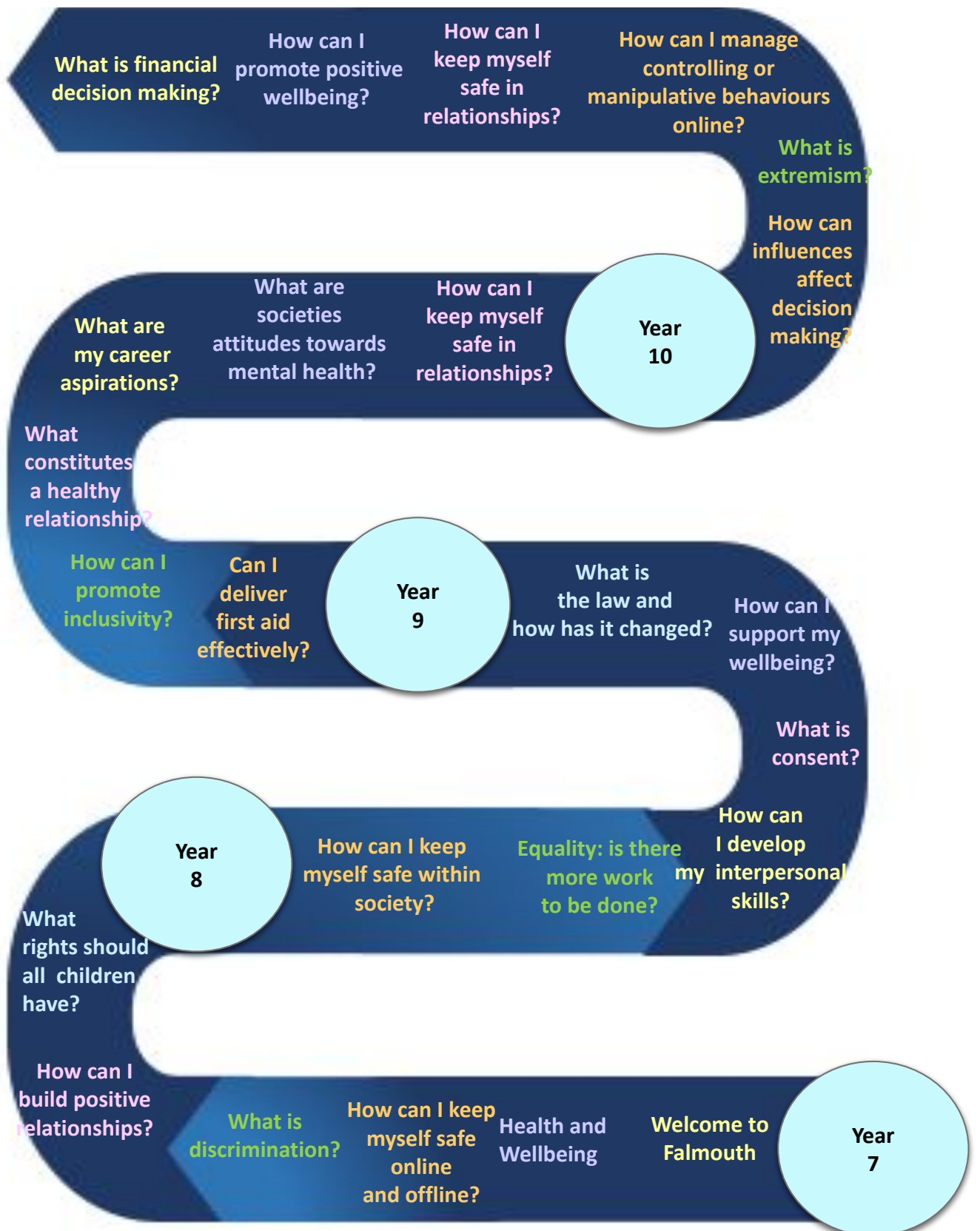


PSHE Learning Journey

Relationships		Health and wellbeing		Living in the wider world	
RSE	Celebrating diversity and equality	Staying safe online and offline	Physical and mental health	Rights, responsibilities and British Values	Life beyond school



Why We Have PSHE & Use a Spiral Curriculum

Welcome!

Why do we study PSHE?

PSHE (Personal, Social, Health and Economic) education equips students with the **knowledge, skills, and attributes** to thrive in life. It promotes their **holistic development**, teaches them how to **stay safe and healthy**, builds vital **life skills** (like communication and critical thinking), empowers them to make **informed choices**, and prepares them to be **responsible citizens** in a diverse and ever-changing world. It's about nurturing well-rounded, resilient individuals.

