













### **CHS Curriculum Intent**

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

### **CHS Curriculum Area Framework for Learning – Years 7-11**

# INTENT

### Mental Fitness within the Respect and the Pastoral Curriculum

Our Mental Health Curriculum will result in students who are Successful (students are provided foundations for lifelong success) Creative (they who explore "real – life" and respond by being imaginative risk takers prepared to lead the future) Happy (students develop understanding that allows their confidence to come from within).

We follow the SEL Essentials (Social and Emotional Learning), a crucial part of education and human development and a process through which young people apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.

The Mental Health Curriculum is delivered as part of the Respect and Pastoral Curriculum spiralled through in a progressive way, with Pastoral Curriculum at times picking up expanding on issues covered in the Respect lessons, at times forming the centre piece of the Mental Fitness delivery for the half term, as Respect delivers on all the other aspects of PSHE.















Year Group	7							
Rationale/ Narrative	Year 7 is mainly about becoming more self-aware; students are taught to explore who they are and are given strategies to help them recognize and manage their thoughts and feelings about themselves and others. There is a focus on building resilience, coping with change, building empathy and recognizing when they need to ask for help.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
KNOWLEDGE Respect	Healthy Relationships Managing Transition Self Esteem Friendship breakdowns Jealousy	Mental Health & Healthy Eating What is mental Health Healthy Minds Healthy Bodies	'The Power in Diversity' Sexism Discrimination Understanding difference - disability	Online relationships Internet Safety Oracy Presentation	Being resilient	Ignite – having a voice		
Pastoral	Intro – To Me From Me My Biggest Strengths I am a good Friend Because  How Can I be a Good Friend "Schedule Me time" – I am Important MF Assembly Week Strategies to cope with friendships, old and new	How the mind and body are connected "Talking About concerns" strategies I am Me – Don't Compare Negative Body Image – Implications around this and strategies to overcome "Focus on My Strengths" – I am MeActs of Kindness	I am Me – What makes me unique The Power of Words Discrimination and how media is playing a role Disability and power of media Disability/Ability Argument CHS and it's diverse community let's celebrate	Things that get shared online https://www.thinkuknow.co.uk/11_1 3/need-advice/posting-pictures-and-videos/ Social media checklists to keep safe https://swgfl.org.uk/resources/check lists/snapchat/ Online trustworthy – what is real what is not? Friendships online – keeping safe What to do if you don't feel safe	how to build self confidence how to be self aware how to solve problems how to develop positive self talk how to be a better communicator I am Resilient task	If I knew then, what I know now I want the best I am the best task Summer of Happiness task		
SEL SKILLS	Self-Awareness Relationship skills Self-Management Responsible Decision Making	Self-Awareness Relationship skills Self-Management Social Awareness Responsible Decision Making	Social Awareness Self-Awareness Self-Management	Relationship skills Responsible Decision Making	Self-Awareness Relationship skills Self-Management Social Awareness	Self-Awareness Relationship skills		
ASSESSMENTS	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills		















