiness is linked to being connected to others		✓					✓							
how to recognise the early signs of mental wellbeing concerns						✓								
common types of mental ill health (e.g., anxiety and depression)						✓								
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health		✓					✓					10 & 11 Lesson 1 ✓		
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness***		✓					✓							

\*Self-assessment offers the opportunity to assess areas of strength and development. Feedback will need to be classroom/teacher led.

\*\*Although we have covered this topic it is not meant to replace your usual provision on drugs and alcohol.

\*\*\* Covered here but covered more comprehensively at KS3.

Many of the above are covered more than once throughout the lessons but we have referenced here where they are covered in the lesson objectives and explicitly in the scheme of work.