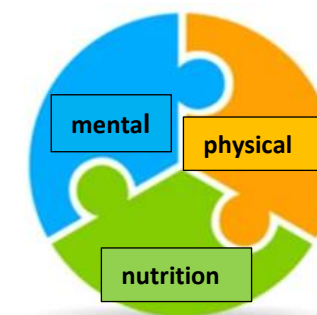


My Health Matters Curriculum

We want our whole community to work together to ensure our PAW pupils stand out for their kindness, love of learning and respect for all and everything.

Link to School Improvement Objectives

- 1.1 Physical and Mental Health: Improve awareness and impact of whole school community.
- 4: Personal development: increase self- esteem through consistent use of high quality PSHE based activities
- 4.1 Improve consistency and impact of Jigsaw across the school
- 4.3 Improve pupil and parent understanding of making healthy choices



My Health matters!

<u>Intent</u>	To empower all students at Perran-ar-Worthal with an accessible toolkit to allow them to become the healthiest version of themselves; mentally, physically and nutritionally. To promote wellbeing in all aspects of children’s lives at school which will further enable them to show kindness, strive for personal success and show everyone and everything respect.
<u>Implementation</u>	15-20 minutes once a week. Short & sharp high impact lessons which are engaging, relevant, useful and empowering. This hidden curriculum works alongside programs already implemented within the school; Jigsaw (PSHE), Science curriculum, PE curriculum & The Mental Health Strategic Plan.
<u>Impact</u>	Students will access an unwritten/hidden curriculum which will gradually increase their skills base to enable them to make better choices regarding their nutritional, physical and mental wellbeing. Along with other strategies already integrated within the school, students will be further empowered to self-regulate their emotions by implementing strategies that will benefit them to help manage emotions, make improved nutritional choices and understand the benefits of exercise in order to maintain healthy wellbeing – mentally, nutritionally and physically.

What is wellbeing? - Wellbeing can be described as the quality of a person's life and can be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

Wellbeing in schools is for all students and staff members. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

To understand the powerful link between physical activity, beneficial nutritional choices and positive mental wellbeing.

1. Physical wellbeing

2. ***Intent:*** for students to further understand the benefits of exercise and creating lifelong habits involving physical activity.
3. ***Implementation:*** In addition to PE lessons and the science curriculum, students will receive a term's worth of brief lessons to focus on the benefits of exercise for the body- cardio fitness and strength fitness and also to learn to manage and challenge their own physical activity.
4. ***Impact:*** More self-motivated students who are willing and eager to engage in physical activity knowing how it benefits the body. Also Increased participation in sport and a 'want to do more' attitude.
5. ***Whole school: continue and increase whole school engagement in physical***

Nutritional wellbeing

- Intent:*** for students to understand the benefits of choosing nutritionally superior foods and acknowledging the detrimental effects of certain food groups including those foods and drinks low in nutritional content, high in salt and unhealthy fats and therefore purposefully choosing healthier alternatives for their known health benefits.
- Implementation:*** In addition to Science lessons, a 'My Health Matters' school policy, and healthy cooking on Fab Fridays, students will receive a term's worth of lessons to focus on understanding the detrimental effects of foods high in saturated fats, sugar, salt and those low in fibre.
- Impact:*** Students will be more empowered and inclined to make healthier snacks choices at school, in lunchboxes and in their daily lives.
- Whole school: fortnightly nutritional info in the newsletter and alternative healthier ideas, community events- including wellbeing fair-***

