

Theme 3 Health and Wellbeing Character and Culture

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>The CC programme takes a thematic approach to secondary PSHE education, covering the statutory requirements through three core themes (Health and Wellbeing; Relationships; and Living in the Wider World) as well as incorporating Citizenship studies, and taking a specific focus on teaching British Values.</i></p> <p><i>The Programme Builder is designed in such a way that all year groups are working on the same core theme at the same time. Content is selected to ensure that KS2 prior learning is build upon, and reinforced as our students come from a variety of different feeder schools with very different approaches. The unit ensures opportunities to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the school and the needs of its students, our local community and local environment in which our school is situated. The programme of study if evaluated and reviewed yearly, based on students feedback, students survey and local data.</i></p>	<p><i>In year 7 stuents explore how personal qualities, attitudes, skills and achievements are evaluated by others, affecting confidence and self-esteem. To explore health and puberty, how to manage physical and emotional changes during puberty, how to maintain personal hygiene. They also consider how to make healthy lifestyle choices including diet, dental health, physical activity and sleep, and how to manage influences relating to caffeine, smoking and alcohol.</i></p> <p><i>In year 8, students will consider different types of drugs, and different types of addictions, to explore wider health and financial implications of addiction, explore the re ationship between habit and dependence, and how to use over the counter and prescription medications safely. In the Spring term students will Students will study different attitudes towards mental health, and how to challenge myths and stigma.They will explore strategies linked to daily wellbeing, and how to manage emotions, through develop of resilience and digital resilience, as well as looking at unhealthy coping strategies (e.g. self-harm and eating disorders) and how and where to seek help and support with these.</i></p> <p><i>In year 9 students will examine peer influence, substance use and gangs. Consider, healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation. In the spring term students will re-visit concepts of body image, they will discuss exercise, lifestyle balance and healthy choices. They will also assess the relationship between physical and mental health, about balancing work, leisure,</i></p>	<p><i>Consent – Consent occurs when one person voluntarily agrees to the proposal or desires of another. It is a term of common speech, with specific definitions as used in such fields as the law, medicine, research, and sexual relationships</i></p> <p><i>Anxiety – a feeling of worry, nervousness, or unease about something with an uncertain outcome.</i></p> <p><i>Addiction - the fact or condition of being addicted to a particular substance or activity.</i></p>

	<i>exercise and sleep. Moreover, they will investigate help and support available in order to take increased responsibility for physical health, including testicular self-examination</i>	
Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • <i>Writing frames, sentences stems, question stems; audience focus, VIP strategy for disadvantaged students</i> • <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEND</i> • <i>HPA Challenge – friendship- encourage participation in wellbeing service area/ equality group, debate club and Amnesty International</i> • <i>Further reading – A true story about a young woman called Waris. The chapter is called ‘Becoming a woman’. (The extract is also included as Resource C: FGM lesson – “Becoming a woman, part 1”)</i> 	<ul style="list-style-type: none"> • <i>Content will cover healthy living, in relation to changes in the way we live and eat, particularly with regards to changes in diets and the amount of exercise young people engage with.</i> • <i>Also, learning about consent and FGM will inform understanding about social issues of differences in cultural ideas and beliefs, and a global understanding of where national laws and global human rights will differ.</i> • <i>To understand the change in attitude towards drugs in 21st C society, where and why the law has changed with regards to drugs classification and looking at current debate in society with regards to binge drinking and consumption of legal and illegal drugs.</i> 	<ul style="list-style-type: none"> • <i>Introduction to different transition points in secondary school and beyond in life and skills that will help us and which we take with us throughout school and our careers.</i> • <i>Soft employability skills such as team building, empathy, listening and reasoning skills developed.</i> • <i>The unit of study will contribute towards cultural capital in relation to physical wellbeing and knowledge about looking after our bodies.</i> • <i>The unit will develop cultural capital through the study of FGM, linked to religious beliefs and awareness of cultural differences.</i>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • <i>From a social context students will develop an understanding about our physical appearance, and how to make healthy diet and lifestyle choices and how to monitor changes in health.</i> • <i>Students will explore menstruation and FGM from a cultural context.</i> • <i>Link to wider learning on respect living in a multi-cultural/ multi faith society. How we need to be able to be tolerant about different ideas in order to establish respectful relationships.</i> 	<ul style="list-style-type: none"> • <i>Cross curricular links with Science in relation to the study of puberty and changes to the body.</i> • <i>Cross curricular links to PE and Science with regards to Drugs and Alcohol, and the impacts on our health and bodies.</i> • <i>In CC we promote activities where the students are actively involved in the reading process not just passively reading a text or listening to others read. These can include underlining, highlighting, breaking down, summaries etc</i> 	<ul style="list-style-type: none"> • <i>Common misconceptions about physical changes during puberty with regards to pregnancy, and wet dreams. Sensitive topics will be explored and discussed in an open forum, with further guidance s to where pupils can seek help/information.</i> • <i>Misconceptions about the nature of consent with regards to relationships and FGM. Explore the idea of consent, how the law interprets it and how young people can protect themselves.</i>

