

The Priory School Health Education Curriculum Long Term Plan

Curriculum Intent: The over-riding aim is to prepare pupils for the experiences and challenges of life after school as they move into further education and the world of work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 – Health Education	Emotions	Mental Wellbeing	Everybody is Different	Basic First Aid	Animal Rights and Welfare Vegetarianism	Changing Adolescent Body
	<p>Students should know:</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p>Students should know:</p> <ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p>Students should know:</p> <ul style="list-style-type: none"> • Everybody holds different positive attributes; how to embrace and celebrate these positive differences. • Different personal identities and lifestyles – LGBTQ+ • How their behaviour towards others can have an impact. • Terminology – relating to sexual and gender identities, race and religion. • Discrimination – what this is and the effect it can have. • Bullying – including the use of HBT language, specifically "that's so gay". 	<p>Students should know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Students should know:</p> <ul style="list-style-type: none"> • What the law says about animal rights. • There are many ways in which people, individually and in groups, may try to protect the rights of animals. • Religious teaching and laws about the welfare and value of animals affect attitudes to animal rights e.g. Muslims believe that animals are given to people by Allah and should be used wisely. • What is vegetarianism and the reasons people choose to follow this. How does it support animal rights? 	<p>Students should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

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Year 7 – Health Education	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different emotions and how their minds and bodies feel and react to these. • Recognise triggers of negative emotions within themselves. • Recall and identify strategies to support emotional wellbeing and their own mental health. • Identify key people and services relating to emotional/mental wellbeing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise triggers of negative emotions within themselves. • Recall and identify strategies to support emotional wellbeing and their own mental health. • Identify key people and services relating to emotional/mental wellbeing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand and explain key terminology. • Recognise discrimination and bullying. • Identify key people to report bullying/discrimination to. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify key emergency services and make a clear request for help. • Identify common injuries and understand how to give basic first aid treatment. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand what animal rights are. • Recognise different groups that may try to protect the animals – identify which of these ways is appropriate and legal. • Identify ways to report concerns regarding animal welfare. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify key changes related to puberty for both female and males. • Recognise key people they can speak to if they have concerns regarding their puberty journey. • Identify emotional changes triggered during puberty.
	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Perseverance Problem solving Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Perseverance Problem solving Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Empathy Curiosity Respect for others Tolerance Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Resilience Empathy Critical thinking Respect for others Problem solving Risk recognition Risk reduction Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Resilience Empathy Curiosity Respect for others Tolerance Critical thinking Respect for others Problem solving Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Confidence Self-esteem Respect for others Empathy Perseverance Teamwork Listening</p>

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	Health and prevention	Healthy eating	Physical health and fitness	Tobacco	Alcohol	Drugs
Year 8 - Health Education	<p>Students should know:</p> <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 	<p>Students should know:</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	<p>Students should know:</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. lifestyle and ill health, including cancer and cardio-vascular ill-health. 	<p>Students should know:</p> <ul style="list-style-type: none"> • 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. • Factual information about legal and illegal substances, including tobacco (including current government recommendations for consumption), e-cigarettes, shisha, e-shisha. 	<p>Students should know:</p> <ul style="list-style-type: none"> • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption). • The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'. 	<p>Students should know:</p> <ul style="list-style-type: none"> • 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. • The law relating to the supply and possession of illegal substances. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • Factual information about legal and illegal substances, including volatile substances, new psychoactive substances and cannabis. • The risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction'. • The safe use of prescribed and over the counter medicines.

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Year 9 - Health Education	Changing adolescent body	Mental wellbeing	Respectful friendships	Internet safety and harms	Physical Health and Fitness	What makes us human?
	<p>Students should know: (Recap of prior learning)</p> <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health. 	<p>Students should know:</p> <ul style="list-style-type: none"> • 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. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	<p>Students should know:</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	<p>Students should know:</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>Students should know:</p> <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies. • 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 cardio-vascular ill-health. • The importance of, and strategies for, maintaining a balance between work, leisure and exercise. • About the science relating to blood, organ and stem cell donation. 	<p>Students should know:</p> <ul style="list-style-type: none"> • What makes us human? • What makes us individual? • Human Nature: What is a person? • Explore challenging philosophical questions and apply key religious and non-religious perspectives to these questions. • Think about the nature, value and purpose of humans, the unique characteristics of humans and the place of humans in the world.

