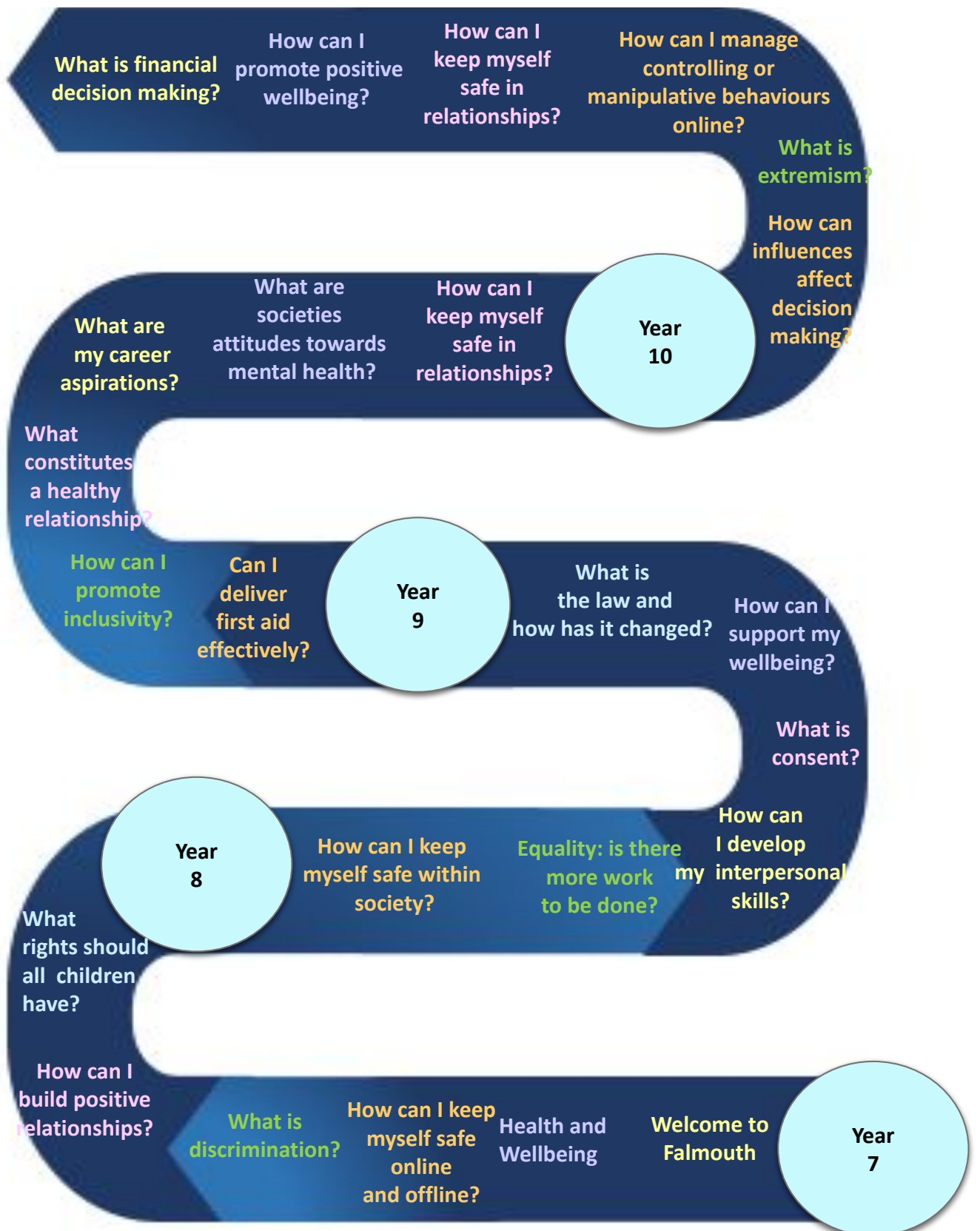


PSHE Learning Journey

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

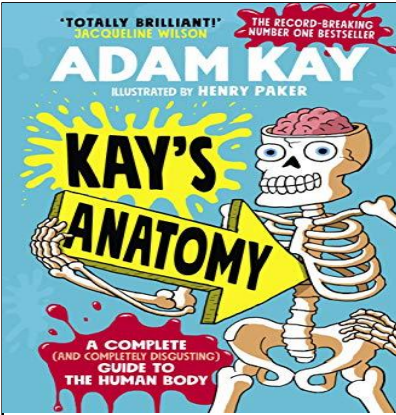
Your tutor, Wellbeing and Learning Leader are also there to support you alongside teaching staff.

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)

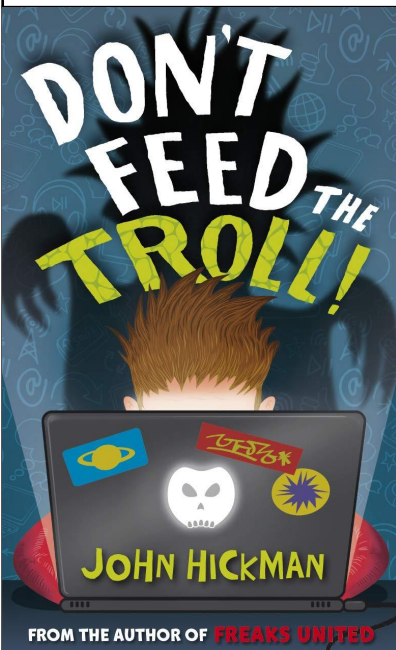
Baseline Confidence Checker

BEFORE LEARNING THE UNIT	1 <small>(low)</small>	2	3	4	5	6	7	8	9	10 <small>(high)</small>
L1: I understand how my lifestyle choices can affect my 'internal systems'										
L1: I know how to boost my immune system.										
L2: I understand what is meant by stress and can identify its symptoms.										
L2: I know where to turn for support when it is needed.										
L3: I understand what is meant by 'fake news'										
L3: I have an effective strategy for working out whether something is 'fake news'										
L4: I know how to respond in moments of pressure.										
L4: I understand what is meant by 'making informed choices'										
L5: I understand what is meant by 'well-being'.										
L5: I have a personal well-being toolkit and it is effective at helping me stay healthy and happy.										