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| <ul style="list-style-type: none"> The study of use of different drugs such as prescription drugs, legal and illegal drugs from a moral point of view, to explore why some people take cannabis and to evaluate whether cannabis should be legalised in the UK. Students will be asked to consider from a social and moral point of view what responsibility the government must control the usage and if and how to help people who are struggling with drug consumption. | <ul style="list-style-type: none"> In CC we strongly promote development of speaking and listening as part of the literacy agenda this can be through activities such as debate, discussion, feedback of ideas, articulation of what was learnt etc. | <ul style="list-style-type: none"> Common misconceptions about the classification of drugs, and legal consequences of consumption and distribution, in particular with Cannabis. |
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Assessment timeline:

Retrieval Subject knowledge will be used throughout the units in year 7, 8, and 9.
 Year 7 and 8 will have assessments and reporting via their RS lessons.
 Year 9 will have an assessed piece of work each term at the end of the unit,(this assessment will be used towards year 9 tracking
 Autumn – FB4 Assessed piece of work – Crime and Punishment
 Spring – Ethics and Values- Is it ever right to take a life?
 Summer – Intimate Relationships

Home learning

Year 7 – Autumn – Research website transitioning support
 Year 7 Spring - Antbullying- Online law and campaign
 Year 7 Summer – Consent project

Year 8 Autumn – Democratic system – flow chart.. (using videos)
 Year 8 Spring – Wellbeing strategies-
 Year 8 Summer - Online support- web trail (website investigation)

Year 9 Autumn – Guided Reading
 Year 9 Spring – Unifrog log in and task
 Year 9 Summer – Unifrog- careers Task

Feedback-

Re-call subject knowledge quizzes will be used to check knowledge and understanding, and to identify any potential misconceptions. These will be self or peer assessed in lessons.

*Teacher or peer assessment feedback on home learning task will take place as group or whole class sharing and feedback.
 Extended writing task will be assessed – Feedback will follow humanities marking policy and include either live feedback using the iscan, whole classfeedback or feedback four marking for assessed pieces of work.*

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<p><i>Unit:</i></p> <p><i>Year 7 Autumn 1 - Transition and Safety</i></p> <p><i>Lesson 1 Change- Moving up to high school</i></p> <p><i>Lesson 2 Friendships</i></p> <p><i>Lesson 3 British Values and our school community</i></p> <p><i>Year 8 Autumn 1 - Drugs and Alcohol</i></p> <p><i>Lesson 1 What are the risks and effects with substance abuse?</i></p> <p><i>Lesson 2 What influence tobacco and nicotine use?</i></p> <p><i>Lesson 3 What are the risks and consequences of alcohol use?</i></p> <p><i>Lesson 4 Why do people’s attitudes and behaviours regarding drug use vary?</i></p> <p><i>Year 9 Autumn 1- Healthy and unhealthy friendships</i></p> <p><i>Lesson 1 What identifies a healthy or unhealthy relationship?</i></p> <p><i>Lesson 2 How can we address relationship abuse?</i></p> <p><i>Lesson 3 Why do young people join gangs?</i></p> <p><i>Lesson 4 Why might someone decide to carry a knife?</i></p> <p><i>Lesson 5 What is the difference between criminal and civil law?</i></p> <p><i>Lesson 6 UK Legal System: Why do we punish people?</i></p>																													

Year 7 Spring - Puberty

- Lesson 1 Healthy Lifestyle – the importance of sleep, physical activity, and diet.*
- Lesson 2 Healthy Lifestyle- Managing influene or cafeeine, smoking and alcohol*
- Lesson 3 Puberty- Physical and emotional changes? (including personal hygiene)*
- Lesson 4 How to recognise and respond to inappropriate contact. (FGM)*

Year 8 Spring- Emotional Wellbeing

- Lesson 1 How does our physical and mental health affect us?*
- Lesson 2 Mental health myths and stigma*
- Lesson 3 Why do some people cause harm to themselves? (unhealthy coping strategies selfharm and eating disorder)*
- Lesson 4 Healthy coping stratehiges and digital resilience*

Year 9 Spring - Healthy lifestyle

- Lesson 1 Physical and mental health – Selfesteem.*
- Lesson 2 Influences of body image...*
- Lesson 3 How can a healthy lifestyle help with Cancer prevention?*
- Lesson 4 Making independent health choices - self-examination (testicular and breast screening)*
- Lesson 5 Manage influences and risks relating to cosmetic and aesthetic body alterations*
- Lesson 6 how to manage influences and risks relating to blood, organ and stem cell donation*