

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.

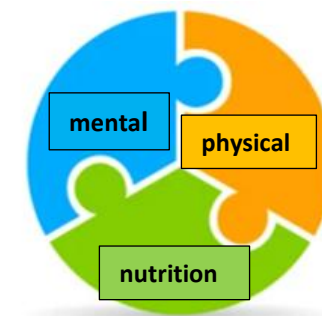
Link to School Improvement Objectives

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>	20 – 30 minutes once a week. Short & sharp high impact lessons which are engaging, relevant, useful and empowering. This curriculum works alongside programs already implemented within the school; Jigsaw (PSHE), Science curriculum, PE curriculum & The Mental Health Strategic Plan and the Skills Builder programme.
<u>Impact</u>	Students will access a 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.

Physical wellbeing

Intent: for students to further understand the benefits of exercise and creating lifelong habits involving physical activity and the 5 fitness components: heart health, muscular endurance, muscular strength, flexibility and body composition as well as skill related components: which include agility, balance, coordination, power, reaction time, and speed.

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.

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.

Whole school: continue and increase whole school engagement in physical challenges; Mini London Marathon, daily mile.

Nutritional wellbeing

Intent: for students to understand the benefits of choosing foods which will benefit their long term health and understanding possible detrimental effects of certain food groups including those foods and drinks low in nutritional content, high in salt, sugar 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 how to make the healthiest choice for their own nutrition.

Impact: Students will be more empowered and inclined to make healthier snacks choices at school, in lunchboxes and in their daily lives.

Whole school: nutritional info in the newsletter and alternative healthier ideas, community events- including wellbeing fair- green smoothie shots, and display boards evidencing nutritional content of foods.

Mental wellbeing


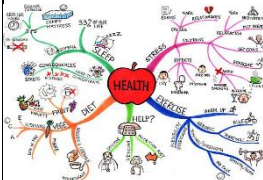




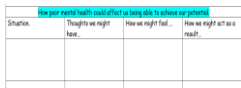



Intent: for students to learn and adopt a variety of strategies to self-monitor their state of mental wellbeing and to know how to reset if necessary.

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 using the symbolic tying of a yellow ribbon to initiate 'are you okay' conversations with others. Removing the stigma associated with Mental Health issues.

My Mental well-being matters – Summer Term

My Mental well-being matters – Summer Term										
Objectives	1	2	3		4	5	6	7	8	9
3/4	<p>What is mental wellbeing?</p> <p>How our mind feels when we are overwhelmed v calm</p> 	<p>Which behaviours can help us manage our mental well-being</p> 	<p>Causes of our mental well-being suffering. Discussion & awareness</p>	<p>Identifying emotions so we can stay in charge of them.</p>	<p>Growth and fixed mindset.</p> 	<p>Strategies that help us when we feel like our mental well-being is not okay</p> <p>Meditation: Film clip / meditate</p> <p>Glitter jar analogy</p>	<p>Strategies that help us when we feel like our mental well-being is not okay</p> <p>Box Breathing</p>	<p>Strategies - Mindfulness colouring, the act of colouring while focusing on the present moment, offers various mental and emotional benefits.</p> <p>Manfulness colouring</p> 	<p>Fill the bucket activity . By focusing on actions that fill another person's bucket -compliments, help, expressions of love, participants experience the positive feelings associated with giving, and learn to recognize and appreciate the positive impact they have on others.</p>  	<p>RAK</p> <p>Activities can include brainstorming examples of kindness, discussing how kindness makes people feel, and participating in acts of kindness around the school or community.</p>
5/6	<p>What is mental wellbeing?</p> <p>Definition</p> <p>Identify how our body lets us know that we are struggling.</p>	<p>How does our mental wellbeing affect how we can reach our potential</p> 	<p>Staying in control of our thoughts and feelings in a situation.</p> <p>Identify the thought and stay in control.</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>Research and present a role model you look up to – What character attributes do they demonstrate? How has that helped them?</p> <p>What obstacles would they have had to overcome?</p> <p>Do we face similar obstacles?</p>	<p>Growth mindset- thought patterns and their effect</p> 	<p>Gratitude How it changes our brain</p> <p>Gratitude journal</p> 	<p>Resilience</p> <p>what resilience is, why it's important, and how to develop it.</p> <p>Derek Redmond example / athlete</p>	<p>Changes I will make</p>	

'My Physical Health Matters' Autumn 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 all aspects of physical health especially the 5 main fitness components.

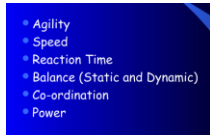


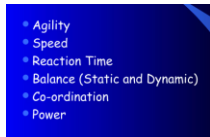
Exercise makes us feel happier – endorphins – why is this important? (it helps us relax, it relieves stress) Exercise improves sleep and sleep is vital for optimum wellbeing. Exercise strengthens my bones – why is this important? Exercise strengthens my muscles – why is this important?