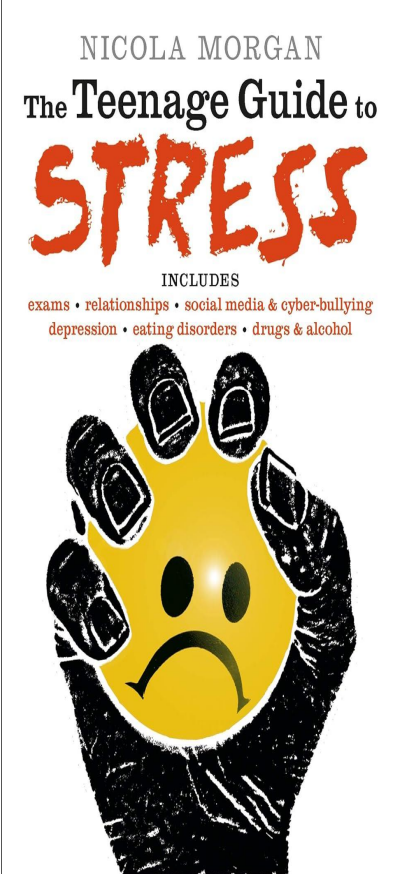
'Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body' by Adam Kay

This hilariously informative non-fiction book breaks down the human body for kids, perfect for readers who enjoy the accessible and engaging science writing of Horrible Science books by Nick Arnold, but with an extra dose of potty humour similar to "The Wimpy Kid Do-It-Yourself Book" by Jeff Kinney.



'Don't Feed the Troll' by John Hickman

Jack lures Chloe, as his best friend, Cora, puts it much to his annoyance. Truth is though, he does. She s not like any other girl at school! But, as we all know, the course of true love never runs smoothly especially when youre a teenager! But when Jack feels rejected, his disappointment begins to manifest itself in something more unpleasant than teenage acne and sweaty armpits! A timely, cautionary tale of the troubles of the internet, social media and cyberbullying that will resonate with today s generation of teens.



'The Teenage Guide to Stress' by Nicola Morgan

Essential reading for teenagers and the adults who care about them. A fantastically wide-ranging, reassuring, eye-opening and comprehensive look at the stresses many teenagers face, empowering them to take control of their mental health and wellbeing.

Nicola Morgan is an established expert on the teenage brain and adolescent stress, known for her engaging, clear style. She is the author of the internationally renowned *Blame My Brain: The Amazing Teenage Brain Revealed* (shortlisted for the Aventis prize for science) and has spoken in schools and at conferences around the world. Now *The Teenage Guide to Stress* – written for teenagers but essential for adults who want to understand – tackles all the external stresses that teenagers face, including feelings of anger, sadness (and depression), fear and failure.

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?

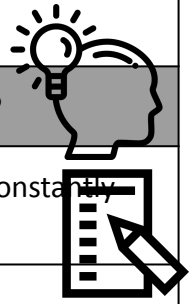
Key vocabulary

Vocabulary	Definition
Internal systems	These are the systems that you cannot see from the outside, but are constantly working behind the scenes.
Resilience	The ability to bounce back, adapt, and recover from difficult situations or challenges.
Coping Mechanisms	Strategies or actions we use to deal with difficult emotions, situations, or stress.
Fake News / Misinformation / Disinformation	False or inaccurate information, especially that published on the internet or spread through other media, often with the intention to deceive.
Bias	Inclination (habit) or prejudice for or against one person or group, especially in a way considered to be unfair. Distorting information to suit your needs.
The CRAAP test	A memorable and widely used framework for evaluating information and determining whether something might be 'fake-news'.
Fake news	False information, stories or hoaxes created to deliberately misinform or deceive readers. Commonly found on social media platforms such as Tik Tok, Facebook, Instagram, Snapchat, X...
Echo Chambers and Filter Bubbles	Social media algorithms can show users content that aligns with their existing beliefs, reinforcing biases and limiting exposure to diverse, factual information, making them more susceptible to fake news that confirms what they already think.
Consequence	The result or effect of an action or condition (can be positive or negative).
Decision-making	The process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.
Action Plan / Toolkit	A set of strategies and resources put together to achieve a goal.
Self-care	Any activity we deliberately do to take care of our mental, emotional, and physical health.

Lesson 1: My Body: Internal Systems & Lifestyle Choices

EQ: Why is it important for us to understand how our choices affect our internal systems?

Date:



Do now: Thinking back to year 7 PSHE lessons, how have you looked after yourself this summer?

Key word: Internal systems. These are the systems that you cannot see from the outside, but are constantly working behind the scenes.

Learning Objectives:

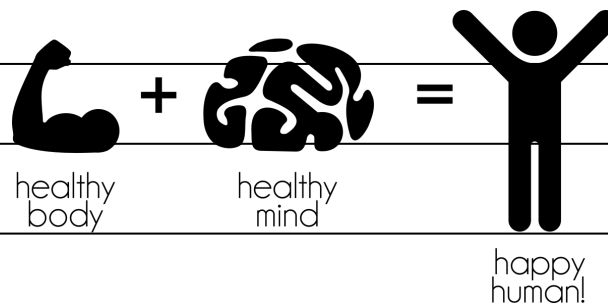
By the end of this lesson, students will be able to:

- Identify and name at least three major internal body systems (e.g., circulatory, respiratory, digestive).
- Explain the basic function of each identified system.
- Discuss how individual lifestyle choices (diet, exercise, sleep, substance use) positively and negatively impact these internal systems.
- Understand the importance of making informed choices for long-term health.

Activity: Human Body Brainstorm



Think back to Year 7 PSHE. What did we learn about the human body and staying healthy? Today, we're going deeper – inside our amazing bodies! We'll look at the incredible systems that keep us alive and how our daily choices affect them.



