

### Origins of the curriculum

The aim of the Health and Wellbeing curriculum is to ensure that all learners develop their self-confidence through participation in a variety of activities to support their Social, Emotional and Mental Health needs. 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.

This high-quality health and wellbeing education curriculum inspires all pupils to succeed and excel, to become physically, mentally and socially confident in a way which supports their health and fitness. It provides opportunities to take part in sport, wellbeing and life skills and other activities to build character and help to embed values such as fairness and respect.

This is consistent with the national curriculum for PE aims to ensure that all pupils:

- lead healthy, active lives

As an alternative provision, providing fractional placements to our pupils, our specific curriculum focus has been consciously chosen in response to the cohort we serve. We are committed to providing valuable opportunities to learn important knowledge within PE and our Health and Wellbeing curriculum that can enable them to make informed decisions about their own participation in sport/physical activity and lead healthy, active lives. In summary,

- Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity.
- Leaders planning the curriculum are clear that the sport or physical activity being taught matters.
- They select physical activities and sports based on their capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally.
- The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject.

We provide numerous sports and activities for our students at a site level or through our Third Party Provides around the local area. This enables the students to have a wide range of opportunities to develop further and promotes a healthy lifestyle within their local community.

### Health and Wellbeing at St Christopher's:

Students access 60 minutes of taught Health and Wellbeing curriculum time each week, as well as having the opportunity to participate in active or wellbeing type activities eg basketball; structured mindfulness activities during break and lunchtimes.

### **Content and sequencing**

The fundamental areas in our Health and Wellbeing curriculum cover the five pillars from the Charlie Waller Trust of '5 Ways to Wellbeing':

- Being active
- Keep learning
- Connecting
- Giving to others
- Taking notice

We have built the Health and Wellbeing Curriculum around the needs of our students, who are often unable to access mainstream education, or have the ability to engage with other students due to their medical, including mental health, conditions. Our core themes follow the fundamental principles of being: Mindful; Practical; Creative; Active; You; Independence.

Through the Health and Wellbeing curriculum, students will acquire the confidence to be involved in physical; creative; mindful activities in and beyond school. Throughout the Key Stages, students will be given the opportunity to experience a number of life skills. They will develop stronger leadership and interpersonal skills, respecting themselves and others through excellent modelling; peer coaching; teambuilding and social skills activities. They will understand the importance of never giving up, being resilient and striving to be the best they can be.

The curriculum is delivered concentrically which allows our cohort to build upon previous learning and skills and to promote progress of new skills and knowledge, whether they are with us for one term or all three. Pupils are given direct instruction to develop their confidence in all areas.

Given our cohort, it is not possible to teach much of the PE curriculum but through our Health and Wellbeing curriculum we try to cover the following aspects:

Pupils should be taught to:

- Develop their technique and improve their performance in some sports
- Take part in activities which present intellectual and physical challenges and be encouraged to work as part of a team, building on trust and developing skills to solve problems, either individually or as a group
- Be encouraged to take part in sports and leisure activities outside school through community links or sports clubs.

Pupils work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and supporting. Through the range of experiences that the Health and Wellbeing curriculum offers, they learn how to be effective in competitive, creative and challenging situations.

Lessons are adapted for all abilities and are fully inclusive.

### 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	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>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 wellbeing or ability to control their emotions (including issues arising online)</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support</li> </ul>	<ul style="list-style-type: none"> <li>how to talk about their emotions accurately and sensitively, using appropriate vocabulary (BE MINDFUL/BE YOU)</li> <li>that happiness is linked to being connected to others (BE MINDFUL/BE CREATIVE/BE YOU)</li> <li>how to recognise the early signs of mental wellbeing concerns (BE MINDFUL/BE YOU)</li> <li>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 (BE MINDFUL/BE CREATIVE/BE YOU)</li> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness (BE ACTIVE/BE INDEPENDENT)</li> </ul>

	is made available, especially if accessed early enough	
Physical Health	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>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</li> <li>the risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress (BE ACTIVE)</li> <li>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 (BE ACTIVE/BE INDEPENDENT)</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer (BE INDEPENDENT/BE PRACTICAL)</li> </ul>
Health and Prevention	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul>	<ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn (BE MINDFUL)</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	<ul style="list-style-type: none"> <li>basic treatment for common injuries (BE PRACTICAL)</li> <li>life-saving skills, including how to administer CPR (BE INDEPENDENT)</li> <li>the purpose of defibrillators and when one might be needed (BE INDEPENDENT)</li> </ul>

	Autumn	Spring	Summer
Year 1	Be Mindful Be Practical	Be Creative Be Active	Be You Be Independent
Year 2	tbc	tbc	tbc

**Assessment and outcomes**

There is a clear micro-assessment in place for how pupils are accessing and progressing within the Health and Wellbeing curriculum. Judgements are made throughout each session and unit through a RAG rating system on our progress tracker. Pupils also assess their own performance and confidence levels at the end of each session.

### **Health and Wellbeing and the wider curriculum**

In Health and Wellbeing sessions, it is important that pupils see their attainment as incremental and not defined by sex, ethnicity or other personal characteristics. The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve. Fostering positive and purposeful learning environments which focus on mastery of skills, self-improvement and effort are key.

### **Cultural Capital**

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The Health and Wellbeing curriculum sets out to develop our learners' cultural capital to make them ready for the next stage in their lives.

### **SMSC & British Values**

Health and Wellbeing instruction enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their body and their health through positive choices and a positive mind-set.

Teamwork is fundamental to Health and Wellbeing Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students can gain confidence which should lead to them becoming independent learners.

The Health and Wellbeing curriculum promotes the British values of tolerance, resilience and sportspersonship through problem solving and understanding of complex skills. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within Health and Wellbeing, resilience is encouraged and the message reinforced that to become better we need to practice, to listen to others within the team and to those who coach and to try our best, not give up at the first hurdle.

### **Careers**

Through the Health and Wellbeing curriculum pupils develop much-needed skills that are transferable to the next steps of education and beyond. Covering aspects of Your future; Coping with Change and visits to post 16 provisions.

### **Wider School**

Further opportunities to be active at break and lunch time gives pupils additional occasions to practise their skills and knowledge, both with their peer group and with staff.