Why a Spiral Curriculum?

A spiral curriculum revisits key topics repeatedly over time, **increasing complexity and depth** with each encounter. For PSHE, this approach:

Reinforces Learning: Ensures knowledge is retained long-term, not just forgotten.

Matches Development: Introduces sensitive or complex topics when students are developmentally ready.

Builds Strong Foundations: Connects new learning to prior knowledge, creating a robust understanding.

Develops Skills Gradually: Allows for repeated practice and refinement of essential life skills.

What Students Get: Students gain a **deeper, more resilient, and age-appropriate understanding** of critical life concepts. They develop **confidence and practical skills** to navigate real-world challenges, leading to **empowerment** in making safe, healthy, and informed decisions.

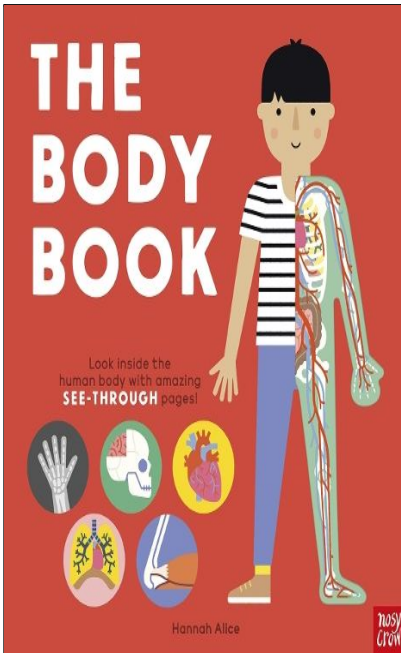
Ultimately, it provides them with a **strong foundation for lifelong well-being and responsible citizenship**.

We hope you find the following five lessons interesting and useful. Let's begin!



Personal Development Ground Rules	
Openness	We will be open and honest but not directly discuss our own or others personal or private lives. We will explore the content through scenarios and not put anyone on the spot.
Keep the conversation in the room	Nothing discussed in class is repeated outside of the room unless a concern is raised, then the school's safeguarding policy will be followed.
Non judgemental approach	It is ok to disagree with another persons opinion, but we will not judge, make fun of or be unkind to anyone.
Right to pass	Participation is important, however we have a right to pass on answering a question or discussion if appropriate.
Make no assumptions	We will not make assumptions about peoples values, beliefs, attitudes or behaviours.
Listen to others	We will listen to each others opinions, demonstrating respect.
Use of language	We will use the correct terminology, rather than using slang terms that people might find offensive. If we are unsure of the correct term, we will ask out teacher/
Asking questions	No question is a stupid question. Ask lots in order to learn!
Seeking advice and help	If we need further help or advice, we know how where to seek it confidently, both in school and out in the community.

School Services at Falmouth School		
Student Support	General support, including sanitary products	Mrs Holland and Miss Macrae
School Nurse Drop In	Information, advice and guidance on any health concern	Once a month, ask Student Support for information
Faith Group	Spirituality and well-being support	Chaplain group
Intercom Trust	For individual LGBTQ+ questions	Please see Mr Blackwell
Your tutor, Wellbeing and Learning Leader are also there to support you alongside teaching staff.		
Sources of support		
Childline: www.childline.org.uk	Anna Freud: www.annafreud.org/on-my-mind	
Kidscape: www.kidscape.org.uk	Equality Advisory Support Service: Equality Advisory Support Service (EASS) - GOV.UK (www.gov.uk)	



The Body Book by Hannah Alice

Look inside the human body in this incredible inventive board book with see-through acetate pages.

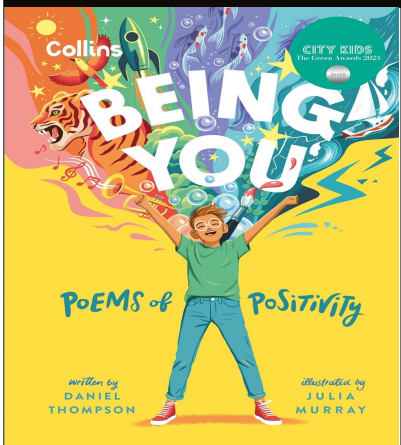
What's going on inside the human body? How do we move, eat, think, sleep and breathe? Children will love looking inside to discover the answers with amazing see-through pages and clear, friendly text. With labelled acetate diagrams of the muscular, skeletal, respiratory, circulatory, digestive, excretory and nervous systems, this is a fantastic first look at human anatomy for curious children everywhere.