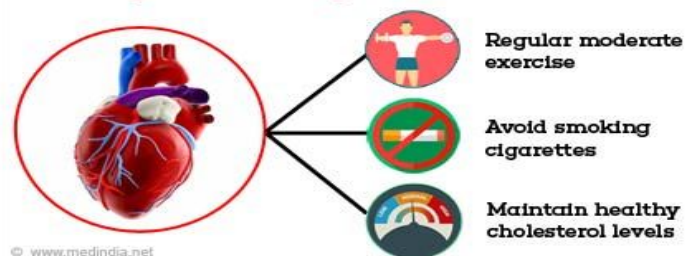
Introduction to Internal Systems

- Circulatory System (Heart, Blood Vessels): This pumps blood around our body. It carries oxygen and nutrients.
- Respiratory System (Lungs, Airways): What we use to breathe. It takes in oxygen, removes CO₂.
- Digestive System (Stomach, Intestines): How we process/digest the food we eat. It breaks down food for energy.
- Skeletal/Muscular System (Bones, Muscles): It gives us our shape and helps us move.

Internal organs of human body



Tips to Protect your Heart's Health



Activity: Match up the lifestyle choice to the body impact

Column 1: Lifestyle Choices (Jumbled)	Column 2: Body Impacts (Jumbled)
Getting 8-10 hours of sleep each night	Can reduce stress, which positively impacts cardiovascular and nervous systems.
(Age-appropriate) Vaping/smoking	Disrupts natural sleep cycles, affecting overall body repair and mental alertness.
Practicing mindfulness or relaxation techniques	Promotes healthy digestion and provides essential nutrients for all systems.
Drinking plenty of water throughout the day	Can lead to low energy, poor concentration, and unhealthy snacking later.
Rarely exercising and spending hours sitting	Significantly harms the respiratory system and increases the risk of lung diseases.
Eating a balanced diet with lots of vegetables	Helps keep all body systems hydrated and functioning properly, including digestion and circulation.
Spending too much screen time before bed	Can strain the digestive system, contribute to weight gain, and risk tooth decay.
Skipping breakfast often	Supports brain function, boosts the immune system, and helps cells repair.
Regularly consuming sugary fizzy drinks	Can lead to weaker muscles, less efficient heart function, and slower metabolism.
Consuming diverse protein sources	Provides building blocks for muscles, bones, and all body tissues.

UNDERRATED BENEFITS OF EXERCISE

The infographic features six illustrations, each with a caption below it:

- STRESS & ANXIETY RELIEF:** An illustration of a person's head with their hands on their face, surrounded by plus signs, indicating mental relief.
- IMPROVED FUNCTIONAL MOBILITY:** An illustration of a person in a red tracksuit running.
- INCREASED ENERGY LEVELS:** An illustration of a blue power cord plugged into a wall outlet, with a bar chart showing an upward trend.
- IMPROVED OVERALL HEALTH:** An illustration of a red heart with a barbell resting on its top, symbolizing strength and health.
- BETTER SLEEP:** An illustration of a person lying in bed, covered with a brown blanket, sleeping peacefully.
- HIGHER SELF-ESTEEM:** An illustration of a person in a blue suit and red cape, standing with arms raised in a heroic pose.

Quick tips to boost immune system



Balanced diet

Fruits, vegetables, whole grains, and lean proteins in your meals for essential vitamins and minerals.



Physical activity

Exercising at least 150 minutes per week to boost circulation and enhance immune performance.



Focus on sleep

Aim to get 7-9 hours of restful sleep each night to promote immune health & general well-being.



Handle stress effectively

Stress-relief methods like mindfulness, yoga, or deep breathing reduce cortisol levels & support immune response.



Plenty of fluids

Water, herbal tea, or broth can eliminate toxins.



Keep a healthy weight

Healthy weight can enhance your immune system and reduce the risk of chronic diseases.



Probiotics

Probiotics boost gut health, which is vital for immune function.



Good hygiene

Frequently wash your hands and uphold good hygiene to minimise the risk of infections.



Limit alcohol and smoking

Minimise alcohol use and avoid smoking to protect against immune system weakening.



Stay current with vaccinations

Make sure to receive recommended vaccines to guard against various infections.

Here are the answers!

Eating a balanced diet with lots of vegetables	Promotes healthy digestion and provides essential nutrients for all systems.
Getting 8-10 hours of sleep each night	Supports brain function, boosts the immune system, and helps cells repair.
Rarely exercising and spending hours sitting	Can lead to weaker muscles, less efficient heart function, and slower metabolism.
Drinking plenty of water throughout the day	Helps keep all body systems hydrated and functioning properly, including digestion and circulation.
Regularly consuming sugary fizzy drinks	Can strain the digestive system, contribute to weight gain, and risk tooth decay.
Practicing mindfulness or relaxation techniques	Can reduce stress, which positively impacts cardiovascular and nervous systems.
Skipping breakfast often	Can lead to low energy, poor concentration, and unhealthy snacking later.
Spending too much screen time before bed	Disrupts natural sleep cycles, affecting overall body repair and mental alertness.
(Age-appropriate) Vaping/smoking	Significantly harms the respiratory system and increases the risk of lung diseases.
Consuming diverse protein sources	Provides building blocks for muscles, bones, and all body tissues.

BENEFITS OF DRINKING WATER



Task 4: One Big Idea Activity

One Word/Phrase Takeaway

Write down one new thing you learned today or one key message you will take away from the lesson about your body and lifestyle choices.

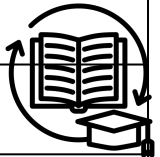
Examples: "My heart needs exercise," "Food fuels my body," "Sleep is important for everything," "My choices matter."

**"THE MORE
REFLECTIVE YOU ARE,
THE MORE EFFECTIVE
YOU ARE."**

HALL AND SIMERAL

hellofearless.com

EQ Review: Why is it important for us to understand how our choices affect our internal systems?