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 excess(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

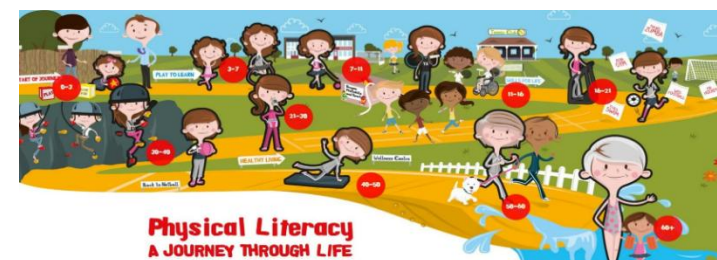
Science - Year 1- just naming parts of the body - **Year 2** -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Year 3** - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make 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 will 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.

	These sessions to include creating information posters and physical tests to determine our own heartrate, the effect of exercise on the heart, how strong we are- push up test, what level of muscular endurance we have – endurance test (wall sit), flexibility box test & understanding body composition.											
Objectives Intent	1	2	3	4	5	6	7	8	9	10	11	12
3/4	Initial assessment: what does it mean to be fit? WALT: <ul style="list-style-type: none">Where is your heart and how big is it?To understand what the heart doesTo understand what 'heart health' means, how to keep it healthy and how to make it stronger Heart rate test before and after exercise		What does muscular strength mean? What do our muscles do? How can we measure muscular strength? How can we get stronger? Benefits of exercise on mental health		What does muscular endurance mean? Which exercises require muscular endurance? How can we improve our muscular endurance fitness? Wall sit Set a goal and record progress, SMART goal & record		What flexibility is. Which sports we need flexibility for. How to improve our flexibility. Flexibility box test		What body composition is. Body image from social media Which elements of body composition can we change? How could reducing the amount of body fat help you stay healthy?		Other fitness components necessary for success 7 when we use them 	Reflection on goal setting and achievements Final assessment
5/6	Having a strong healthy heart. <ul style="list-style-type: none">Where is your heart? What does it do? How can we keep it healthy? Which lifestyle habits make it stronger? Exercise triggers the release of several chemicals in the body, including endorphins, serotonin, and dopamine, which have positive effects on mood, stress, and cognitive function. These chemicals can also help alleviate symptoms of depression and anxiety.		What does muscular strength mean? What do our muscles do? Three types of muscles. How can we measure our muscular strength? How do our muscles get stronger? Setting a strength goal.		What does muscular endurance mean? Which exercises require muscular endurance? Isometric endurance and active endurance-repetitive movements. How can we improve our muscular endurance fitness? How our attitude affects our endurance capacity.		What flexibility is. Which sports we need flexibility for. How to improve our flexibility. Flexibility box test 		Looking at social stereotypes and expectations 		Other fitness components necessary for success: In which sports are they necessary? 	Reflection on goal setting and achievements Final assessment.
Future ideas: To hold a whole school KS1 and KS2 fitness session to outline the benefits of exercise on our mental wellbeing; Invite parents as role models for their children and to emphasise the message. On PE celebration board: staff of Perran-ar-Worthal exercising and how it benefits them.												



GOAL SETTING






S	SPECIFIC: What do I want to achieve?
M	MEASURABLE: How will I know when I've reached my goal?
A	ATTAINABLE: Is this goal realistic?
R	RELEVANT: Does my goal align with my current situation?
T	TIME: When do I want to reach my goal?
GOAL: What is my goal?	



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. What is the problem with too much sugar- dental issues / link to type 2 diabetes & effects on mental well-being?

Objectives Intent	1	2	3	4	5	6	7	8	9	10	11	12
3 / 4	Why do we need food? Initial assessment to CFU	The 5 food groups	to understand the link between mental health and healthy and unhealthy diets. 	The importance of fruit and vegetables: vitamins / benefit to immune system – benefits of fibre 	Hidden sugars: comparing fruit & fruit juice & sugars in soft drinks 	Protein: benefits: growth and repair	Processed & ultra-processed foods – what are they? What are the possible effects on our health?	Fats: How they benefit the body and which we need to be careful with	Creating healthy snacks: chia pudding / carrot sticks and guacamole Eat a rainbow	How much sugar should we consume? Dangers of over consuming sugar -	Create a healthy lunchbox	Create a healthy meal
5/ 6	Initial assessment	How do we get energy from food? Different sources of energy	Macro and micronutrients 5 food groups & how they benefit us re-cap	The link between food and mental well-being	Hidden sugars: comparing fruit & fruit juice & sugars in soft drinks Research sugar in soft drinks 	The benefit of fruit and vegetables and fat soluble and water-soluble vitamins	Processed and ultra-processed food & the effects	Food labels and the traffic light system 	Protein & its benefits Sources of protein and links to muscular growth	Fats: How fats help the body, Saturated and unsaturated fats -	Sugar: how much is our daily allowance – and what happens if we have too much:	Final CFU.

