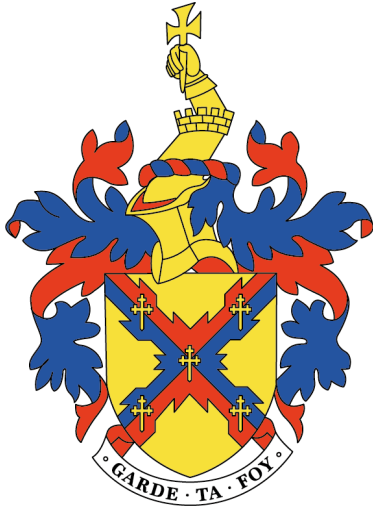




# PSHE and RSE

Year 11

**Name:**

**Class:**

# PSHE *at* STRS

## Year 11

You will have 1 PSHE lesson every 6 weeks delivered by a PSHE subject specialist until the February half term. PSHE lessons centre around discussion and focus on personal reflection. High standards of presentation are expected in your booklet.

✓ *Green pen must be used for RTF and to add knowledge/address misconceptions*

**Assessment:** Self-assessment tasks at the beginning of each lesson assess prior knowledge and are returned to in order to address misconceptions and reflect on progress. Online quizzes will be set every half term to assess your knowledge and help inform the curriculum.

**Homework:** Online assessments will be set on Satchel One. Links to support and further information in your booklet will also help to consolidate and extend your knowledge of the topics covered.

**Ground rules:** At the beginning of every lesson, we will revisit our ground rules which helps facilitate respectful discussion. At the end of each lesson, one student will be given a merit based on their demonstration of the following curriculum aims.:

- **Self-discipline**
- **Thinking skills**
- **Resilience**
- **Behaviours for learning**
- **Core Knowledge and understanding**

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## Lesson 1: Mental Health and Wellbeing

What opportunities and challenges might they be facing?

How might these make them feel?



Indigo is 16 years old

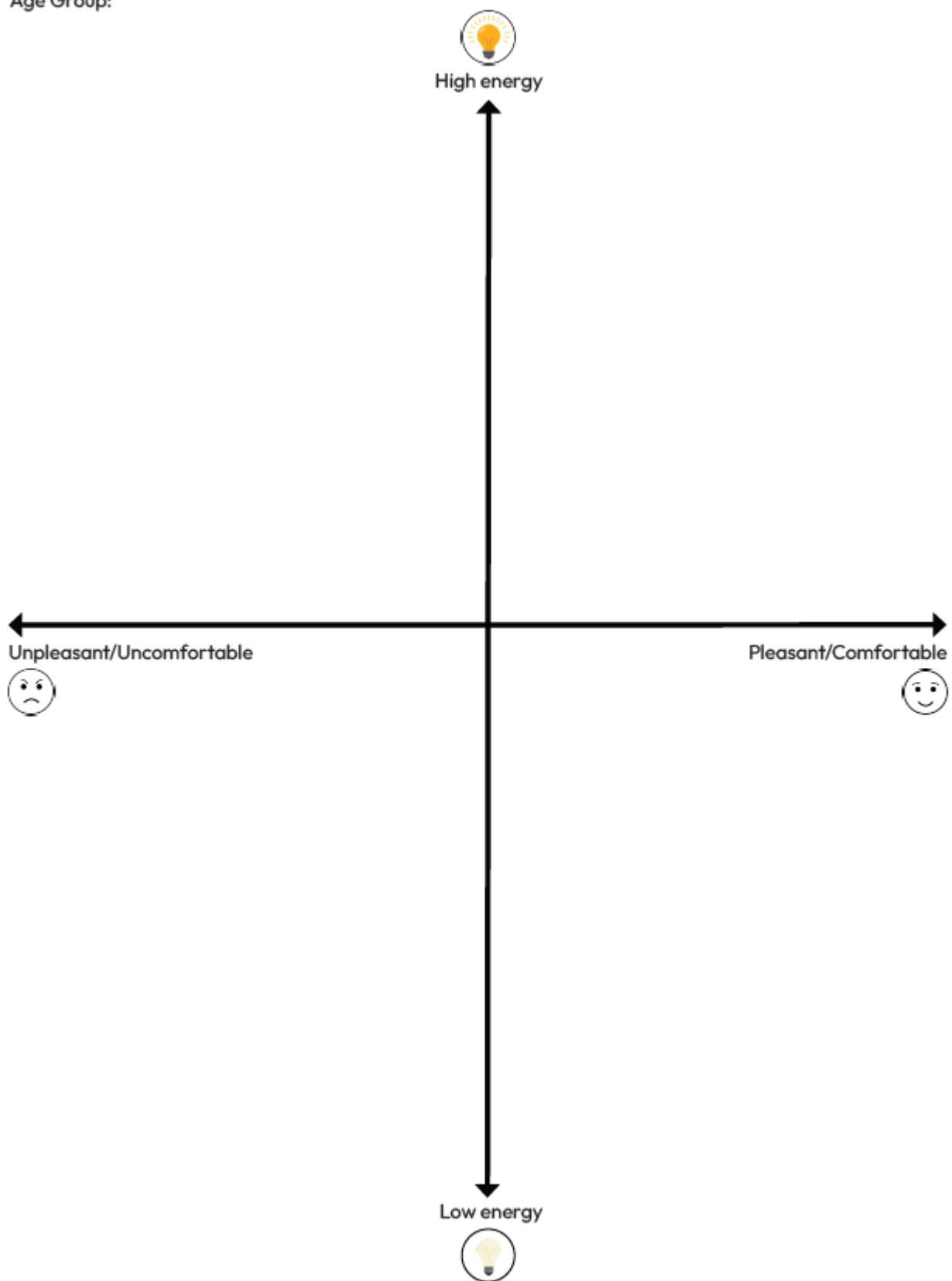
How might their mental health and wellbeing...