Mental wellbeing

- Intent:*** for students to learn and adopt a variety of strategies to self-monitor their state of mental wellbeing and to know how to reset if necessary.
- Implementation:*** Students will receive termly lessons to focus on understanding how to assess and monitor their own mental wellbeing and to know which strategies benefit them most in order to ground themselves and return to an optimum state of wellbeing.
- Impact:*** students will be further able to navigate their own wellbeing health by being able to notice changes in how they are feeling. Students will be able to either access a mental strategy to assist them or use an allocated safe space to take a moment to reset. Students will also know what to do should these strategies not be enough and will know who they can talk to in order to receive the help and support they need.
- Whole school: Are you Okay day? Symbolic week and day in recognition of the need for us to all to recognise when our peers / colleagues are not okay. The power of connecting with others and***

challenges; Mini London Marathon, daily mile.	green smoothie shots, and display boards evidencing nutritional content of foods.	using the symbolic tying of a yellow ribbon to initiate 'are you okay' conversations with others. Removing the stigma associated with Mental Health issues.
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Mental wellbeing. Summer Term

Intent – to equip students with a toolkit of strategies which enable them to self- assess and self-monitor and then navigate their way through challenges that may affect their mental wellbeing.



-To understand that we all experience a myriad of feelings and emotions. Some make us feel good, others not so good. To understand how feelings affect behaviours and emotional responses. How our words and actions can affect others – kindness- Fill a bucket and the pig of happiness. YCDI: **getting along skills**- social responsibility, playing by the rules, thinking first, showing understanding of others. The power of thought on how we feel and behave – Eckhart Tolle, Growth mind-set and Fixed mind-set. The power of self-affirmations.

Empathy – what is it- why does it matter? Good practices for managing emotions: yoga, meditation, mindfulness, gratitude.

Resilience- what is it? How do we get better at it? **Confidence**; taking risks, being independent and accepting myself. **Persistence** – working tough, giving effort, 'I can do it'.

Incorporate **You Can Do It** – which identifies the social, emotional and academic capabilities that all young people need to acquire in order to be successful in school, experience wellbeing and have positive relationships including making contributions to others and the community. YCDI focusses on building social, emotional and motivational capacity of young people. 12 Habits of the mind – social responsibility, playing by the rules, thinking first, being tolerant of others, planning my time, setting goals, working tough, giving effort, I can do it, being independent, taking risks, accepting myself.

Are you Ok today –September ADVENT RAK February – Empathy week

Objective s Intent	1  "What's your best strategy for making the world a better place?" "Put the pig in the bucket" said the pig.	2 Empathy & self awareness RUOK	3	4 Kindness & the effect of our actions  "One of our greatest freedoms is how we react to things"	5	6 YCDI	7 YCDI	8 GM	9 meditation	10 Tool box	11 breathing	12 YCDI	13 YCDI	14	15 Reflect
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3/ 4	<p>What is mental wellbeing?</p> <p>How our mind feels when we are overwhelmed v calm</p>	<p>Identifying different areas in our lives that create a fulfilled life – concept map: what issues can arise in these areas which can affect our mental wellbeing?></p>	<p>What can we do when we are sad / angry / upset.</p> <p>Strategies</p>	<p>Fill the bucket activities</p> <p>What can you do?</p>	<p>RAK</p> <p>What can we do for others?</p>	<p>Getting along skills YCDI</p>	<p>Resilience What is it?</p> <p>How can we practise it?</p>	<p>Growth mind-set thought patterns and their effect – risk taking and making mistakes.</p>	<p>The power of meditation and the benefits_ glitter Jar</p> <p>Film clip / meditate</p>	<p>Different stations where we learn how we can feel calmer- Feather / bubble wrap / scents / belly breathing</p>	<p>Negative and positive habits of the mind.</p>	<p>Confidence- taking risks / being independent</p>	<p>perseverance</p>	<p>Feelings meditation</p>	<p>Re-csp – shine – you are you – perfect exactly as you are</p>
5/ 6	<p>What is mental wellbeing?</p> <p>How does our mental wellbeing affect how we can reach our potential</p>	<p>Think about a role model in your life – which attributes do you think they possess to achieve what they have achieved? Create a poster of those attributes.</p>	<p>Consider the attributes that we discussed previously-</p> <p>What obstacles would they have had to overcome?</p> <p>Do we face similar obstacles?</p>	<p>RAK- what is a RAK?</p>	<p>RAK</p>	<p>Getting along skills – How our relationships affect us</p>	<p>What is empathy? Its effect. – how it can change the world.</p> <p>Role play the 5 steps.</p>	<p>Gratitude How it changes our brain</p> <p>Gratitude journal</p>	<p>Resilience - Resilience – when do we need it? How does it help us? Derek Redmond</p>	<p>Growth mindset- thought patterns and their effect</p>	<p>Mindfulness – of breath</p> <p>Eating mindfully</p>	<p>Mindfulness – meditation & research the effect it has on our brain</p>	<p>Confidence-</p>	<p>Being in control of our thoughts</p> <p>Meditation on accepting emotions</p>	<p>Reflection: what is in my toolkit that I will use?</p> <p>Affirmations and make an affirmation poster</p>