From pumping blood to breathing air, The Body Book is an exciting way to explore all the amazing things our body can do.



The Everest Files by Matt Dickinson

The Everest Files: a thrilling journey to the dark side of Everest. In the deepest Himalaya a story is spreading like wildfire. The story of an Everest expedition unlike any other. An expedition that ended with mysterious disappearances ... and death. This is the mystery that eighteen-year-old Ryan Hart sets out to solve. Ryan is on a gap year adventure, working for a medical charity in Nepal. When a local girl begs him to investigate why her sixteen-year-old friend Kami never came back from Everest, Ryan cannot resist the challenge. A solo journey takes Ryan deep into the mountains where his detective work finally pays off. What emerges is a shocking tale of lies, betrayal and obsession. All played out on the lethal slopes of the highest mountain in the world. Little by little Ryan is falling under Everest's deadly spell.



Being You by Daniel Thompson (Author), Collins Kids (Author), Julia Murray (Illustrator)

This collection of 50 poems will inspire confidence and courage, help children to overcome worries and spread kindness.

Beautifully illustrated, it is filled with poems for children to read alone or enjoy with the whole family.

With themes of friendship, self-belief, embracing change and celebrating people's differences, it's the perfect gift book for children to treasure.

From poet, Daniel Thompson, author of Big Thoughts for Little Thinkers.

Relevant sentence stems/scaffolding

?? ? Open-Ended Questions ? ??

Show Interest	<p>Show me....</p> <p>Tell me about.....</p> <p>What are you doing...?</p> <p>What else can you do?</p>	<p>How did you do that?</p> <p>Why did you...?</p> <p>How did this happen?</p> <p>Tell me why...?</p>	Extend on Thinking
Solve Problems	<p>Can you find...?</p> <p>Can you do it another way?</p> <p>What else do we need...?</p> <p>What is your plan?</p>	<p>I wonder if / when...</p> <p>What will happen next?</p> <p>What do you think will work?</p> <p>When will...?</p>	Make Predictions
Compare and Contrast	<p>How are these the same?</p> <p>How are these different?</p> <p>What does it remind you of?</p>	<p>What might happen if...?</p> <p>How might you feel if...?</p> <p>What do you suppose...?</p>	Consider Consequences
Assess Feelings	<p>How do you feel about...?</p> <p>How would you feel if...?</p> <p>How do you think ... feels?</p>	<p>Why do you think...?</p> <p>How do you know...?</p> <p>What made you decide...?</p> <p>What happened when...?</p>	Evaluate Thinking

How? What? Where? Why? When?

Key vocabulary

Vocabulary	Definition
Well-being	Feeling good in your mind and body, functioning well in daily life, and being able to handle life's ups and downs.
Hygiene	The practice of keeping yourself clean in order to maintain good health and prevent illness.
Nutrition	Getting the right types of food and nutrients necessary for health, energy, growth, and bodily repair.
Hydration	Getting enough water so your body can function at its best.
Activity	Moving your body through exercise, sports, or daily movement.
Safeguarding	The official policy and actions taken by schools to protect children from harm and keep them safe.
Confidentiality	Keeping information private between individuals, unless a safety concern means it must be shared with a professional.
Emotional Literacy	The ability to recognize, understand, and name our own feelings and the emotions of others.
Valid	Legitimate, normal, and acceptable; acknowledging that all emotions serve a purpose and are okay to feel.
Dopamine	A natural chemical released by the brain that makes us feel good, often triggered by rewards like app notifications or game achievements.
Digital Wellness	Finding a healthy balance between using technology/phones and focusing on real-life relationships, sleep, and habits.
Lifestyle	The overall way we live our lives, including our daily habits, routines, and choices.
Balance	Having the right mix of different areas of life (like sleep, screen time, exercise, and diet) without one thing taking over.
Support Network	A safety net of trusted individuals, groups, or organizations that you can go to when you need help.
Trusted Adult	A reliable adult who listens without judgment, takes your concerns seriously, and helps you stay safe.

Lesson 1: My Amazing Body: Fuelling, Moving & Caring for Myself
EQ: How do my daily choices help my body and mind to be at their best?

Date:

Do now: On your show me boards, write down one way you can positively fuel your body.