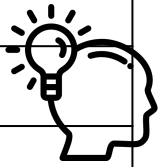


Lesson 2: Navigating the Mind: Understanding Stress & Boosting Resilience

EQ: How can I effectively manage the pressures in my life and build my inner strength to bounce back from challenges?

Date:

Do now: What are the likely effects of regularly consuming fizzy drinks? (show me on your boards)



Key words:

Resilience: The ability to bounce back, adapt, and recover from difficult situations or challenges.

Coping Mechanisms: Strategies or actions we use to deal with difficult emotions, situations, or stress.

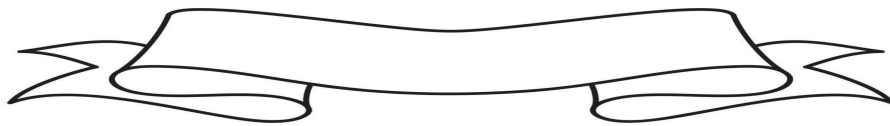


Learning objectives:

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

- Define stress and identify common causes of stress in their lives.
- Recognise physical, emotional, and behavioural signs of stress.
- Identify and describe at least three strategies for boosting personal resilience.
- Understand the importance of seeking support when feeling overwhelmed by stress.

Task: In a single word, how are you feeling today? Write down your adjective in your banner.



Last year in 'Mind Matters,' we explored different feelings and emotions. Today, we're going to focus on a particular feeling that many of us experience: stress. We'll learn what it is, how it affects us, and most importantly, how we can build our ability to bounce back – which is called resilience.

Task: What causes stress for young people? (e.g., exams, homework, friendship issues, family arguments, social media, sports pressure, future worries). Give some specifics, although only share personal details if you feel comfortable, or use pseudonyms (different names).

1

2

3

4

5

6

Mental Health Foundation

What is stress?

Stress is the feeling of being overwhelmed or unable to cope with mental or emotional pressure.

Stress is our body's natural response to pressures or demands. It's how our brain and body react to a 'threat' or challenge, whether real or perceived."). Emphasise that some stress can be positive (e.g., helping us focus for a test), but too much stress can be unhelpful.

Task: How does stress show up?

Okay, so we know what causes stress. But how do we know when we *are* stressed? What happens to our bodies, our feelings, or how we behave? In pairs, discuss what signs you notice in yourselves or others when feeling stressed.

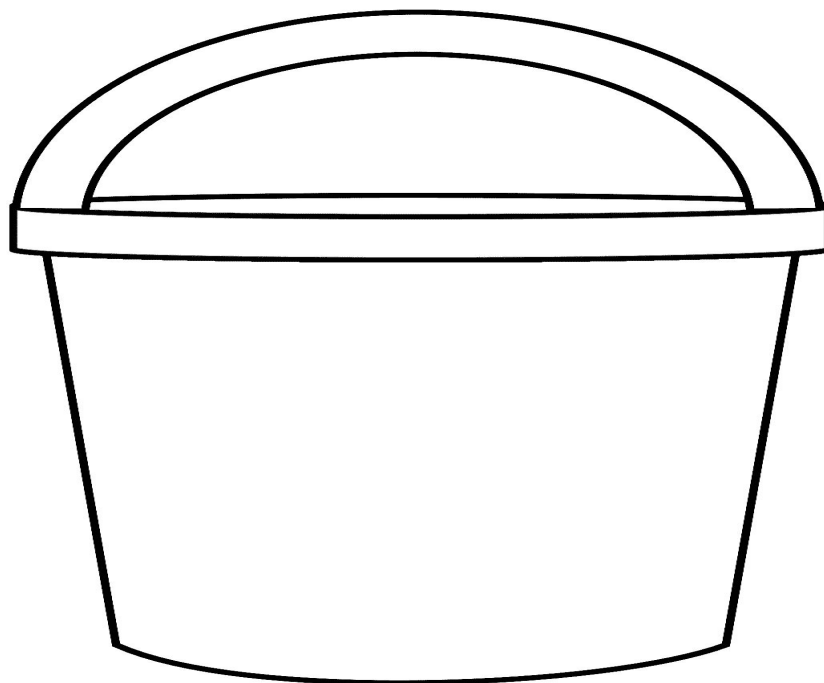
Physical Signs	Emotional Signs	Behavioural Signs

Here are some examples: physical: headaches, tense muscles, tiredness, difficulty sleeping, stomach aches. Emotional: irritable, anxious, worried, sad, overwhelmed. Behavioural: snapping at people, avoiding activities, eating more/less, difficulty concentrating, biting nails).

Everyone experiences stress differently, and recognising these signs is the first step to managing it. Let me introduce you to the concept of the "stress bucket" or "stress container" – our capacity to hold stress. When it overflows, that's when we see these signs more intensely.

Activity: Building Your Resilience Toolkit

Resilience is our ability to bounce back from difficult situations, to adapt and recover when things get tough. It's like a muscle we can train! List as many healthy ways as you can to cope with stress and build resilience. Think about things you already do, or things you've heard about.

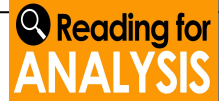


Each group can now quickly shares 1-2 of their best ideas, and the teacher could create a master list on the board (e.g., exercise, talking to a trusted adult, deep breathing, listening to music, hobbies, spending time in nature, getting enough sleep, positive self-talk, setting realistic goals). Can you add any ideas to your own buckets? there's no "one size fits all" solution. What works for one person might not work for another.

Who can help when stress feels too much? What if you try these strategies, but the stress still feels too big or overwhelming? Who could you talk to or where could you go for help? Here are some useful reminders:

parents/carers, trusted family members, teachers, school counsellors, friends, doctors, online helplines like Childline, Kooth...

Remember, it's a sign of strength, not weakness, to ask for help. Everyone experiences stress, and learning to manage it and build resilience is a lifelong skill. You don't have to carry your burdens alone



Comprehension task: Supporting Alex: A Stress Scenario

Alex is in Year 8. Lately, Alex has been feeling really overwhelmed. They have several big tests coming up, and their best friend is upset with them after a misunderstanding. At home, their parents have been arguing more than usual, which makes Alex feel on edge.

