

Year 7 – Health and Relationships Education

Summer 1:

Intent

The SOW focuses on enabling pupils to make well-informed, positive choices for themselves. Teaching builds on primary content and introduces new content to older pupils at appropriate points. We aim to help students understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. Throughout the scheme, explicit reference is made to the local context and community.

<u>Topic</u>	<u>Learning Outcomes</u>	<u>Key Terms / Overarching Concepts</u>	<u>Activities</u>	<u>Opportunities</u> <u>SMSC, British Values, Literacy, Oracy and Numeracy</u>
Healthy Eating	<ul style="list-style-type: none"> <li>To identify features of a healthy diet.</li> <li>To describe links between a poor diet and poor health.</li> <li>To explain what is meant by a healthy lifestyle.</li> </ul>	Obesity Calories Inactivity	<p>Students should explore health statistics from the local context.</p> <p>Eccles and Salford have one of the highest records of poor dental hygiene and have higher than average obesity rates in children.</p> <p>Nutrition task. Students should understand how to use nutrition labels to decide whether foods are healthy for them. Opportunity for group work.</p>	<p><b>SMSC:</b></p> <p>Social: Explore links to the social context of why obesity and health related issues are so high in deprived areas.</p> <p>Cultural knowledge of the local context and local health statistics.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
Managing changes. Well-being and puberty.	<ul style="list-style-type: none"> <li>To identify key facts about puberty and the changing body.</li> <li>To explain the main changes which take place in males and females, and the implications for emotional and physical health</li> <li>To explain the importance of good personal hygiene.</li> </ul>	Body Odour Menstrual Adolescence Testosterone Oestrogen	<p>Recap learning from term 1 Science about puberty and the menstrual cycle. What can students recall?</p> <p>Paired discussion (How do the changes make you feel?)</p> <p>Video – clip (Managing changes and wellbeing)</p> <p>Explain the science behind body odour.</p> <p>Discuss methods to reduce body odour.</p> <p>Extended writing Q- Explain how to stay healthy and live a healthy lifestyle as an Adolescent.</p>	<p><b>SMSC:</b></p> <p>Social: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain, acceptance and engagement with the fundamental British values of democracy</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Numeracy: addition</p> <p>Oracy: ‘party leaders’ will address the whole class, this will be followed by a live assembly where students will address the year group and may involve filming short promotional videos for use in mentor time.</p>

<p>Wellbeing and self esteem</p>	<ul style="list-style-type: none"> <li>• Explain how to talk about emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• Describe how to recognise the early signs of mental wellbeing concerns.</li> <li>• Describe common types of mental ill health (e.g. anxiety and depression).</li> </ul>	<p>Depression</p> <p>Anti-depressants</p> <p>Neurotransmitters</p> <p>Psychological</p> <p>Wellbeing</p>	<p>Wellbeing and mental health scenario cards. (Student to work in groups to explore different scenes and discuss how to react)</p> <p>Video clips (mental health)</p> <p>Research the signs and symptoms of common mental health disorders.</p>	<p><b>SMSC:</b></p> <p>Cultural: Discussion about different perspectives about mental health, link to British values of tolerance and understanding.</p> <p>Social: acceptance and engagement with supporting individuals in society.</p> <p>Moral : Explore moral issues related to stigma and self-esteem.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
<p>Understanding risk and consequences</p> <p>Tabaco</p>	<ul style="list-style-type: none"> <li>• Identify the risks associated with smoking</li> <li>• Explain the benefits of quitting.</li> <li>• Explain how marketing of Tabaco has changed.</li> </ul>	<p>Tabaco</p> <p>E-Cigarette</p> <p>Marketing</p>	<p>Explore facts about what is in a cigarette and the difference between e-cigarettes.</p> <p>Paired work – Using facts research the links to poor health, the wider problems with smoking and consider the factual benefits of stopping smoking.</p> <p>Use old posters. Adverts to compare to more modern ones to explore how Tabaco marketing has changed. Why?</p>	<p><b>SMSC:</b></p> <p>Cultural: Differences in morals and understanding over different time periods.</p> <p>Social: Link to society and deprivation.</p> <p>Moral: Understanding different viewpoints about whether it is right to smoke.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>

<p>Understanding risk and consequences</p> <p>Alcohol</p>	<ul style="list-style-type: none"> <li>Identify what constitutes low risk alcohol consumption in adulthood.</li> <li>Explain the physical and psychological risks associated with alcohol consumption</li> <li>Explain the psychological consequences of addiction, including alcohol dependency</li> </ul>	<p>Ethanol</p> <p>Units</p> <p>Cirrhosis</p> <p>Dependency</p> <p>Psychological V Physical</p>	<p>Use new stories/ real life cases to discuss psychological impact of drinking.</p> <p>Good clips on Talkaboutalcohol.com</p> <p>Laptops- Alcohol Body game. Complete the game online in pairs to explore the effect of drinking on the body.</p>	<p><b>SMSC:</b></p> <p><b>Cultural:</b> Explore different religious and ethnic perspectives about the consumption of alcohol.</p> <p><b>Social:</b> Link to society and deprivation. Discuss the view that drinking is linked to sociability.</p> <p><b>Moral:</b> Explore the moral issues surrounding the government and industry responsibility to reduce alcohol consumption.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
<p>Understanding risk and consequences</p> <p>Drugs</p>	<ul style="list-style-type: none"> <li>Identify the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>Describe the physical and psychological consequences of addiction.</li> <li>Explain the dangers of drugs, which are prescribed but still present serious health risks.</li> </ul>	<p>Illegal</p> <p>Legal Prescribed</p> <p>Psychoactive substances</p>	<p>Video – Drugs and health. Explore the physical and psychological consequences separately. Opportunity for extended writing task.</p> <p>Case studies</p> <p>Discuss what prescribed drugs might mean. (Explore inviting a doctor in to discuss with students)</p>	<p><b>SMSC:</b></p> <p><b>Cultural:</b> knowledge of the law.</p> <p><b>Social:</b> Link to society and deprivation. Discuss the view that taking drugs is sometimes linked to sociability.</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>

<p>Drugs – The law relating to possession and supply</p>	<ul style="list-style-type: none"> <li>• Identify different laws relating to the supply and possession of illegal substances</li> <li>• Explain the risks and consequences of using or possession of psychoactive substances.</li> <li>• Explore the impact of a criminal record for drug possession.</li> </ul>	<p>Left Wing Right Wing Equality Equity Individualist Socialist</p>	<p>Use cases studies to demonstrate the impact.</p> <p>Explore the law for different classes of drugs and devise several different scenarios relating to drug possession or selling. Students to work in groups to explain the outcome.</p>	<p>Direct link to British values; Law and Justice</p> <p><b>SMSC:</b></p> <p>Cultural: knowledge of Britain’s laws regarding drug consumption and possession.</p> <p>Social: they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p> <p>Literacy: exposure to and development of subject specific vocabulary.</p> <p>Oracy: Students given opportunities to discuss, feedback, explore and debate throughout Citizenship.</p>
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