- have changed over the past 2 years?

- change over the next 2 years?

How might they manage changes and challenges?

Age Group:



## Challenge forum:

Choose one of the scenarios:

I've just started college, and I don't know anyone yet. The lessons feel different from my last school, and I'm struggling to keep up. I feel like everyone else already has friends from school here with them, but I'm on my own, and I'm not sure how to settle in.

We've got a couple of new people in our form group and we got along really well when they're joined. But I think my friends might like them more than they like me – they invite them everywhere! I'm not really sure what to do about it.

Give advice using the sentence starters below, and strategies from the menu:

- You might be feeling...
- You might also feel...
- Have you tried... (choose one or two strategies below)
- These might help because...
- You could talk to...

### Strategies menu

|                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Naming the emotion</b></p>  <p>Naming the feelings or emotions felt. This can make emotions feel less overwhelming and easier to manage.</p>                                                  | <p><b>Pausing</b></p>  <p>Taking a moment before deciding what to do next. This can help with thinking clearly before acting.</p>                                                                 | <p><b>Doing an enjoyable activity</b></p>  <p>Doing something fun or exciting to take someone's mind off from what is upsetting.</p>                                                         |
| <p><b>Absorbing activities</b></p>  <p>Doing activities that use the senses, like listening to music or drawing. This can help to relax, distract from, and manage worries.</p>                    | <p><b>Breathing</b></p>  <p>Taking slow breaths. This can slow the heart rate and help someone to feel calm.</p>                                                                                 | <p><b>Progressive muscle relaxation</b></p>  <p>Squeezing and relaxing muscles one group at a time, from the head down to the feet. This can release tension and bring a sense of calm.</p> |
| <p><b>Watching thoughts</b></p>  <p>Imagining thoughts as leaves on a stream or clouds in the sky, letting them go or watching them float away. This can create space from difficult thoughts.</p> | <p><b>Reappraising</b></p>  <p>Thinking differently about a situation, looking at it from a new, helpful angle. This can help someone to feel more in control and support pleasant feelings.</p> | <p><b>Seeking support</b></p>  <p>Talking to a trusted adult, like a teacher. Finding support services, like online services such as Childline.</p>                                         |

## Notes on the Brain and Challenge:

Stuck? Answer the questions but add anything you find helpful...