Lately, Alex has noticed their stomach aches often, they're having trouble sleeping, and they've been snapping at their younger sibling without meaning to. Alex used to love playing football after school, but now they just feel too tired and anxious to go. They've also started spending a lot more time scrolling on social media, even though it sometimes makes them feel worse.

Identify Causes of Stress: Based on the scenario, list **three** different things that are causing Alex stress.

1

2

3

Recognise Signs of Stress: Describe **three** different signs that Alex is feeling stressed. Try to include a physical, emotional, or behavioural sign if you can.

1

2

3

Applying Resilience Strategies: What **two** specific, healthy resilience strategies (coping mechanisms) could Alex try to help manage their stress in this situation? Explain why each one might help.

1

2

Seeking Support: If Alex feels like their stress is too much to handle on their own, who are **two** different people or types of support Alex could reach out to for help?

1

2

EQ Review:

How can I effectively manage the pressures in my life and build my inner strength to bounce back from challenges?



Lesson 3: Truth, Trust, and My Wellbeing Online: Navigating Fake News & Setting Boundaries
EQ: How does knowing the difference between real and fake online information empower me to protect my digital well-being?

Date:

Do now: What have you used from your 'stress bucket' (resilience toolkit) since your last PSHE lesson?

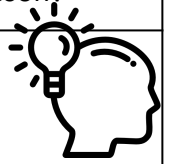
Key words:

Digital detox – taking time away from digital devices and social media

Boundaries – What we are comfortable with and what we are not.

Digital well-being – the impact that engaging with digital technologies has on an individual's mental, physical, social, and emotional health and happiness.

Fake News / Misinformation / Disinformation: False or inaccurate information, especially that published on the internet or spread through other media, often with the intention to deceive.



Learning objectives:

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

- Identify characteristics of fake news and understand why it is created and spread.
- Explain how encountering fake or misleading information online can impact emotional and mental wellbeing.
- Suggest strategies for critically evaluating online information and setting healthy boundaries around information consumption to protect digital well-being.
- Apply the CRAAP test to critically evaluate the reliability of online information.

In year 7, you learned about basic online safety (e.g., personal information, cyberbullying basics, knowing who to trust online, reporting mechanisms), general benefits and risks of online environments.

Task: Let's begin by looking at some examples of fake news headlines.

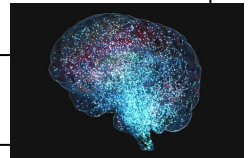


"URGENT: Scientists Discover PIZZA Causes INSTANT MEMORY LOSS in Teens!"

What are your first thoughts about this headline? How could you verify (check) whether this is true?



It is effective and eye catching because it uses capital letters, exclamation marks and makes a broad claim "INSTANT MEMORY LOSS," which links to a popular food item.



Now compare that headline with this plausible headline:

"New Study Suggests Link Between Processed Foods and Concentration Levels in Young People."

What are your first thoughts about this headline? How could you verify (check) whether this is true?

This is a more measured use of language: "Suggests Link," "Concentration Levels," mentions a "New Study" which sounds legitimate.

Task: We see a lot of information online, but how much of it can we trust? What exactly is 'fake news' and why is it created?

What?

False information, stories or hoaxes created to deliberately misinform or deceive readers.

Why?

- To get clicks/make money (clickbait, advertising revenue)
- To influence opinions (political, social, commercial)
- To cause panic or fear
- As a joke or satire (which can be misunderstood by others)
- People sharing without checking (unintentional spread)

It is important that we can detect fake news so we can make **informed decisions**, not being **misled**, have correct **knowledge** and information and prevent us from also spreading **harmful content**



Your Tool for Trust: 'The CRAAP Test'

How can we become better detectives for online information? We're going to learn a powerful tool called the **CRAAP Test**.

C - Currency: When was it published? Is it up-to-date enough? (e.g., old news about a school event)

R - Relevance: Does it actually apply to what I'm looking for? Is it useful to me? (e.g., an article about dogs when you're researching cats)

A - Authority: Who created it? Are they an expert? What are their qualifications? (e.g., a doctor vs. a random person for health advice)

A - Accuracy: Is it truthful? Can I check it with other reliable sources? Are there spelling mistakes? (e.g., a claim about a major event that no other news outlet is reporting)

P - Purpose: Why was this information created? To inform? To sell? To persuade? To entertain? (e.g., an advertisement vs. a factual report)

The more "CRAAP" a source is, the more trustworthy it usually is.

Task: Let's apply the CRAAP Test and consider emotional impact on the reader. Using your **CRAAP Test checklist**, discuss and respond to each scenario



Scenario 1: The 'Shocking' Post

Jamie sees a social media post shared by a friend, claiming a dangerous new virus is spreading rapidly in their local town, with a picture of someone looking ill. The post has a sensational headline and encourages people to share it urgently. The source is a page called "TruthSeeker_Updates_X." Jamie feels really scared and stressed, worrying about their family's safety.

Initial reaction:

CRAAP Test response to scenario 1:

C =

R =

A =

A =

P =

Your conclusion? How might Jamie feel?



Scenario 2: The 'Miracle Cure' Ad

Chloe sees an online advertisement for a "miracle drink" that promises to make you super intelligent and boost your energy instantly. It shows a celebrity endorsing it, but Chloe can't find this celebrity talking about it anywhere else, and the website has no contact details or clear scientific information. Chloe feels excited about the possibility but also confused, and starts to doubt her own abilities without such a "cure."

Initial reaction:

CRAAP Test response to scenario 1:

C

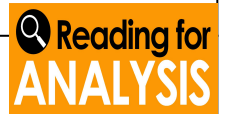
R

A =

A =

P =

Your conclusions? What might be the impact on Chloe's **digital well-being**?



Scenario 3: The 'Too Good To Be True' Offer

Sam gets a message saying he's won a brand new games console from a competition he doesn't remember entering. It asks him to click a link and enter his personal details and bank information to claim his prize. The message has a few spelling mistakes and uses very informal language. Sam feels thrilled at first, but then a little suspicious. He's heard about scams.

