

Raedwald Academy Trust



Next Steps Medical Pathway

Health and Wellbeing Curriculum

Rationale

The intention of the Health and Wellbeing curriculum is to teach, support with and encourage use of proven strategies that promote both physical health and mental wellbeing. Content is designed to accommodate the diverse needs and interests of medical needs students and to be inclusive.

The curriculum units are designed around the 'Five Ways to Wellbeing' researched by the Charlie Waller Trust and address the 'Prevention' strand of Mental Health First Aid (MHFA) England framework. These cover: being active, keep learning, connecting, giving to others and taking notice.

1. Be Mindful

Many studies suggest that practices of mindfulness – such as paying attention to your body, your emotions, your thoughts and your actions – may help people manage stress, reduce anxiety and mild depression.¹

Alongside science of the adolescent brain, this unit teaches several strategies to connect mind and body for positive mental wellbeing, for instance: setting short and long term goals; understanding good sleep habits and the harmful impacts of blue light; understanding the teenage brain and chemicals released in flight, fight, freeze responses; connecting emotions with physical sensations; understanding the benefits of showing kindness and gratitude to ourselves and others; learning practical life skills to write to others.

2. Be Practical (7 lessons)

Studies show that life skills intervention can positively impact mental disorders (stress, anxiety and depression) in adolescents due to life skills development being a fundamental protection strategy for children². Not only that, but life skills can also develop confidence, self-esteem, problem solving, critical thinking and ultimately, support young people to cope with managing their lives in healthy and productive ways.

This unit covers practical, finance and decision-making skills through lessons related to: growing seeds and plants; basic bike maintenance such as fixing punctures and chains; safely changing fuses and plugs on basic household electrical items; basic fire precautions in the household, for example, safely cooking with fire like disposable BBQs and oil fires in the kitchen; basic first aid for minor injuries; budgeting and meal planning; reading bus timetables and getting to the local hospital on public transport.

¹ <https://newsinhealth.nih.gov/2012/01/mindfulness-matters#:~:text=Studies%20suggest%20that%20mindfulness%20practices,life%20and%20improved%20self%2Desteem.>

² <https://pmc.ncbi.nlm.nih.gov/articles/PMC10325125/#sec14>

3. **Be Creative (6 lessons)**

Various studies have shown that being creative and engaged in the arts can have powerful effects on mental well-being, as well as protecting against mental health conditions and promoting recovery³. This unit aims to give students the opportunity to discover their creative side through a range of artistic avenues such as: creating music, creating with clay, creating with Lego, showing emotions creatively through expression masks, and learning about local arts opportunities through an extra-curricular trip.

- a. Emotion masks?
- b. Make a door wreath? (Becky?) or Leaf art?
- c. Create a song on BandLab?
- d. Create with Lego
- e. Create with clay
- f. Visit an art gallery or exhibition? (Christchurch Mansion?) Visit to Rock Paper Scissors?

4. **Be Active (6 lessons)**

Science has proven that regular physical activity can make us healthier and happier when our bodies release feel good hormones that help to boost confidence, reduce stress and improve sleep⁴. Physical activity can take many forms and does not need a lot of equipment to get started. This unit focuses on activities that can be done at home or school, such as: gardening, yoga, Pilates, active stretching, basketball, boxing and walking. The importance of hydration and how to start exercising at home using NHS resources are also covered.

- a. Gardening
- b. Exercising at home
https://couchtofitness.com/?utm_campaign=EveryMindMatters&utm_medium=Referral&utm_source=BetterHealth
- c. Hydration and Walking (existing – hydration)
- d. Yoga, Pilates and active stretching (LIZZIE?!)
- e. Basketball (existing MOVE IT)
- f. Boxing (existing MOVE IT)

5. **Be You (5 lessons)**

- a. Draw your future self
- b. Coping with change (existing)
- c. Positive routines in adulthood (existing)

³ <https://www.mentalhealth.org.uk/explore-mental-health/blogs/how-arts-can-help-improve-your-mental-health>

⁴ <https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/be-active-for-your-mental-health/>

- d. Loneliness? Humans as social beings – hobbies, community, volunteering etc.
- e. Developing healthy self esteem?

6. Be Independent

- a. Plan balanced meals (existing – proteins and fats)
- b. Advanced first aid signs and symptoms of heart attack and CPR, defib.
- c. Bank accounts, debit and credit cards (existing – life essentials)
- d. Visit a library to understand what the library service offers and get a library card
- e.
- f.
- g.

Strands of the **Physical Health and Mental Wellbeing Education Curriculum**

(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>)

that have been prioritised for coverage within the time frame of the pathway include:

	What pupils should know from primary:	What we will cover in our curriculum:
Mental Wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental 	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary • that happiness is linked to being connected to others • how to recognise the early signs of mental wellbeing concerns • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

	<p>wellbeing or ability to control their emotions (including issues arising online)</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	
Physical Health	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health 	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
Healthy Eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Health and Prevention	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn 	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic First Aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries 	<ul style="list-style-type: none"> • basic treatment for common injuries • life-saving skills, including how to administer CPR • the purpose of defibrillators and when one might be needed