How does the brain respond to challenges?

How do strategies build connections?

What does strengthening the connection between the reward network and the PFC help us to do?

Why is it important to try different approaches or shift the focus?

What do stronger connections to the amygdala and rewards system make it easier for the PFC to do?

## Distraction Scenario:

1. What might be distracting Raf and Ali?
2. Why might some distractions be more helpful or less helpful?
3. What could Raf and Ali do to stay focused while preparing for exams?
4. How might managing distractions affect Raf and Ali's wellbeing?

## Helpful and Unhelpful Distractions:

Make a list of distractions based on the images on the slide.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Which distractions might be helpful?

Which are less helpful?

## Managing distractions:

I like studying in a café near home at the weekend. My friend can concentrate there all day without any problems, but if it gets too busy, I need to move somewhere quieter.



It can be hard to motivate myself to study, but I always keep in mind what I want to do at university and it gets me back to studying again.



I sometimes check my phone to look something up, but then I see a notification and spend ages scrolling before I even start my work!



Going for a short walk clears my head when I feel stuck doing homework. It stops me from getting frustrated and helps me think more clearly when I get back to it.



Listening to music helps me focus, but only if I choose something without lyrics. I made a playlist of soundtracks from movies and that works really well!



I get really anxious before exams, and even small distractions make me panic. I snapped at my mum a bit the other day when she said I should stop for a bit, I feel like I need to be focused all the time.



My little sister and brother are always running around and making noise when I'm trying to revise. I share a room with my sister so it's really hard to concentrate. It can be really annoying.



1. How might the distraction affect how the character feels at the time?
2. If this distraction continues to prevent them engaging in activities that are enjoyable or important, how might their wellbeing be affected?
3. Could the character manage this distraction themselves?
  - If so, how?
  - If not, who could they ask for help?

## Why is it important to manage distractions?

**Distractions can have both short-term and long-term effects on how someone feels and their wellbeing.** In the moment, distractions may help someone manage unpleasant or uncomfortable emotions, but they can also interrupt someone's focus or stop them from completing a task.

Over time, excessive or unhelpful distractions can pull attention away from activities that are enjoyable or important. Unhelpful distractions can also make it harder to engage with meaningful activities, which can lead to frustration, stress, or feeling disconnected from things that bring enjoyment. If someone spends less time doing things they care about or enjoy, they might experience fewer pleasant emotions, which can negatively affect their wellbeing.

**Too many distractions can drain the cognitive resources (or mental energy we might call "brain fuel") making it harder to focus, think clearly, and manage emotions.** The more effort someone has to put into ignoring distractions the faster their "brain fuel" runs out. This might include distractions such as notifications, interruptions or disruptive background noise (the amount and type of background noise someone finds helpful or tolerable can vary from person to person).

Over time, this can also have a detrimental impact on someone's wellbeing because it can lead to them feeling drained and unable to focus properly on important activities.

**Managing distractions effectively can help preserve brain fuel and improve focus.** A young person might do this by using strategies like:

- 'see, hear, move'
- watching thoughts
- taking a few slow breaths
- reminding themselves why the task matters
- changing their environment to make it less distracting.

**Finding ways to reduce distractions can help someone stay engaged in activities that matter, making it easier to focus and experience more positive emotions during and after.** For example, they may feel satisfied or proud when they have completed an important task, or better able to enjoy activities such as spending time outside, which can feel relaxing and awe-inspiring.

Managing distractions well while doing meaningful activities supports overall wellbeing.