Key words: **Well-being:** Feeling good and functioning well. **Nutrition:** Getting the right food to be healthy and grow. **Hydration:** Getting enough water. **Activity:** Moving your body. **Hygiene:** Keeping yourself clean.

Learning Objectives:

- Identify the essential elements for maintaining good physical health.
- Understand the basic needs of their body for energy, growth, and repair.
- Begin to connect personal daily habits with their overall well-being.

Task 1: What do you need to make a car run well? Or a top athlete perform at their best?"

Connect to Self: Just like a high-performance car or an amazing athlete, our bodies are incredible machines! But they need the right fuel, care, and maintenance to work well and feel amazing every day. What do you do each day to look after yourself and ensure you feel healthy and thriving?

Let's focus on four ways we can fuel our bodies and mind.

Food & Drink:

Physical Activity/movement:

Rest/sleep:

Hygiene:

Task 2: Understanding your body's needs:

Your body is amazing, but it needs certain things to work at its best! Read the information below carefully for each section. As you read, think about how these things apply to you.

Fuel (Food & Drink): Eating a balanced diet (for energy, growth, repair) is really important e.g. fruits/veg, grains, protein) and we all have a regular need for water (hydration).

Self-reflection prompt: "Think about what you ate and drank yesterday. Did it give your body good fuel?"



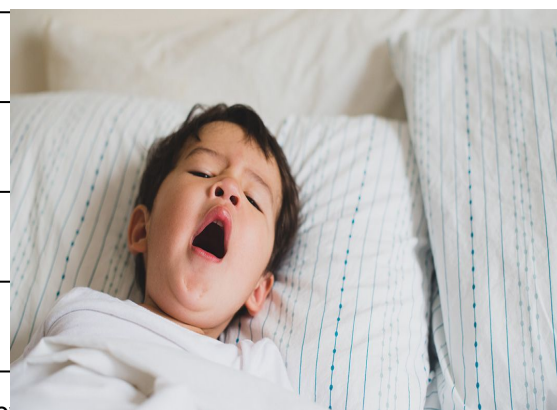
Move (Physical Activity): Exercise is really important to maintain a strong heart, muscles, good mood, make friends, focus... There are many different ways to be active.

Self-reflection prompt: "What kind of activities do you enjoy? How does moving your body make you feel?"



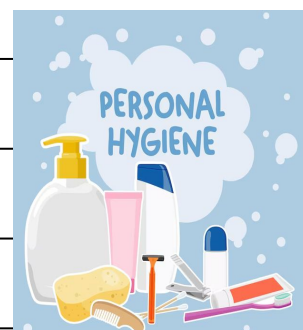
Rest (Sleep): Sleep is vital (brain repair, growth, energy, concentration, mood). Approximately 9-11 hours a night is needed for a typical year 7 child to properly grow and repair.

Self-reflection prompt: "How many hours of sleep did you get last night? How did you feel when you woke up?"



Care (Hygiene & Cleanliness): Personal hygiene is also important (preventing illness, feeling good, social confidence). We can maintain personal hygiene by washing hands, showering, brushing teeth).

Self-reflection prompt: "What do you do every day to keep yourself clean and healthy?"



Task 3: From Couch Potato to Cool Cucumber

Liam used to be a total couch potato. He'd spend hours playing video games, snacking on crisps and fizzy drinks, and never really moved much. He felt tired all the time, found it hard to concentrate in class, and often got headaches. One day, he realised he wasn't feeling his best. He decided to make some changes, but he knew he couldn't do everything at once.

First, Liam started small. He swapped his fizzy drinks for water and tried to eat at least one piece of fruit a day. He also started walking to school instead of taking the bus. It wasn't always easy, and he still had the occasional bag of crisps, but he tried to make healthier choices most of the time.

Next, Liam decided to get more active. He joined a local basketball team, even though he wasn't very good at first. He also discovered he enjoyed cycling and started going for bike rides with his friends on weekends. He found that being active gave him more energy and helped him sleep better.

Finally, Liam started paying more attention to his sleep. He made sure he went to bed at the same time every night and turned off his phone an hour before bedtime. He also started taking showers every day to feel fresh and clean.

It took time, but Liam gradually transformed himself from a couch potato into a 'cool cucumber' – someone who felt good, had more energy, and enjoyed being active. He still enjoys video games sometimes, but now he balances them with other healthy habits. He learned that small changes can make a big difference to how you feel.

Comprehension Questions:

What were some of Liam's unhealthy habits at the beginning of the story?