Year Group	8							
Rationale/ Narrative	In Year 8, skills learned in Year 7 are built on and developed. Students begin to think of themselves and their relationship with the wider world, developing the ability to empathise with and understand the perspectives of our diverse communities. There is a focus on change of self, both emotionally and physically, and on how that impacts on relationships with others.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
KNOWLEDGE Respect	Discrimination and Equality Systemic Racism Language of Racism Examples in the Media Gender and Identity	Safety & Wellbeing Internet Safety Assertiveness Change and Loss	Relationships & Change Grief and Bereavement Online relationships Puberty Sexting Peer Pressure, toxic friendships	Culture & Diversity Influence of media on line harassment Being unique Healthy role models Eating disorders/suicide Talking about feelings -language of MF	Living in the Wider World	Health & Wellbeing Basic life support Allergies Asthma Bleeding Choking Head injuries		
Pastoral	MF Inequalities fact and fiction Prejudice towards MNH sessions – implications of this How to avoid MH illness and keep healthy Tips to balance emotions surrounding Adolescence "Talk About concerns" – You are not alone MF Assembly Week Importance of sleep for balancing emotions "8-9 hours" Understanding MH and adolescence	Online safety Facts and fiction Short and long term implications of cyber bullying How to keep safe online – both physically and mentally How stress affects MH and links to cyber space How to keep our family and friends safe online Where to seek help Acts of Kindness	Puberty facts – true or false Emotional changes during puberty Peer pressure and the great escape (tips to avoid negative situations) The stages of grief The support available around bereavement	Exploring the stigma of MF Language around MF What is a role model – egs of staff role models to discuss How can I be a role model – proactive steps to better myself What makes us unique – celebrating diversity at CHS Celebrating diversity beyond CHS – what makes my community unique?	Identity and belonging – what makes us who we are Exploring other people's perspectives, respectfully Harmful effects of stigma in our community Correcting misconceptions about our communities (inc migration) What is shared humanity – how can we connect positively to unite	Half term of fundraising for defib in the community with CWi and RQu		
SEL SKILLS	Social Awareness Self-Awareness	Relationship skills Self-Management Responsible Decision Making Self-Awareness Social Awareness	Self-Awareness Self-Management Responsible Decision Making Relationship skills Relationship skills	Self-Awareness Social Awareness Self-Management	Social Awareness Responsible Decision Making	Social Awareness Responsible Decision Making		
ASSESSMENTS	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills		















Year Group	9						
Rationale/ Narrative	As students go into Year 9 we continue to work with them around change management skills. They consider again, in a more in-depth way, their relationship with self and their management of emotions. We also focus on responsible decision making, developing their ability to make respectful, considerate choices around personal behavior and social interactions.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KNOWLEDGE Respect	Relationships & Change Social and Emotional Health Body Image Balanced Diet Maintaining Relationships Managing self esteem On-Line Stress Conflict	Healthy Life-Styles Positive Body Image Balanced Diet Health Alcohol and Smoking Gender and Body image Emotional Intelligence GCSE subjects Self-harm, eating disorders Underlying anxiety disorders	Politics & Media	Medical Ethics Positive Body Image Health alcohol smoking Toxic friendships	Whose Life is it Anyway?	Relationships & Sex Education Healthy & unhealthy relationships Sexting Contraception Pregnancy Pornography Relationship Abuse	
Pastoral	Social and emotion health- tips for Managing transition How to boost your body positivity? Healthy body healthy minds Slogan or poster about prevention and control of alcohol and Tobacco Managing relationships- Actions for Happiness challenge starts Self-esteem- Action for Happiness challenge finish — on completion of booklet students get certificate Digital Detoxification Expressing Gratitude -writing letter of appreciation to loved one.	Understanding emotions Stress and the vicious cycle Problem solving How stress affects body and the self esteem Healthy eating – challenge Academic resilience Unhealthy copying strategies Gender identity	Ethics of reducing wealth inequality Popp Charity initiatives How we can make our society better place to live Homelessness not Hopelessform projects My Budget tool Child poverty statistics and stigma	Critical thinking Med ethics -right/ wrong Organ donation -slogan Down syndrome day- Saviour sibling Euthanasia and law	I am not for sale- Human rights Save 1 endangered species and stop animal trafficking. Making slogans/ posters / class speeches Child not Bride- Forced marriages ready for progress tests – well-being sessions	Mutual respect Relationship spectrum- communicating, trust, honesty, equality, personal time, sexual choices Cyber safety	
SEL SKILLS	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Self Awareness Self Management Social Awareness Responsible Decision Making	Social Awareness Responsible Decision Making	Self Management Social Awareness Responsible Decision Making	Self Management Social Awareness Responsible Decision Making	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	
ASSESSMENTS	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	