**If someone is struggling to manage distractions themselves, they could speak to a teacher or trusted adult who might suggest strategies or help them find a more supportive environment.**

## The Five-step Process:

**‘Choose’, ‘Change’, ‘Focus’, ‘Remember’, ‘Respond’.**

**‘Choosing’** to be among people or in places that are less distracting

**‘Changing’** their environment to make it less distracting, e.g., turning off devices/notifications or asking others to be quiet

**‘Focusing’** on the task or activity at hand and ignoring unhelpful distractions (keeping related items nearby as reminders of the task at hand can help)

**‘Remembering’** why the task matters and how it will feel to make progress on, or complete, the task

**‘Responding’** to impulses or growing urges to do something else – for instance, by using strategies like ‘See, hear, move’; ‘watching thoughts’; or pausing to notice and identify distractions, to decide how to manage them.

## What have we learnt?

Write down...

- **Three emotions** someone might feel when they’re experiencing a big change in life
- **Two strategies** from today’s lesson that could help manage emotions.
- **Two strategies** from today’s lesson that could help manage distractions.

## Lesson 2: Making decisions about being active

How do each of the images link to physical activity?

|  |  |
|--|--|
|  |  |
|  |  |

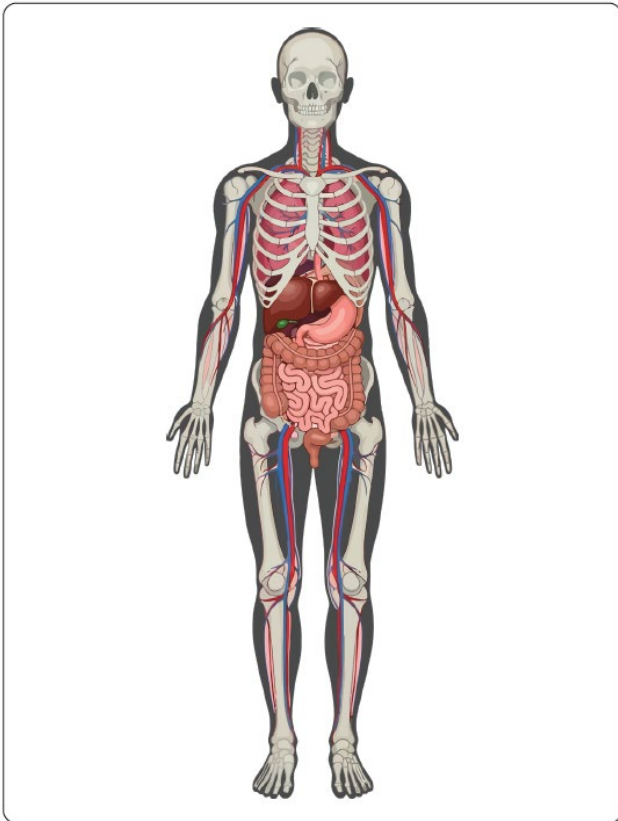
### Managing Stress

What information might be revealed via the QR code?

Think about:

1. the different ways in which being active can help manage stress
2. examples of activities students could get involved in at our school

What's the link between physical activity and the body?



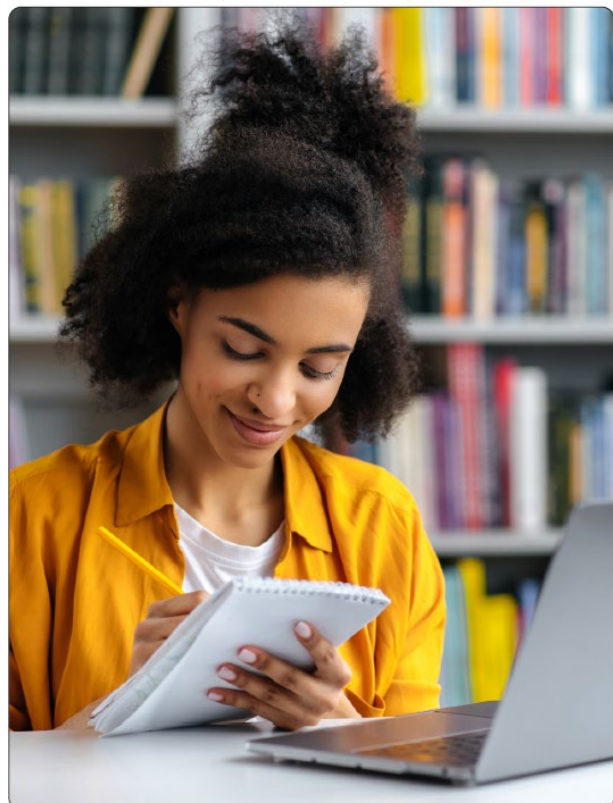
What's the link between physical activity and social connection/relationships?