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Year 9 - Health Education	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify key changes related to puberty for both female and males. Recognise key people they can speak to if they have concerns regarding their puberty journey. Identify emotional changes triggered during puberty. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify symptoms relating to different types of mental health issues. Recognise triggers of negative emotions within themselves. Recall and identify strategies to support emotional wellbeing and their own mental health. Identify key people and services relating to emotional/mental wellbeing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the characteristics of positive and healthy friendships. Recognise when a friendship becomes unhealthy or unsafe. Maintain friendships; working to develop and improve these when needed. Identify key people and services to talk to when faced with friendship problems. Identify how to report concerns relating to material or issues online. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify and understand the dangers of over reliance of online relationships. Recognise the importance of caution in regard to online activity. Recognise what constitutes both harmful and risky behaviours online. Report concerns relating to material or issues online. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recall and identify physical strategies to support emotional wellbeing and their own mental health. Identify symptoms of poor mental/emotional health – recognise their own triggers. Recognise the benefits of an active and healthy lifestyle – on both emotional/mental and physical health. Identify ways to keep fit and places to go to do so. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify characteristics of humans that make us individual. Recognise their similarities and differences with their peers. Identify how different people think in different ways – consider religious / non-religious views on topics. Give their own view to powerful philosophical questions and respect others' opinions.
	<p>Skills developed:</p> <p>Confidence Self-esteem Respect for others Empathy Perseverance Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Perseverance Problem solving Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Empathy Curiosity Respect for others Tolerance Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Respect for others Risk recognition Risk reduction Tolerance Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Empathy Curiosity Respect for others Perseverance Critical thinking Risk recognition Risk reduction Tolerance Communication skills Teamwork Listening</p>	<p>Skills developed:</p> <p>Self (emotional) regulation Resilience Empathy Curiosity Respect for others Perseverance Critical thinking Tolerance Communication skills Teamwork Listening</p>

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Year 10 Health Education	Basic First Aid		Health and Safety		Travel Training	
	<p>Students should know:</p> <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.15 • The purpose of defibrillators and when one might be needed. • How to find sources of emergency help. 		<p>Students should know:</p> <ul style="list-style-type: none"> • Consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. • Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. • Look at e-Safety, considering what should never be shared and how to report any concerns about online incidents. • Learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. 		<p>Students should know:</p> <ul style="list-style-type: none"> • How to find different travel options. • How to find different routes and calculate best option for time keeping or to save money. • How to book travel if necessary. • How to board and behave during a public transport journey; including interactions with public and staff. 	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify key emergency services and make a clear request for help. • Recall the purpose of defibrillators and recognise when one may be required. • Identify common injuries and understand how to give basic first aid treatment. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognise when a situation has become unsafe. • Identify key emergency services and make a clear request for help in risky or dangerous situations. • Report concerns relating to issues online. • Identify and understand basic safety rules for a range of situations – road safety and dangerous substances. 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different travel options and understand which is the most appropriate for their travel. • Identify and understand the booking process for journeys where appropriate. • Recognise how to behave during a public transport journey and understand the importance of behaving accordingly. 	
<p>Skills developed:</p> <p>Resilience Empathy Critical thinking Respect for others Problem solving Risk recognition Risk reduction Communication skills Teamwork Listening</p>		<p>Skills developed:</p> <p>Resilience Critical thinking Problem solving Risk recognition Risk reduction Communication skills Teamwork Listening</p>		<p>Skills developed:</p> <p>Resilience Time keeping Critical thinking Problem solving Risk recognition Risk reduction Communication skills Teamwork Listening</p>		

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Year 11 Health Education	Dealing with Problem in Daily Life		Making the Most of Leisure Time			
	Students should know: <ul style="list-style-type: none"> • How to review approaches used to tackle a specific problem and evaluate the final outcome with the support of appropriate professionals and organisations. • Different ways to tackle problems. • The skills needed to solve problems independently. 		Students should know: <ul style="list-style-type: none"> • How to access la range of local leisure activities. • Some key benefits of participating in a leisure activity including; health benefits, making friends, mental health etc. 			
	Students will be able to: <ul style="list-style-type: none"> • Demonstrate a positive 'can do' attitude and how this attribute will be useful to learners throughout their lives, in particular during their working life. • Identify a straightforward problem that they can tackle. • Share ideas on how to tackle the problem with an appropriate person. • Carry out activities to tackle the problem. • Ask for appropriate advice. 		Students will be able to: <ul style="list-style-type: none"> • Identify ways in which they can use their leisure time. • Identify the benefits of using their leisure time in different ways. • Take part in an activity which they find relaxing. • Take part in an activity which they find challenging. • Take part in an activity which involves learning a new skill. • Identify what they enjoyed and did not enjoy about the activities. 			
Skills developed: Self (emotional) regulation Resilience Perseverance Empathy Critical thinking Respect for others Risk recognition Risk reduction Problem solving Communication skills Teamwork Listening		Skills developed: Self (emotional) regulation Resilience Perseverance Critical thinking Respect for others Risk recognition Risk reduction Problem solving Money management Timekeeping Communication skills Teamwork Listening				