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| Year \_\_7\_\_ | **Topic: Health & Puberty****Period:** Spring 2 |
| **Overview of topic:****Health and Puberty**Healthy routines, influences on health, puberty, unwanted contact, and FGM. |
| **Key** **knowledge:*** How to make healthy lifestyle choices including diet, dental health, physical activity and sleep.
* how to manage influences relating to caffeine, smoking and alcohol
* how to manage physical and emotional changes during puberty
* about personal hygiene
* how to recognise and respond to inappropriate and unwanted contact

about FGM (Female genital mutilation) and how to access help and support**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| UnhealthyHealthyBoundaries Respect InfluencesPhysical activityBalanced dietPersonal hygieneMenstrual wellbeing | Female genital mutilation  |

 | **Key skills and Attitudes**ResilienceSelf RegulationDeveloping & maintaining healthy self conceptIdentifying & accessing help & supportManaging Risk Decision MakingRespect for othersActive listeningTeamworkBuilding & Maintaining Healthy relationshipsSelf OrganisationIdentifying & Accessing help & supportKnow how – **H5** - to recognise and manage internal and external influences on decisions which affect health and wellbeing**H13** - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities**H14** - the benefits of physical activity and exercise for physical and mental health and wellbeing**H15** - the importance of sleep and strategies to maintain good quality sleep**H16** - to recognise and manage what influences their choices about physical activity**H17** - the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices**H18** - what might influence decisions about eating a balanced diet and strategies to manage eating choices**H20** - strategies for maintaining personal hygiene, including oral health, and prevention of infection**H22** - the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM**H34** - strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing |
| **Co-curricular opportunities:** ***ASPIRE day, Antibullying ambassadors, mental health ambassadors, LGBTQ+U? Amnesty club, School Council, Eco Council,***  | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**No specific key texts at present.**Wider Reading Opportunities/Links:**Selection of books in the library, books recommended by staff |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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