What's the link between physical activity and online content?



What's the link between physical activity and learning/studying?



## Spotting the benefits

|                                    | Short Term | Long Term |
|------------------------------------|------------|-----------|
| <b>Physical Health</b>             |            |           |
| <b>Mental Health and Wellbeing</b> |            |           |

Likely to have a positive effect

Less reliable

More reliable

Likely to have a negative effect

## Personal Reflection

1. What physical activities do you do, or what would you like to try, to help manage wellbeing?
2. What positive and reliable influences are around you in relation to physical activity?
3. How can you focus more on these, rather than on less positive/reliable ones?

## Lesson 3: Changing Thinking Habits and managing Stress

1. People can improve at anything if they work hard enough at it.

Agree  Disagree

2. Making mistakes is embarrassing, it's best to avoid risking them.

Agree  Disagree

3. If someone has to try very hard at something, it's because they don't have natural talent - they are wasting their time.

Agree  Disagree

4. Most successful people have experienced setbacks and disappointments.

Agree  Disagree

5. If someone knows a project will be a challenge, they shouldn't start it and should find something else to work on.

Agree  Disagree

Write the letter from the type of negative thinking by its definition.

Draw a line from each definition to an example of this thinking pattern.

| Type                               | Definition                                                                            | Example                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>(A) Personalising</b>           | <input type="checkbox"/> <b>A</b> Assuming something is their fault.                  | Everyone must think I'm really stupid for getting that question wrong.              |
| <b>(B) Mind reading</b>            | <input type="checkbox"/> <b>D</b> Predicting the future in a negative way.            | I failed that test. I'm useless at everything.                                      |
| <b>(C) Labelling</b>               | <input type="checkbox"/> Believing they know what others are thinking.                | My friend didn't text me back, they must be upset with me.                          |
| <b>(D) Fortune-telling</b>         | <input type="checkbox"/> Giving themselves a negative name or identity.               | If they say no, I'll never find anyone who likes me, and I'll be alone forever.     |
| <b>(E) Catastrophising</b>         | <input type="checkbox"/> Making broad judgements based on one event.                  | I did badly on one test, I'm going to fail all my GCSEs.                            |
| <b>(F) Overgeneralising</b>        | <input type="checkbox"/> Assuming the worst possible outcome.                         | I'll never pass my exams, so there's no point in trying.                            |
| <b>(G) All-or-nothing thinking</b> | <input type="checkbox"/> Telling themselves how they 'should' or 'must' feel or act.  | I had fun at the party, but that one person didn't talk to me so it was a disaster. |
| <b>(H) Should statements</b>       | <input type="checkbox"/> Seeing things in extreme terms, as total success or failure. | I missed one day of my revision plan, so it's not working.                          |
| <b>(I) Filtering</b>               | <input type="checkbox"/> Focussing only on the negatives and ignoring the positives.  | I should always get everything right, or people won't respect me.                   |

## Identifying Negative Thinking Patterns:

Negative thinking patterns are unhelpful ways of thinking where someone focusses on more negative aspects of situations and, sometimes, makes situations seem worse than they are.

The brain naturally focusses on potential dangers - a survival mechanism from a time when being alert to danger was more important than being alert to rewards, as survival depended on it. So, when feeling an unpleasant or uncomfortable emotion in response to a challenging situation, the amygdala would often become active and set off the 'fight, flight or freeze' response, making the body ready to respond to danger or threat. While the 'fight, flight, freeze' response is less helpful today, the brain is still wired to focus more on negative thoughts.