Physical wellbeing Winter Term.

Intent: for students to further understand the benefits of exercise and creating lifelong habits involving physical activity. Lessons to reinforce science curriculum as to how exercise benefits our bodies and why choosing to be active helps us. Benefits of exercise on physical health and on mental health. Exercise makes us feel happier – endorphins – why is this important? (it helps us relax, it relieves stress) Exercise improves sleep and sleep is vital for optimum wellbeing. Exercise strengthens my bones – why is this important? Exercise strengthens my muscles – why is this important? Exercise helps us stay lean – which benefits not only our self-esteem but also our heart and organs. **Increased resilience & Increased persistence** Increased fitness – fitness goals and assessments and review – to fit in with PE and setting a physical goal as a part of lessons and recording progress. **Resilience**- what is it? How do we get better at it? **Confidence**; taking risks, being independent and accepting myself. **Persistence** – working tough, giving effort, ‘I can do it’.

- **X-curricular – Science** what happens to your body when you exercise- heart / lungs / muscles.
- **Benefits of exercise on the body**- heart, muscles, lungs, bones, coordination, flexibility, balance, posture, maintaining a healthy weight (how carrying extra weight (fat) can be detrimental to the body) reduces risk of heart disease, reduces blood sugar, Improves energy
- **Benefits of exercise on mental health**- improved outlook on life, improved confidence, manages anxiety and depression, increases self-esteem, improves cognitive skills
- Setting fitness goals & creating lifelong habits
- **Healthy habits** – cleaning teeth, hair and head lice, body hygiene, sleep and why it is so important.

Science - Year 1- just naming parts of the body - **Year 2** -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Year 3** - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy and design meals based on what they find out. **Year 4** - describe the simple functions of the basic parts of the digestive system in humans **Year 5** describe the changes as humans develop to old age. **Year 6** - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ♣ **recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function** ♣ describe the ways in which nutrients and water are transported within animals, including humans.

Objectives Intent	1	2	3	4	5	6	7	8	9	10	11	12
3/4	Labelling important parts of the body- heart / muscles / bones How exercise changes each one – over next few weeks IA	Heart health – linked to Science – How does exercise benefit the heart?	Look at muscular health – challenge – Benefits of strong muscles- & bones	Lung health and exercise – what our lungs do & how exercise improves our lungs	Benefits of exercise on mental health	Set a goal and record progress, SMART goal 6 week goal record	Best attributes to have in sport: look at an athlete- consider the hurdles they would have had to overcome. – which attributes would be vital for success? How do these carry over into daily life? Resilience Derek Redmond Persistence / confidence.		Exercising as we age. Baby / child / teenager / adult / older age	Why is sleep so important?	Healthy habits – washing our hair and body Head lice / Washing hands / Hygiene -	Reflection on goal setting and achievements What have you learned? Final assessment