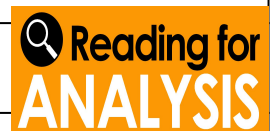
What was the first small change Liam made to his lifestyle?

How did getting more active help Liam feel better? Give two examples.



What changes did Liam make to his sleep routine?

What is the main message of this story?



All feelings are valid!

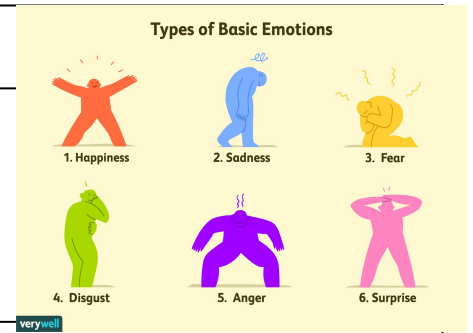
All emotions, even "uncomfortable" ones, serve a purpose.

Anger: Can signal a boundary has been crossed or something feels unfair.

Fear/Anxiety: Protects us from danger, makes us cautious.

Sadness: Helps us process loss, allows us to seek comfort.

Happiness: Encourages us to repeat positive experiences.



The feeling itself isn't 'good' or 'bad.' It's *what we do with that feeling* that matters.

Task: Now that we know feelings are valid, let's think about how people express them. Some ways are helpful, and some can cause problems.

Group Work: Divide into small groups (3-4 students). Each group will be given an "Emotion Scenario Cards" from below.

Instructions: For each scenario, your group should discuss:

What emotion(s) might the person be feeling?

How might they express this feeling in a *healthy* way? (Think about talking, creative outlets, physical activity, seeking help).

How might they express this feeling in an *unhealthy* way? (Think about lashing out, bottling up, self-harm, withdrawal).

What might be the consequence of expressing it in an unhealthy way?



Reflect: Now let's hear from each group about what was discussed.

Scenario 1: You've been looking forward to a special event all week, and at the last minute, it gets cancelled.

Scenario 2: You just found out you got the highest score in the class on a tricky maths test.

Scenario 3: Someone in your friendship group has been consistently ignoring you and not inviting you to things.

Scenario 4: You accidentally broke something valuable that belongs to your parents.

Scenario 5: You have a big presentation to give in front of the whole class tomorrow, and you feel a knot in your stomach.

Scenario 6: You see someone being unfairly treated by another student, but you're not sure what to do.

Scenario 7: You've been working really hard on a project, and your teacher gives you amazing feedback, saying how proud they are.

Task3: What have you learned based on the scenarios that you have encountered?

Task 2: Just like we have tools for building things, we can build a 'tool kit' for our feelings. These are the things we do to help ourselves when feelings get strong. What might be in your feelings tool kit?" (Examples: talking to someone, listening to music, drawing, going for a walk, deep breathing, surfing...). **Add some ideas by annotating your toolkit.**



Learning about our feelings is a lifelong journey. Remember, it's okay to feel whatever you feel. The important thing is to learn healthy ways to understand and express those feelings.

EQ Review. How can understanding our feelings help us live happier / healthier lives?



Lesson 3: My Digital World: Being Healthy & Safe Online

EQ: How can we use our phones wisely to empower, rather than limit, our learning, wellbeing, and relationships?

Date:

Do now: How have you been able to use your well being toolkit that we have worked on in lesson outside of school?



Learning Objectives:

By the end of this lesson, students will be able to:

Recognise the signs of unhealthy phone habits in themselves and others.

Propose strategies for achieving a healthier balance with phone use.

We've talked about caring for our bodies and understanding our feelings. Today, we're diving deeper into a big part of most of your lives: **phones and screen time**

Task 1: What do you love most about your phone? What do you use it for the most? (e.g., games, social media, videos, connecting with friends). Add ideas around the phones below.



Our brains are designed to seek rewards. When you get a like, a notification, or beat a level in a game, your brain releases a chemical called **dopamine**. This makes you feel good and makes you want more. Phones are brilliant at giving us little hits of dopamine, which can make them quite addictive. Analogy: "It's like eating sweets. A little bit is nice, but too much can make you feel unwell or stop you wanting healthier food."

Task 2: On average, how many minutes/hours do you spend on your phone each day?

Here are some current research snippets that are important to know.

Sleep: "Research shows that the blue light from screens, especially before bed, can trick our brains into thinking it's daytime, making it harder to fall asleep and get quality rest." (e.g., American Academy of Paediatrics, Sleep Foundation).