Negative thoughts or feelings can signal to someone that something is important to them. For example, feeling left out when friends make plans might draw attention to how much those friendships matter. Feeling frustrated after a test could show that doing well at school is something the person cares about. These feelings can be useful if they help us reflect, prepare, or make positive changes.

However, when unhelpful thinking patterns take over they can make challenges feel bigger or more overwhelming than they are, as someone may focus on problems, make assumptions without evidence, or struggle to see solutions. These thinking patterns are often unrealistic or unhelpful, reinforcing themselves over time.

This can cause someone to feel worry, anxiety, or tension, and can lower confidence, having a negative impact on wellbeing.

Someone having catastrophising thoughts might feel stress, panic, or feel tearful; someone having personalising thoughts might feel embarrassment, guilt, or anger; someone having mind reading thoughts might feel insecurity, suspicion, or anxiousness; someone having overgeneralising thoughts might feel hopelessness, frustration, or a sense of overwhelm.

Self-regulation strategies, such as pausing, breathing, or doing absorbing activities that engage the senses can help someone feel calmer, or feel more pleasant or neutral emotions, before deciding what to do next. This can make it easier to challenge negative thinking patterns.

The process of reframing thoughts is supported by the PFC, which helps with rational thinking and perspective-taking, and by brain regions like the anterior cingulate cortex (ACC) and insula, which support attention-shifting, emotion regulation, and self-awareness.

When someone is tired, upset, or stressed, these areas of the brain become less effective, making it harder to reframe thoughts. That's why it can help to calm strong emotions first using healthy coping strategies.

Over time, practising reframing helps strengthen the brain pathways involved, making it easier to challenge unhelpful thoughts, avoid automatic negative thinking, and build more flexible, balanced perspectives.

## Reframing Negative Thinking Patterns:

|                                                                                            |                                                                                                                           |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <i>My friend didn't text me back, they must be upset with me.</i>                          | My friend might be busy or dealing with something. I'll wait and check in later, rather than assuming something is wrong. |
| <i>Everyone must think I'm really stupid for getting that question wrong.</i>              | Nobody gets everything right all the time. I tried my best, and mistakes help me improve.                                 |
| <i>I failed that test. I'm useless at everything.</i>                                      | I didn't do as well as I wanted, but I can focus on what went well and work on what didn't.                               |
| <i>I had fun at the party, but that one person didn't talk to me so it was a disaster.</i> | I had a great time overall. One small thing doesn't change the fact that I enjoyed myself.                                |
| <i>I'll never pass my exams, so there's no point in trying.</i>                            | Right now I'm feeling...<br><br>But I can focus on...                                                                     |
| <i>I did badly on one test, I'm going to fail all my GCSEs.</i>                            | One test doesn't decide everything. I can...                                                                              |
| <i>If they say no, I'll never find anyone who likes me, and I'll be alone forever.</i>     | Rejection happens to everyone sometimes, ...                                                                              |
| <i>I missed one day of my revision plan, so it's not working.</i>                          | To get back on track I...                                                                                                 |
| <i>I should always get everything right, or people won't respect me.</i>                   | Nobody is perfect and what matters is...                                                                                  |

**Ryan** studied hard for his Science exam because he really wants to do well in his GCSEs. When he gets his results, he sees that he didn't get the grade he was hoping for. Science is an important subject for the career he's considering, so this result makes him question whether he should even aim for that path.



**Aisha** has been trying to build stronger friendships at school and feels like she's getting closer to her classmates. When she hears them talking about a party at the weekend, she realises she wasn't invited. She starts wondering what this means for her friendships and whether she belongs in the group.



**Jayden** has loved netball since primary school and has been practising a lot to improve their skills. They were excited to try to play for the school team this year. When they find out they haven't been selected, they aren't sure what to do next.



**Dean** has been feeling more confident in his friendships lately, so when he finds out that some of his friends have a group chat he wasn't included in, he doesn't know what to think. He starts looking back at recent conversations and wonders if he missed something.