Initial reaction:

CRAAP Test response to scenario 1:

C =

R =

A =

A =

P =

Your conclusions? How might Sam feel?

My Informed Digital Habit / Exit Ticket:

Can anyone share one or two key insights from the scenario discussions, focusing on how applying the CRAAP test helped identify issues and predict wellbeing impacts?



Thinking about what we've learned today, choose **one** strategy or **digital boundary** you can adopt to help you navigate online information and protect your **digital well-being**. Complete the sentences below.

One type of online information that sometimes makes me feel uncertain or overwhelmed is...

One part of the **CRAAP Test** I will try to use more often is (**e.g., Currency, Relevance, Authority, Accuracy, or Purpose**) because...

A new **digital boundary** or habit I could try to set for myself to be more critical about online information is (e.g., "I will always check the source before sharing," "If a headline makes me feel very emotional, I will pause and check it," "I will cross-reference information with at least one other trusted source")...

I think this new habit/boundary will help my **digital well-being** by...

EQ Review: How does knowing the difference between real and fake online information empower me to protect my digital well-being?



These are trusted and **regulated** sources of news. The **journalists** that work for them are **highly trained** and have a reputation for their **objectivity** and high **professional standards**.

THE  TIMES



The New York Times



Lesson 4: Risks & Choices: Understanding Pressures on My Health

EQ: How do the choices I make under pressure impact my health and wellbeing, and where can I find support?

Date:

Do now: What news stories have you heard in the past two weeks? How did they pass the 'crap test'?



Key words:

Consequence: The result or effect of an action or condition (can be positive or negative).

Decision-making: The process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.



Learning objectives: By the end of the lesson, you will be able to:

- Explain that every choice has consequences, both short-term and long-term, for themselves and others.
- Apply a simple decision-making framework to evaluate choices when facing health-related pressures
- Identify reliable sources of support for making difficult health choices or for situations where a choice has led to negative consequences
- Understand the importance of respecting personal boundaries and individual choices.

Activity: 'Choice Chain'

Think of a simple choice you made recently (e.g., what to eat for breakfast, what game to play). What was the immediate result of that choice? What was a slightly longer-term effect?"

Choice =

Result =

Today, we're thinking about bigger choices, especially those under pressure, and their ripple effect on our health.

Activity: 'Consequence Web'

Every choice, big or small, has a **consequence** – a result or effect. Consequences can be positive or negative, and they can be short-term or long-term.

E.g. 'Choosing to stay up really late playing games'

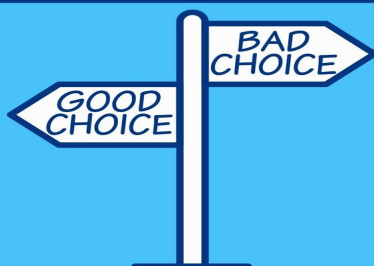
Consequence web' (showing impacts)

Short-term: Tired in the morning, grumpy, can't focus.

Long-term: Affects school grades, health problems from lack of sleep, arguments with family.

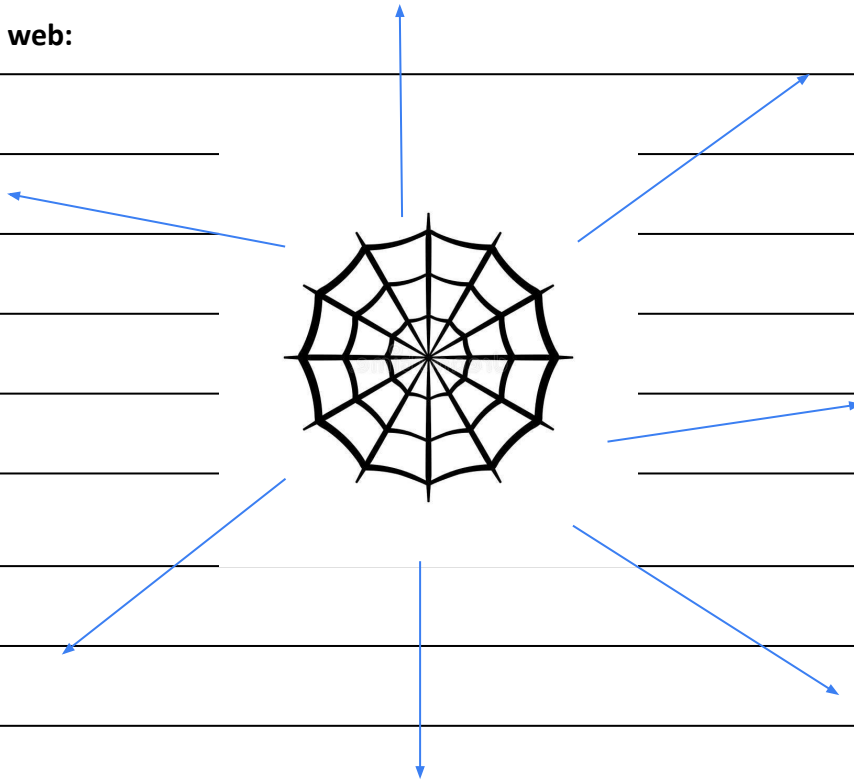
Others: Friends might get annoyed if you're tired and moody.

CONSEQUENCES



Your choice:

Your consequences web:



Let's share some of your consequence webs. What conclusions can we draw from this activity?

We need to remember that choices made under pressure, even if we resist, can still have consequences for our feelings (e.g., relief, anger, regret). And if we *give in* to pressure, the consequences for our health can be significant.

Every choice comes with a consequence. Once you make a choice, you must accept responsibility. You cannot escape the consequences of your choices, whether you like them or not.

- Roy T. Bennett

www.quotes.pics

You are free to choose, but you are not free from the consequence of your choice.

© Awareness Act

Making Responsible Decisions

When we're under pressure, it can be hard to think clearly. Having a plan can help us make responsible decisions. Let's explore these useful **decision making steps** that we can use when under pressure.

