

## Period 1 – The Malling School Way lesson

Personal, Social & Health Education (PSHE); Relationships & Sex Education and Health Education (RSHE) and Character Development (CD) lessons



*The Malling School Way*  
*'Caring, Determined and Reflective'*



<u>Term 3</u>	<u>PSHE/RSHE Lesson – Activity for Pupil Booklet</u>	<u>PSHE Lesson – Notes for Tutor Booklet</u>	<u>Character Development lesson</u>	<u>Assembly</u>
<u>Week One</u>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>• Scale 1-10, pupils to rate themselves.</li> <li>• After discussion, how might they advise someone who wants to improve their physical health?</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>• What makes a healthy lifestyle? Role of a balanced diet.</li> <li>• Importance of rest / healthy food choices and physical activity.</li> <li>• Identifying external and internal factors that influence physical health.</li> <li>• Healthy balance between mental and physical health, work, leisure etc.</li> <li>• Benefits of physical activity.</li> </ul>	<p><b>Courage</b></p> <ul style="list-style-type: none"> <li>• Moments of courageous thoughts</li> <li>• Aristotle's understanding of courage</li> <li>• Spartan courage</li> <li>• Courage and fear</li> </ul>	<p>DofE / importance of PDP / extra-curricular</p>
<u>Week Two</u>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• Scenarios about grooming / sexual harassment.</li> <li>➔ Identify the dangers in each scenario. What advice could be given?</li> <li>• Pupils to identify who they might access support from if they're concerned.</li> </ul>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• Definition of grooming / sexual harassment.</li> <li>• Warning signs.</li> <li>• Details of support.</li> <li>• Laws surrounding sexual activity amongst minors.</li> </ul>	<p><b>Justice / Fairness</b></p> <ul style="list-style-type: none"> <li>• Trolley dilemma</li> <li>• How to calculate the right choice?</li> <li>• Discussion on utilitarian criteria</li> </ul>	<p>Consent (in a variety of situations). Where / how to access support.</p>
<u>Week Three</u>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Give budget with individually priced</li> </ul>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Importance of food hygiene.</li> <li>• How to plan nutritious meals on a budget.</li> </ul>	<p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>• Stoic self- control</li> <li>• Buddhist concept of detachment</li> </ul>	<p>Importance of eating breakfast and lunch. Planning healthy meals</p>

	<p>ingredients. Pupils to make a balanced diet.</p>	<ul style="list-style-type: none"> <li>Finance – how to make money go further. (Purchasing foods in season and own brands).</li> <li>Health risks linked to poor diet.</li> </ul>	<ul style="list-style-type: none"> <li>How to find the right measure?</li> </ul>	<p>(on a budget) / food hygiene.</p>
<b><u>Week Four</u></b>	<p><b>Health &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>Give pupils different symptoms and ask them to identify what level of medical support they might need.</li> </ul>	<p><b>Health &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>Clarification of different levels of medical support.</li> <li>Trusted and verified resources.</li> </ul>	<p><b>Wisdom</b></p> <ul style="list-style-type: none"> <li><i>Sapere aude!</i> Dare to think!</li> <li>No other virtues without wisdom</li> <li>Being smart/being wise</li> <li>Search for wisdom</li> </ul>	<p>Link to attendance. How to manage and prevent different illnesses.</p>
<b><u>Week Five</u></b>	<p><b>Mental Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>Scenarios – pupils to identify what level of support that person may need.</li> </ul>	<p><b>Mental Health &amp; Well-being</b></p> <ul style="list-style-type: none"> <li>Symptoms of mental illnesses.</li> <li>Support available (different levels).</li> <li>How to recognise symptoms in someone else.</li> <li>Importance of adequate sleep and a healthy diet.</li> </ul>	<p><b>Humbleness</b></p> <ul style="list-style-type: none"> <li>Being great at being humble</li> <li>Confidence without boasting</li> <li>Gratitude for undeserved blessings in life</li> </ul>	<p>Addressing misconceptions between common emotions and feelings and those that are extreme.</p>
<b><u>Week Six</u></b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Video of CPR.</li> <li>Pupils to record the steps they would take to help and support someone suffering from cardiac arrest.</li> </ul>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>List of school first-aiders.</li> <li>Locations of local defibrillators.</li> <li>Recovery position.</li> <li>Cardiac arrest ‘staying alive’.</li> <li>Treatment of common injuries.</li> <li>Levels of support available – how to access them at appropriate times.</li> </ul>	<p><b>Agape / Compassion</b></p> <ul style="list-style-type: none"> <li>Eros, Philo and Agape - Greek kind of love</li> <li>Unconditional devotion</li> <li>Golden rule</li> </ul>	<p>Physical / mental health first aid.</p>
<b><u>Term 4</u></b>	<b><u>PSHE/RSHE Lesson – Activity for Pupil Booklet</u></b>	<b><u>PSHE Lesson – Notes for Tutor Booklet</u></b>	<b><u>Character Development lesson</u></b>	<b><u>Assembly</u></b>