**Liam** has been learning guitar for a while and was preparing for his music exam. He had been practising regularly and wanted to do well to prove to himself that he was improving. Just before the exam, his guitar teacher suggested that he practise for a while longer before taking it. Liam now isn't sure if he should keep going or if he's just not good enough.



**Emily** was really looking forward to spending time with her best friend this weekend. At the last minute, they cancel. Emily was excited because she wanted to reconnect with them as they've been spending more time apart so they can focus on revision, but now she isn't sure where she stands.



What do you already know about stress and tension?



**What might be causing this person to feel tension or stress?**

**How might this cause them to act or behave?**

**What strategies could they use to manage their stress and support their wellbeing?**

### Part 1

Jake's alarm goes off, but he snoozes it twice. When he finally gets up, he realises he's running late. He rushes to get ready, skipping breakfast, and grabs his bag. On the way to school, he checks his phone and sees a group chat message about homework he forgot to do. His heart starts racing as he realises he might get in trouble. He tells himself to stay calm and plans to talk to his teacher before class to see if he can get an extension.



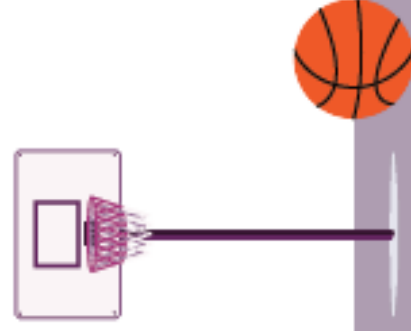
### Part 2

During his first lesson, Jake struggles to concentrate. He keeps thinking about the homework he forgot and the test he has later. His teacher asks a question, and when he doesn't know the answer, he feels embarrassed. His shoulders tense, and he starts tapping his foot under the desk. He takes a few deep breaths and focuses on what the teacher is saying, reminding himself that one bad lesson doesn't mean the whole day will be bad.



### Part 3

At lunch, Jake goes outside and joins his friends shooting hoops on the basketball court. The fresh air and movement help him feel more relaxed and, for a while, he forgets about the stress of the morning. His friend asks if he's okay, and Jake mentions feeling a bit stressed about school. His friend nods and says, "Yeah, same. It helps to just take a break sometimes." Jake realises he's not the only one feeling this way.