1. STOP & THINK:

Pause. Don't act immediately.

Take a deep breath.

What is the problem or choice I need to make?

2. GATHER INFORMATION:

What are the facts about this situation?

What are the risks involved?

Do I have all the information I need, or do I need to ask someone or look something up?

3. CONSIDER OPTIONS:

What are all the different things I *could* do?

This includes saying "no," walking away, suggesting something else, or asking for time.

What would someone healthy and responsible do?

4. EVALUATE CONSEQUENCES:

For *each option*, what are the **short-term** (now, this week) and **long-term** (next month, next year) consequences?

How will each option affect *my* health and wellbeing?

How might each option affect *other people* (friends, family)?

5. CHOOSE & ACT:

Pick the option that seems most responsible and safest for your health and wellbeing, and the wellbeing of others.

Be assertive (calmly and confidently stand up for your choice).

6. REFLECT:

Afterwards, think about how it went. What did you learn?

If things didn't go well, what could you do differently next time?

Do you need to talk to someone for support?



Let's read this scenario and apply this plan.

The 'New Experience' Pressure

You're at the park with a new group of friends you're keen to get to know better. One of them pulls out a small, sleek device you haven't seen before and takes a puff. They say it's a new 'vape' and offers it to you, saying, 'It's no big deal, everyone's trying it. Just a quick puff, you won't even feel it. Don't be out of the loop!'

1 =

2 =

3 =

4 =

5 =

6 =

Here are some different ways you could use the 'decision making steps'

STOP & THINK: What's the immediate pressure here? How might you be feeling?"

"What's the core problem or choice you need to make right now?"

GATHER INFORMATION: What do we already know (or what could we quickly find out) about vaping? Are there health risks? Is it legal for your age? What are the long-term impacts we've learned about (e.g., from health lessons, science)?

CONSIDER OPTIONS: What are *all* the different ways you could respond to this offer?" (e.g., try it, say no firmly, make an excuse, change the subject, walk away, suggest something else).

EVALUATE CONSEQUENCES: If you *do* try it, what are the short-term consequences for your health? What about long-term? How might you feel about yourself? How might it affect your relationship with your parents/family?

If you *don't* try it, what are the short-term consequences (e.g., friends might tease you, feel left out)? What about long-term (e.g., maintaining your health, sticking to your values)?
How might your choice affect your friends or their perception of you?

CHOOSE & ACT: "Based on all this, what do you think would be the most responsible and healthy choice in this situation?"

"How could you confidently and clearly communicate that choice, even under pressure?" (Connect back to strategies from the previous lesson: saying no, walking away, suggesting an alternative.)

REFLECT: Even if you make the healthy choice, how might you feel afterwards? Who could you talk to if you felt awkward or worried?

Any other notes or ideas following this task:

How about these scenarios? Discuss them and/or write down your responses.

Scenario 1: The Online Challenge Dare

Your friend group online is daring everyone to try a dangerous 'challenge' that involves eating something risky or doing a stunt for a video. They say, "Everyone else is doing it, don't be a chicken!"

One potential negative consequence:

One decision-making step you would use:

One source of support

Scenario 2: Skipping Healthy Meals

You're at a sleepover, and everyone decides to just eat crisps and sweets all evening, skipping a proper meal. When you suggest ordering a healthier option, someone says, "Oh, come on, it's just one night! Live a little!"

Activity: Help Network and Identifying Support

Sometimes, despite our best efforts, we make choices we regret, or the pressure is too strong. It's vital to know where to go for help. If you were facing a really tough health choice, or if you made a choice that had negative consequences, who or where could you go for help or advice?

Asking for help is a sign of strength, not weakness. It's part of taking responsibility for your health and wellbeing

1

2

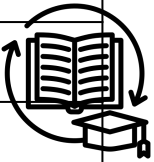
3

4

5

Activity: My Informed Choice Commitment. Let's reflect on today's learning and quietly address the EQ

How do the choices I make under pressure impact my health and wellbeing, and where can I find support?"



Lesson 5: My Wellbeing Action Plan: Seeking Support & Future Goals

EQ: What is my personal "wellbeing toolkit" to support my mental and physical health now and in the future?

Date:

Do now: What choices under pressure have you made in the past two weeks and how did you handle this?

Key words:

Action Plan / Toolkit: A set of strategies and resources put together to achieve a goal.

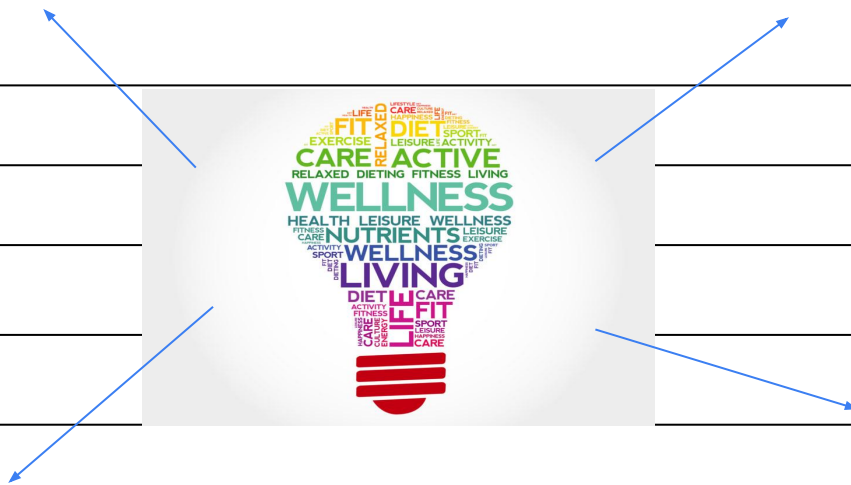
Self-care: Any activity we deliberately do to take care of our mental, emotional, and physical health.