Attention/Focus: "Constantly switching between apps and notifications can train our brains to have shorter attention spans, making it harder to focus deeply on homework or longer tasks." (e.g., research on media multitasking, attention deficit).

Social Skills: "While phones connect us, too much time interacting online can sometimes mean less time practicing face-to-face social skills, like reading body language or having deep conversations." (e.g., studies on social development, empathy).

Mental Health: "Some studies suggest a link between very high screen time and increased feelings of anxiety or low mood, especially if it involves comparing yourself to others online." (e.g., research on social media and mental health in adolescents).

Aiming to use your own words, summarise each point into one line.

1-

2-

3-

4-



Healthy Habits: Finding Your Balance.

Group Activity: Phone Use Scenarios

Divide into small groups (3-4 students).

Each group will be given a Phone Use Scenario

Instructions: For each scenario, groups should discuss:

What's the potential challenge or negative impact of phone use in this situation? (Think about sleep, focus, social skills, mood, etc.)

What could the person do to create a healthier balance or manage their phone use in this situation? (Brainstorm practical solutions).

How would this help their overall 'Digital Wellness'?



Scenario 1: You're trying to do your homework, but your phone keeps buzzing with notifications from your friends. You keep picking it up to check, and it's taking you twice as long to finish your work.

Scenario 2: It's late at night, and you're still on your phone scrolling through social media or watching videos. You know you have school tomorrow, but you feel like you can't put it down. You end up going to sleep much later than planned.

Scenario 3: You're out with friends at the park, but everyone is mostly looking at their phones, playing games, or posting pictures, instead of talking to each other. You feel a bit disconnected.

Scenario 4: You see someone online who seems to have a perfect life – always on amazing holidays, wearing cool clothes, and having lots of friends. You start to feel bad about your own life in comparison.

Scenario 5: You've had a really bad day at school, and you immediately go home and spend hours playing a super-addictive game on your phone, trying to forget about it. You skip dinner and don't talk to anyone in your family.

Scenario 6: Your parents have set a rule that phones need to be charged outside your bedroom at night, but you really want to keep yours with you to chat with friends. You're considering just hiding it.

Building Your Digital Wellness Toolkit

Based on what we've discussed today, what are some practical tips or 'rules' we can put in place to ensure our phones are helping us, not harming us?"

Prompt ideas: No phones at dinner, phone-free bedroom time, put phone away during homework, set time limits for apps, spend time on hobbies, have face-to-face conversations, ensure my phone stays in my bag during school hours...

Checklist

<input type="checkbox"/>	_____
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100News.com

EQ Review: How can we use our phones wisely to empower, rather than limit, our learning, wellbeing, and relationships?



Lesson 4: Healthy Habits: Making Smart Choices Every Day.
EQ: How do our everyday choices shape our overall health and wellbeing?

Date:



Do now: How have you used your phone over the last two weeks? How has it affected your mood?

Key words: *Lifestyle* and *Balance* – the way we live our lives and having the right mix.

Learning Objectives: By the end of this lesson, students will be able to:

Explain why making conscious "smart choices" is important for long-term health.

Propose small, achievable healthy habits they can incorporate into their routines.

Recap & Link: We've explored our bodies, our feelings, and how our digital world impacts us. Today, we're bringing all of that together by looking at '**Healthy Habits: Making Smart Choices Every Day.**' It's about how everything we do, from what we eat to how we spend our time, adds up to our overall health.

Task 1: When you hear the word 'healthy,' what comes to mind? What does a 'healthy person' do or look like?" (Consider a broad range of ideas beyond just diet/exercise, e.g., sleeps well, laughs, has friends, manages stress, feels good about themselves).