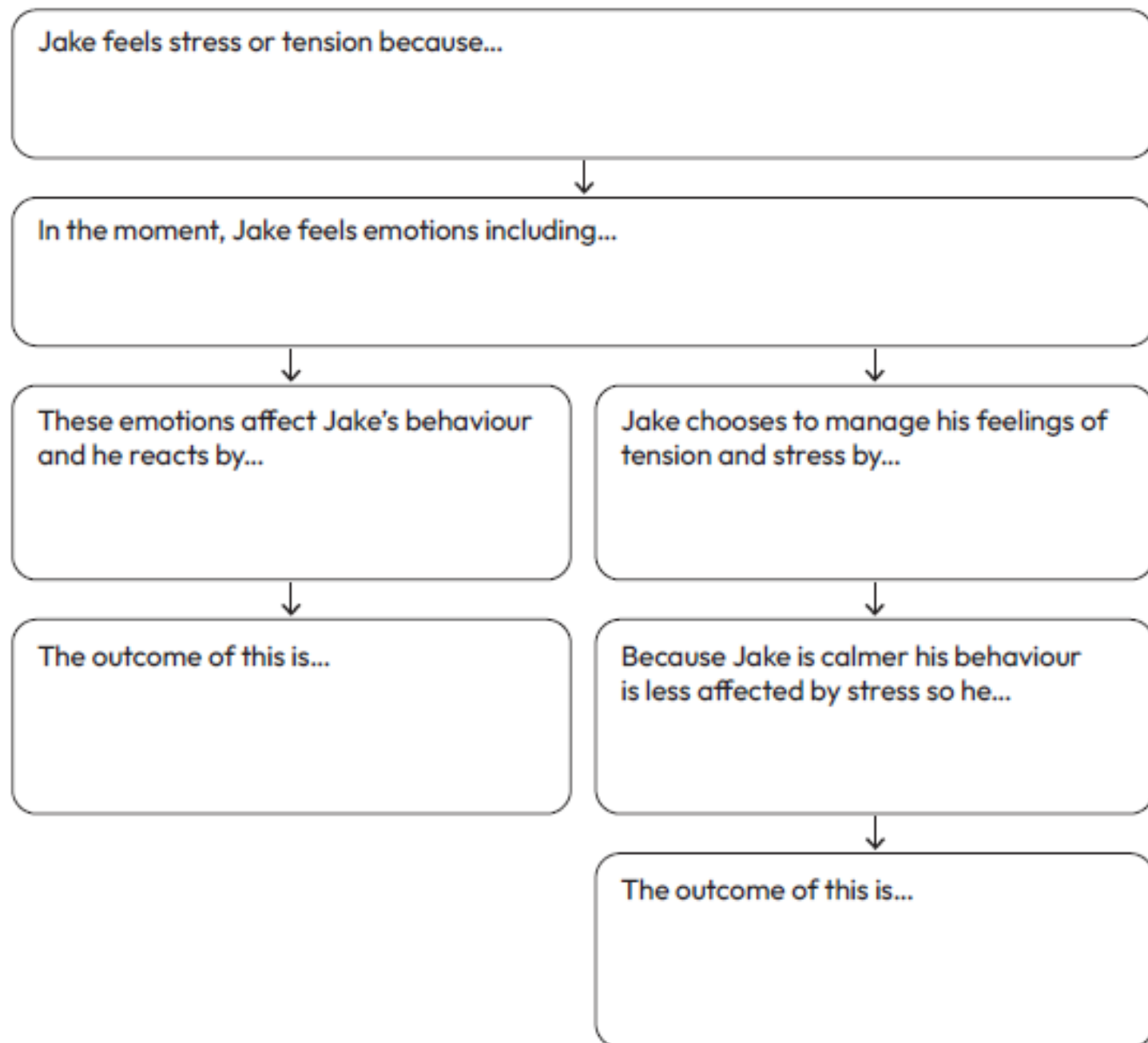


### Part 4

After school, Jake decides to start his homework early so he doesn't fall behind again. He puts his phone on silent and breaks the work into smaller tasks, ticking them off as he goes. When he finds himself feeling frustrated about a tricky question, he takes a break to listen to music and grab a snack before coming back to it. By the time he finishes, he feels a sense of relief. Before bed, he watches an episode of a funny TV show and then does some stretches to help him unwind.







### Strategies menu

|                                 |                                                                                                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Use positive 'self-talk'</b> | Reframing negative thoughts with more balanced or encouraging ones can build confidence and help to learn from mistakes.                             |
| <b>Try problem-solving</b>      | Breaking down a stressful situation into smaller steps and identifying possible solutions can make it feel more manageable.                          |
| <b>Seek support</b>             | Talking to a friend, teacher, or trusted adult can provide reassurance, advice, or simply a listening ear.                                           |
| <b>Take a break</b>             | Stepping away from a stressful situation to engage in enjoyable and relaxing activities, can help support a calmer place to explore challenges from. |
| <b>Take deep breaths</b>        | Slowing down breathing can help calm the body and mind, reducing feelings of stress and panic.                                                       |

## Sources of Support:

- speak to a parent/carer or other trusted adult outside of school
- speak to a tutor, pastoral lead or other trusted staff member in school

### Visit:

- YoungMinds

[www.youngminds.org.uk](http://www.youngminds.org.uk)

- Childline

[www.childline.org.uk/info-advice/you-your-body/my-body/sport-exercise](http://www.childline.org.uk/info-advice/you-your-body/my-body/sport-exercise)  
or call 0800 1111

- NHS Live Well

[www.nhs.uk/live-well/exercise](http://www.nhs.uk/live-well/exercise)

- Mind

[www.mind.org.uk/for-young-people](http://www.mind.org.uk/for-young-people)

- Kooth

[www.kooth.com](http://www.kooth.com)