Learning objectives:

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

- Reflect on various aspects of their personal wellbeing (physical, mental, emotional, social).
- Identify personal strengths and areas for growth in their wellbeing.
- Develop and commit to a simple, actionable plan or "toolkit" of strategies and support networks to maintain and improve their wellbeing.
- Understand that wellbeing is an ongoing process and that plans can be adapted as needs change.

Task: When you hear the word 'wellbeing', what comes to mind? What are the different parts of it?" (Think about physical, mental, emotional, social aspects).



Task: Reflecting on My Wellbeing

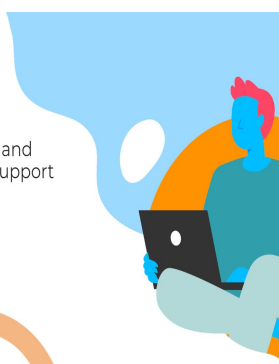
Throughout this term we've explored many different parts of health and wellbeing. Now, it's time to check in with our *own* wellbeing. You now have some quiet time (approx. 5-7 minutes) to reflect and complete the questions on the next page.



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Self-Care & Mental Health for Kids

Share your own feelings to encourage self-awareness.



Set aside time for low-stress or solo activities.

Find social groups that help them feel like they belong.



Practice self-care for yourself to set the standard.



Focus on articulating feelings.

"I am angry." "I am sad."

Encourage journaling and diaries.

Encourage your child to focus on the moment.



Establish a self-care routine.

Recognize toxic stress events.

BlessingManifesting

Cultivate interests and hobbies.

1. Physical Wellbeing: (How well you take care of your body)

How well do you usually:

Get enough sleep? (e.g., 8-10 hours)

Eat a balanced diet? (e.g., fruits, veg, less sugary snacks)

Stay hydrated (drink enough water)?

Get enough physical activity?

What's one thing that's going well for your physical health?

What's one area you'd like to improve?



2. Mental & Emotional Wellbeing: (How you think and feel)

How well do you usually:

Manage stress or worry?

Understand and express your feelings?

Feel positive or optimistic?

Feel good about yourself?

What's one thing that's going well for your mental/emotional health?



What's one area you'd like to improve?

3. Social Wellbeing: (How you connect with others)

How well do you usually:

Connect with friends and family?

Feel understood and supported by others?

Handle disagreements or conflicts?

Feel a sense of belonging?

What's one thing that's going well for your social health?

What's one area you'd like to improve?

Additional notes:



Reflection: Were there any areas that surprised you? Did you notice any connections between different areas of your wellbeing?" (Keep this light and general, focusing on observation, not sharing personal struggles).



Task: Building My Wellbeing Toolkit

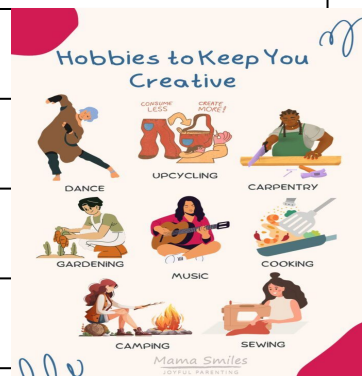
Just like a mechanic has a toolkit for fixing cars, we can create a 'wellbeing toolkit' – a collection of strategies, activities, and people that help us feel good and cope with challenges.

What are some things you do (or could do) to improve or maintain your:

Physical wellbeing (e.g., exercise, healthy eating, sleep, hydration)?



Mental/Emotional wellbeing (e.g., mindfulness, talking, hobbies, positive self-talk)?

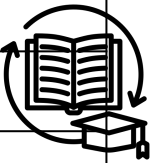


Social wellbeing (e.g., connecting with friends/family, asking for help, spending time with positive people)?"



Task: My Personal Wellbeing Toolkit

Instructions: Based on your reflections, create your own "Wellbeing Toolkit." Think about the strategies and support that work for you to stay healthy and happy.



Section 1: My Personal Wellbeing Strategies (What I can DO)

To support my PHYSICAL Wellbeing, I will: (Be specific! E.g., "Go for a 20-min walk after school twice a week," "Try to get to bed by 9:30 PM on school nights.")

To support my MENTAL & EMOTIONAL Wellbeing, I will: (E.g., "Spend 5 minutes doing deep breathing when I feel stressed," "Write down three things I'm grateful for each day," "Spend time on a favourite hobby.")

To support my SOCIAL Wellbeing, I will: (E.g., "Call a friend once a week," "Help out with a family chore," "Join a new club or activity.")

Section 2: My Wellbeing Support Network (Who I can talk to)

When I need advice or support with a difficult situation, I can talk to:

Section 3: My Commitment

One small step I will take this week to use my wellbeing toolkit is:



I know that looking after my wellbeing is important for my future because:

Task: Looking Ahead & Final Reflections. Future Wellbeing & Adaptability

Our wellbeing is not a fixed thing; it changes. What helps us today might not be enough tomorrow. How can we make sure our toolkit stays useful?" (Think about reviewing, adapting, trying new things...).

Think about the future – Next term, Year 9, beyond school. How can having a strong wellbeing toolkit help you with future goals and challenges?

Looking after our well-being is an ongoing journey, and seeking help is a sign of strength. Well done and congratulations on completing the first PSHE topic of the year: health and wellbeing.

We hope that you now see the dynamic (ever changing) nature of wellbeing and feel empowered with a sense of agency (independence) and preparedness for the future.



Baseline Confidence Checker

AFTER LEARNING THE UNIT	1 (low)	2	3	4	5	6	7	8	9	10 (high)
L1: I understand how my lifestyle choices can affect my 'internal systems'										
L1: I know how to boost my immune system.										
L2: I understand what is meant by stress and can identify its symptoms.										
L2: I know where to turn for support when it is needed.										
L3: I understand what is meant by 'fake news'										
L3: I have an effective strategy for working out whether something is 'fake news'										
L4: I know how to respond in moments of pressure.										
L4: I understand what is meant by 'making informed choices'										
L5: I understand what is meant by 'well-being'.										
L5: I have a personal well-being toolkit and it is effective at helping me stay healthy and happy.										