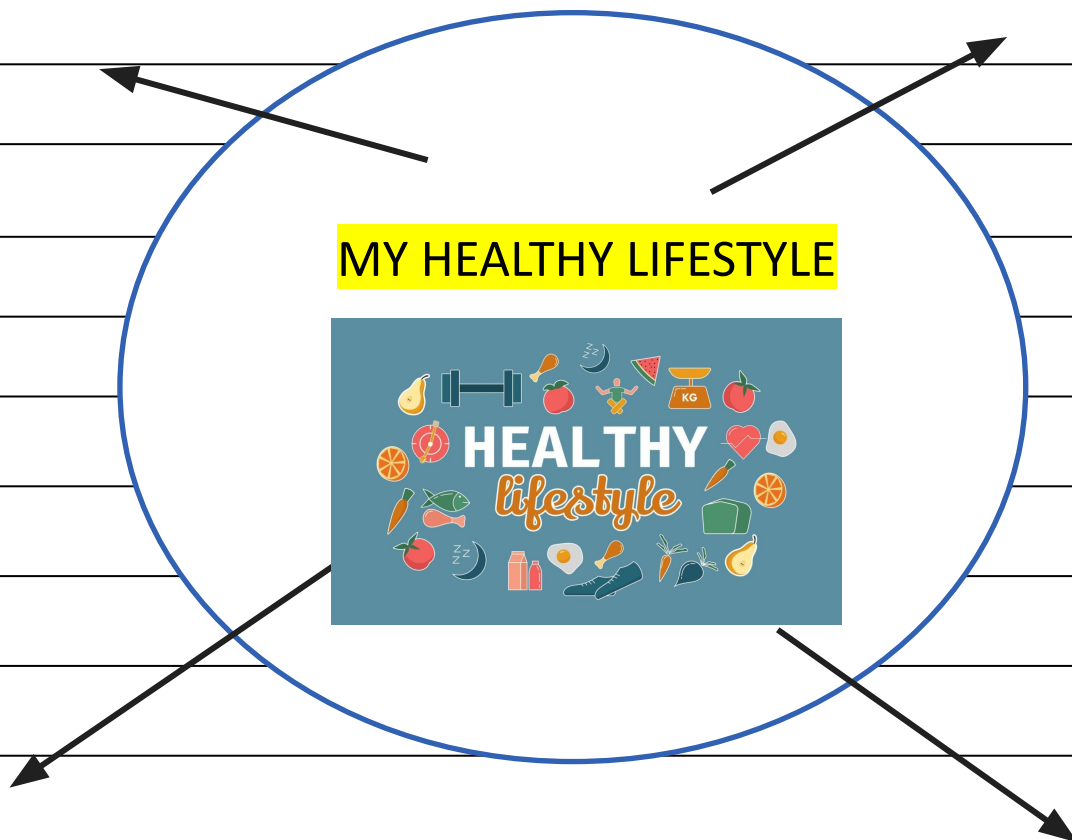


Being healthy isn't just one thing; it's a mix of different areas. Let's think about the main 'pillars' that support a healthy lifestyle."

- Nutrition (Fuel):** "What we eat and drink. Why is this important?" (Energy, growth, strong bones/muscles).
- Physical Activity (Movement):** "How much we move our bodies. Why is this important?" (Strong heart/lungs, mood, sleep, stress relief).
- Sleep (Rest & Repair):** "Getting enough quality sleep. Why is this crucial?" (Brain function, mood, body repair, concentration).
- Hygiene (Caring for Body):** "Washing, brushing teeth, etc. Why does this matter?" (Prevent illness, feeling good).
- Emotional & Mental Health (Mind Matters):** "Understanding and managing our feelings, as we discussed last lesson. Why is this a 'pillar'?" (Happiness, resilience, dealing with challenges).
- Social Connections (Relationships):** "Having friends, family, feeling connected. How does this contribute to health?" (Support, belonging, fun, reduced loneliness).
- Digital Balance (My Digital World):** "Managing screen time and online interactions, as we just discussed. How does this fit in?" (Impact on sleep, focus, social comparison).

Task 2: "Healthy Lifestyle Web"

Draw lines radiating out of your circle, with each "pillar" as a new branch (Nutrition, Physical Activity, Sleep, etc.). Come up with specific examples for each pillar (e.g. "Nutrition": eat 5-a-day, drink water; "Sleep": 8-10 hours, put phone away).



Task 3: Influences on Our Choices

Discussion: We know *what* a healthy lifestyle looks like, but *why* don't we always make those choices? What influences the decisions we make every day?"

Family/Home: (What food is bought, family routines).

Friends/Peers: (What friends are doing, peer pressure).

Advertising/Media: (Junk food ads, social media trends, influencers).

Convenience: (Fast food, easy snacks).

Personal Likes/Dislikes: (Favourite foods, dislike of certain sports).

Time/Schedule: (Business, lack of time for cooking/exercise).

Key Point: It's important to be aware of these influences so we can make **conscious, smart choices** for ourselves, rather than just going along with what's easy or what others do.

Lesson 5: Where to Get Help: Support Systems for My Well Being
EQ: Who can I talk to when I need help, and why is it important to ask for support

Date:

Do now: What 'smart choices' have you made in the past two weeks to ensure you are healthy and happy?

Key words: *Support network* and *Trust* - all the people who care about us and can help – and **Trust** – which is key to knowing who to talk to.