5/6	<p>IA- why is it important to exercise? How does it benefit us? Labelling the parts of the body – what each part does.</p> <p>Cardio-vascular system</p>	<p>How exercise helps the heart: Stronger muscle / Reduce fat build up</p>	<p>How to get stronger muscles – how do muscles become stronger and how does this benefit us?</p>	<p>Lung health and exercise – what our lungs do & how exercise improves our lungs</p>	<p>Benefits of exercise on mental health</p>	<p>Set a strength goal SMART - 6 weeks</p> <p>What does SMART stand for –</p> <p>Base it on a goal that can be measured to do with physical activity</p>	<p>How can exercise help us feel better? Mental health. What happens to our brains and bodies without exercise project</p>	<p>Attributes for success in achieving in sport</p>	<p>Looking at social stereotypes and expectations</p>	<p>Sleep and how it can affect our mental wellbeing –</p> <p>Blue light / phones /</p>	<p>Healthy habits – washing our hair and body</p> <p>Head lice / Washing hands / Hygiene -</p>	<p>Reflection on goal setting and achievements</p> <p>Final assessment.</p>

Nutritional Wellbeing – Spring Term

Intent: to empower students to understand the benefits of choosing nutritionally superior foods and being able to acknowledge the detrimental effects of certain food groups including those foods and drinks low in nutritional content, high in sugar and salt and unhealthy fats, thereby helping students to purposefully choose healthier alternatives for their known health benefits.

Curriculum overview - Why do we need food? Which foods benefit us and how- complex carbohydrates, lean protein, healthy fats and vitamins and minerals- the effect these have on the body. Why we need fibre? Why water is the drink of superheroes. Which is better and why: breads / cereals / drinks. Why can salt be an issue? What is the problem with too much sugar- dental issues / link to type 2 diabetes & depression.

Experimenting with healthier options of foods which are not nutritionally beneficial. Science – x curricular.

- initial assessment, healthy plate, why do we need fruits and vegetables? Why do we need protein? Why do we need fats? Why do we need carbohydrates?
- Healthy fats and unhealthy fats
- The effect of sugar – mental health and teeth & diabetes
- Too much salt
- Drink choices – water – what it does. Why sugary drinks aren't great.
- Traffic light scheme – and recording fruit and veg intake.
- Creating a healthy lunchbox & Food diary: count your veg.
- Creating healthy snacks – carrots / peppers
- The effect of what we eat on mental health

Objectives Intent	1	2	3	4	5	6	7	8	9	10	11	12
3	Initial assessment What do you like eating? Assessment – what food should we eat and why	Why are fruits and vegetables good	Why do we need protein Where do we get it from Amino acids / growth and repair	Fats- healthy and unhealthy fats Why we need fats	Looking at salt. Why we need it: What damage too much salt can do.	Sugar – where do we find it? Why can too much be bad	Carbohydrates Simple / complex Why we need them – energy for the brain,	Sugary drinks water	Creating healthy snacks	Traffic light system Eat a rainbow And the healthy food plate	Create a healthy lunchbox	Nutrition and mental health

	What foods / drinks do we need for optimum health & what do they do	Fruit and veg – Vitamins Minerals fibre	Protein https://www.youtube.com/watch?v=U-uuU1i7oE you tube: what are proteins – healthy eating for kids	Energy Keep body in normal temp range Absorb vitamins Protect organs		That sugar film: the damage sugar can do. Fruit juice / fibre						
4												
5 6	Initial assessment on macro-nutrients	Fruit and veg – vitamins and mineral breakdown and what each does Water soluble / fat soluble.	What are proteins Types of proteins What do they provide us with Protein rich foods Ethical protein: bugs as a sustainable source?	Fats- healthy and unhealthy fats Why we need fats Food labels	Looking at salt. Why we need it: What damage too much salt can do.	Sugar – where do we find it? Why can too much be bad	Carbohydrates Simple / complex Why we need them – energy for the brain, fibre	Sugary drinks Water Why we need water	Creating healthy snacks alternatives	Understanding food labels	Create a healthy lunchbox	Nutrition and mental health