<p style="text-align: center;"><b><u>Week One</u></b></p>	<p><b>Sexual Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify different types of contraception.</li> <li>• What things might impact you making an informed decision about sex?</li> </ul>	<p><b>Sexual Relationships</b></p> <ul style="list-style-type: none"> <li>• Information around different family types. Adoption/fostering etc.</li> <li>• Different types of intimate, sexual relationships.</li> <li>• Use of appropriate language. Not just 'he' and 'she'.</li> <li>• Dissuading the sharing of personal experiences.</li> <li>• Methods of contraception.</li> <li>• Legalities around sexual relationships for minors.</li> </ul>	<p><b>Courage</b></p> <ul style="list-style-type: none"> <li>• Brave person as hopeful person</li> <li>• Extrovert and silent courage</li> <li>• Alastair Macintyre's Criteria of Courage</li> <li>• Lyrics of courage</li> </ul>	<p>Different types of relationship and which ones are 'acceptable'.</p>
<p style="text-align: center;"><b><u>Week Two</u></b></p>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• Series of images displaying different situations. Pupils to identify and label all of the dangers.</li> </ul>	<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• Awareness of gang culture.</li> <li>• What safety in the community looks like.</li> <li>• Further information about grooming / being safe online and how to seek support.</li> </ul>	<p><b>Justice/Fairness</b></p> <ul style="list-style-type: none"> <li>• Immanuel Kant: Is it ever right to lie?</li> <li>• John Rawls - veil of ignorance</li> <li>• Distributive justice</li> </ul>	<p>Safety in the Community (road safety etc.)</p>

<p style="text-align: center;"><b><u>Week Three</u></b></p>	<p><b>Drugs, alcohol, tobacco</b></p> <ul style="list-style-type: none"> <li>List different types of drug, alcohol, tobacco and pupils to identify the harms and risks that they can cause.</li> </ul>	<p><b>Drugs, alcohol, tobacco</b></p> <ul style="list-style-type: none"> <li>Facts from harm about smoking tobacco and taking drugs.</li> <li>How to access necessary support.</li> <li>Why people smoke/use drugs.</li> <li>School rules around the above.</li> <li>Why people drink alcohol.</li> <li>Strategies about how to keep safe at parties/festivals.</li> <li>Information about date rape.</li> </ul>	<p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>Stoic lessons on self-control</li> <li>Materialism and minimalism</li> <li>Feeling of being overloaded</li> </ul>	<p>Types of drug and classifications / screen addiction and it's dangers.</p>
<p style="text-align: center;"><b><u>Week Four</u></b></p>	<p><b>Internet Safety</b></p> <ul style="list-style-type: none"> <li>Pupils to write to advise a younger sibling / pupil on how to ensure they are safe online.</li> </ul>	<p><b>Internet Safety</b></p> <ul style="list-style-type: none"> <li>Legalities around minors using the internet safely.</li> <li>Reminder that everything posted online stays there – dangers and risks of this.</li> <li>Facts and statistics around users/usage of social media.</li> </ul>	<p><b>Wisdom</b></p> <ul style="list-style-type: none"> <li>Confucius' thoughts on wisdom</li> <li>Seneca's words of wisdom</li> </ul>	<p>Appropriate use of social media</p>
<p style="text-align: center;"><b><u>Week Five</u></b></p>	<p><b>Mental Health / Well-being</b></p> <ul style="list-style-type: none"> <li>Write down strategies that you might use if ...</li> </ul>	<p><b>Mental Health / Well-being</b></p> <ul style="list-style-type: none"> <li>Tips/strategies to cope with various mental illnesses and difficulties.</li> <li>Advice from NHS around accessing appropriate support and where this can be found.</li> </ul>	<p><b>Forgiveness</b></p> <ul style="list-style-type: none"> <li>False images of perfection</li> <li>Thinking without anger and pity</li> <li>Building bridges of peace</li> </ul>	<p>Coping mechanisms of dealing with mental illness. How to access appropriate support for yourself or someone else. Importance of sleep.</p>

		<ul style="list-style-type: none"> <li>Facts/statistics around importance of sleep.</li> </ul>		
<b><u>Week Six</u></b>	<b>Families</b> <ul style="list-style-type: none"> <li>Pupils to try and define what a family is after they have looked at different examples.</li> <li>Key characteristics that a family need.</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>Information about different types of family.</li> <li>Information about different cultures/religions/contexts and what family looks like.</li> <li>Advice on support that can be accessed if a pupil is having familial struggles.</li> </ul>	<b>Agape / Compassion</b> <ul style="list-style-type: none"> <li>Love in action</li> <li>Selfless service</li> <li>Silent charity</li> <li>Kindness beyond politeness</li> </ul>	Different types of families and commitment. What this might look like in different contexts / cultures / religions etc.