Dream Reach Achieve

Whittington Green School – Physical health and mental wellbeing Year 7

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CURRICULUM INTENT: A high-quality Physical health and mental wellbeing education helps to provide pupils with knowledge, skills and understanding in order to promote pupils' self-control and ability to self-regulate, and strategies for doing so. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. Teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Emphasis should be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teaching should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Aims: The physical health and mental wellbeing curriculum aims to ensure that all pupils have the information they need to:

- make good decisions about their own health and wellbeing.
- be able to recognise what is normal and what is an issue in themselves and others.
- recognise issues when they arise and know how to seek support as early as possible from appropriate sources.
- understand that good physical health contributes to good mental wellbeing, and vice versa.

Subject content – Mental wellbeing

Pupils should be taught:

1. ***how to talk about their emotions accurately and sensitively, using appropriate vocabulary.***
2. **that happiness is linked to being connected to others.**
3. ***how to recognise the early signs of mental wellbeing concerns.***
4. **common types of mental ill health (e.g. anxiety and depression).**
5. ***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.***
6. **the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.**

Subject content – Internet safety and harms

Pupils should be taught:

7. ***the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.***
8. ***how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.***

Subject content – Physical health and fitness

Pupils should be taught:

9. *the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.*
10. *the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.*
11. *about the science relating to blood, organ and stem cell donation.*

Subject content – Healthy eating

Pupils should be taught:

12. *how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.*

Subject content – Drugs, alcohol and tobacco

Pupils should be taught:

13. *the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.*
14. *the law relating to the supply and possession of illegal substances.*
15. *the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.*
16. *the physical and psychological consequences of addiction, including alcohol dependency.*
17. *awareness of the dangers of drugs which are prescribed but still present serious health risks.*
18. *the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.*

Subject content – Health and prevention

Pupils should be taught:

19. *about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.*
20. *about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.*
21. **(late secondary) the benefits of regular self-examination and screening.**
22. *the facts and science relating to immunisation and vaccination.*
23. *the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.*

Subject content – Basic first aid

Pupils should be taught:

24. *basic treatment for common injuries.*
25. *life-saving skills, including how to administer CPR.*
26. the purpose of defibrillators and when one might be needed.

Subject content – Changing adolescence body

Pupils should be taught:

27. *key facts about puberty, the changing adolescent body and menstrual wellbeing.*
28. *the main changes which take place in males and females, and the implications for emotional and physical health.*

Year 7				
Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning / Current Rationale	National Curriculum target
Autumn Term 1	**PSHE – Be safe, be healthy** Safety in school, safety to and from school, personal hygiene, immune system and pathogens, principles of healthy eating, our bodies when we exercise, benefits of a healthy lifestyle, puberty, emotions,	• can give examples of where they feel safe/unsafe in school and give reasons why. • Can recognise dangers and how to avoid them – when travelling to and from school. • Understand the need for good personal hygiene, what products to use and the need for regular tooth brushing. • Describe what a balanced diet it and be able to make healthy choices. • Explain the need for exercise and the benefits • Know the main stages in puberty and the changes that occur in both boys and girls	Links to KS2 • to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; • what makes a healthy lifestyle, including the benefits of exercise and healthy eating, • that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; • about how the body changes as they approach puberty	**Subject content – Healthy eating** ***12.how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.*** **Subject content – Health and prevention** ***19.about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.*** ***20.about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.*** **Subject content – Physical health and fitness** ***9.the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.*** ***10.the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.*** **Subject content – Changing adolescence body** ***27.key facts about puberty, the changing adolescent body and menstrual wellbeing.*** ***28.the main changes which take place in males and females, and the implications for emotional and physical health.***
Spring Term 2	**PSHE – online, media and internet safety** Opportunities online, digital citizen, digital footprint, online behaviour rules, reality v's online world, unhealthy comparisons, social media and reality,	• be able to list advantages and disadvantages of using the internet • be able to explain what is good/bad behaviour online • recognise and practice respectful behaviour online • understand what digital footprint means	Links to KS2 • to recognise the different risks in different situations and then decide how to behave responsibly • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help	**Subject content – internet safety and harms –** ***7.the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media,***

	understanding online information	• understand that not everything online is the truth and link to possible dangers • be aware of online influences and be able to distinguish between real and embellished images. • Know minimum age requirements for certain apps • Recall specific online words such as cookies and critical viewing	and use basic techniques for resisting pressure to do wrong; • that their actions affect themselves and others	***8.how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.***
	PSHE – mental health and wellbeing What is mental health and wellbeing, how does time online impact our wellbeing, our behaviour. Thoughts and wellbeing, dealing with grief.	• Define what good mental health is • Know how spending too much time online can affect mental health • Be able to list a range of emotions – both positive and negative • Learn coping strategies to be able to cope with difficult situations such as grief.	Links to KS2: • how to make simple choices that improve their health and wellbeing • identify positive things about themselves.	**Subject content – Mental wellbeing** **1.how to talk about their emotions accurately and sensitively, using appropriate vocabulary.** **2.that happiness is linked to being connected to others.** **3.how to recognise the early signs of mental wellbeing concerns.**
Summer Term 3	**PSHE – Drugs** What is a drug, legal and illegal, addiction, school rules, peer pressure	• be able to define what the word 'drug' means and be able to name a range of different drugs. • Know what the terms legal and illegal mean. Be able to correctly categorise drugs as legal or illegal • Know what addiction is and why drugs are so addictive • Know what the school rules are regarding drugs and why they school has those rules. • Know that it's ok to say no – be able to recognise peer pressure	Links to KS2: • which commonly available substances and drugs are legal and illegal, their effects and risks • that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	**Subject content – Drugs, alcohol and tobacco** **13.the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.**