Learning Objectives:

By the end of this lesson, students will be able to:

Identify at least three different categories of trusted adults they can go to for help (e.g., home, school, external).

Explain why it is important to ask for help when feeling worried, upset, or unsafe.

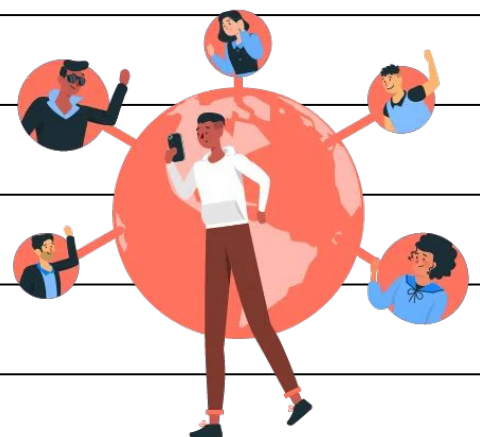
Recognise that "asking for help" is a sign of strength, not weakness.

Articulate what makes an adult a "trusted adult."

Over the past four lessons, we've explored our amazing bodies, our feelings, our digital world, and healthy habits. Sometimes, even when we try our best to be healthy, we might face challenges or situations that make us feel worried, confused, or unsafe. Today's lesson is all about something really important: **knowing where to get help and who to talk to.**"

Analogy: Imagine you're walking, and you trip and hurt your ankle. What's the first thing you'd probably do? Would you just try to ignore it and keep walking, or would you ask for help? Why?" (Pain, risk of worsening, need for expertise).

Bridge to Emotions: Our feelings and problems are just like that. Sometimes, they hurt, or they're too big to fix alone, and we need to ask for help.



Defining a Trusted Adult

When you think of a 'trusted adult,' what qualities or actions come to mind? How do you know someone is a trusted adult?

Key Characteristics: Might they include some of these?

Listens without judgment.

Takes your concerns seriously.

You feel safe with them.

They are reliable and consistent.

They try to help you find solutions.

They respect your feelings.



Any others?

What if I don't feel comfortable telling them everything?

It's okay to start small, or to tell another trusted adult if the first one doesn't feel right for a particular problem. The most important thing is to tell *someone*.

Misconception Alert: Asking for help is a sign of **strength**, not weakness. It means you're brave enough to face a problem and smart enough to know you don't have to carry it alone.

Mapping Our Support Network

Our **support network** is like a safety net around us, made up of different types of trusted adults.

Home/Family: (Parents/Carers, grandparents, aunts/uncles, older siblings - *emphasise older, responsible siblings only*).

School: (Form Tutor, Head of Year, Pastoral Lead, School Nurse, Counsellor, Subject Teachers, Teaching Assistants).

Community/External: (Doctor/GP, sports coach, religious leader, family friends, helplines like Childline/NSPCC, police).

My trusted adults are...

When to Ask for Help: Scenario Practice

Now, let's think about different situations where asking for help is really important. Divide yourselves into small groups. Each group will work through a 'When to Ask for Help Scenario'

For each scenario, groups should discuss:

1. **What's the concern or problem in this situation?**
2. **Why is it important to ask for help here?**
3. **Who would be a good trusted adult (or type of adult) to go to in this situation?** (Encourage them to think broadly).
4. **What might the trusted adult do to help?**



Scenario 1: You're constantly being left out of a friendship group at school, and it makes you feel lonely and sad every break time.

Scenario 2: You saw something really worrying on a social media app that made you feel scared and uncomfortable, but you're not sure who to tell.

Scenario 3: You've been struggling with your homework in a particular subject for weeks. You've tried everything, but you still don't understand it, and you're starting to fall behind.

Scenario 4: Your stomach has been hurting really badly for a few days, and you've also been feeling very tired, even after a good night's sleep.

Scenario 5: You overheard a rumour about another student that sounds really nasty and untrue, and you're worried it might hurt their feelings or reputation.

Scenario 6: You're feeling really stressed about upcoming exams, and you can't seem to relax or stop worrying, even when you're doing fun things.

Now let's hear from each group.

Some important key points to take away.

There is a concept known as *confidentiality vs. safeguarding*. This is when a trusted adult *has* to share information to keep someone safe.

Sometimes a friend might share something with you in confidence. However, the kindest thing to do might be to actually share this with someone so that they are safe and looked after. This is being responsible.

EQ Review: Who can I talk to when I need help, and why is it important to ask for support?