Year Group	10						
Rationale/ Narrative	Transitions, change, management of emotions, all these are developed further. They are taught skills of conflict management and are coached in recognising when things are becoming problematic and finding ways of dealing with them. Resiliency around exams and expectations, self-regulation and the importance of sleep, exercise and good food are revisited, so that students start to develop a healthy work-life balance that will help them sail through the challenges of Key Stage 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KNOWLEDGE Respect	Mental Wellbeing Stress Mental Health Exam Stress On line Consumer On line Relationships Self Care - Sleep Self harm	Sex Education Sex & the media Revenge Porn/Upskirting Grooming Consent Rape Negative feeling and emotions Sex – toxic	Human Rights Online relationships Self regulation – managing emotions	Ethics & Drugs Exam Stress Ethics online consumer	Ethics & Belief Image/impressions Digital Footprint Footprint	Them and Us	
KNOWLEDGE Pastoral	Mental fitness How to self-regulate My whole Self MOT What is Brain Dump and why should you do it? Check your Battery- How are you currently feeling Your brain is a Super Computer Exam Stress Self Care challenge	Masculinity  I am the author of my own story – Sex and Media Feeling Overwhelmed Work through emotions – acknowledge the Procrastination The POMODRO method-Breaking down longer work period into small intervals Risk management to Grooming Consent	My Self care menu Tips to increase Emotional awareness I support Human Rights becausePledge- Amnesty International Censorship- what side you are on High or No censorship Tips to boost internal Validation	Worries is like a rocking chair- coping strategies Say no to drugs What to look for- Drug addiction Drug ethics and quality of life Exam Stress No No's Wek 6-	Week 1- BE yourself but be your best self- Digital footprint Week 2-	Week 1- Our Charlton community and impotence of voluntary work. Wek 2- way out of gang life Week 3- Virtual work experience Week 3- Importance of Hobbies and experiences Week 4-	
SEL SKILLS	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Self Awareness Self Management Relationship Skills Responsible Decision Making	Self Awareness Self Management Social Awareness	Self Awareness Self Management Responsible Decision Making	Self Management Social Awareness Responsible Decision Making	Social Awareness Relationship Skills Responsible Decision Making	
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Year Group	11						
Rationale/ Narrative	As students enter their final Year the aim is to ensure that they are able to face the challenges of Year 11 in an emotionally balanced way. That skills practiced over 5 years will go with them into the future; building resilience, coping with stress, making good life choices, recognising when they are struggling and knowing where to seek help. Being able to look after their emotional fitness in the wider world is central to the Year 11 Metal Fitness journal for the Year 11 Metal Fitness in the wider world is central to the Year 11 Metal Fitness journal fitness.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
KNOWLEDGE Respect	Preparing for Success Discrimination	Living in the Wider World Online identity Student Finance	Succeeding in the Wider World Systemic Racism				
	Mental fitness – exam stress and pressures	Budgeting Post 16 experience Post 16 tips Cover letter writing	Consent Pornography Intersectionality Mentally fit in the wider world				
Pastoral	The Power of Yet Healthy Eating Sleeping Relaxation techniques World Mental Health Day focus World Food Day Healthy Eating Time to Talk	Week 1 – Make your Mark Week 2 – Stressful Times Week 3 Anti bullying – How words affect others Week 4 – Mental Health is not a destination Week 5 -Recognising when you're overwhelmed Week 6- The worry tree Week 7 – Looking after your mental health when isolated	Week 1- Looking efter your brain chemicals Week 2 – Where to find advice Week 3- Sleep Awareness Week 4 – Breaking technology addiction Week 5 – Support LGBT+ Week 6 – Reducing stress	Importance of exercise Mentally fit when revising Work/rest/sleep balance Healthy diet for success Revision/rest Get the balance right	Coping in the build up to exams 1 Coping in the build up to exams 2 Coping during your exams 1 Coping during your exams 2 Coping during your exams 3	Maintaining mental fitness during exam season 1 Maintaining mental fitness during exam season 2 Maintaining mental fitness during exam season 3	
SEL SKILLS	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Self Awareness Self Management Responsible Decision Making	Self Awareness Self Management Responsible Decision Making	Self Awareness Self Management Responsible Decision Making	
ASSESSMENTS	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	Self-Assessment against SEL Skills	