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| Year \_\_8\_\_ | **Topic:Health and Wellbeing**  **Emotional Wellbeing**  **Period:** Spring 2 |
| **Overview of topic:**  **Emotional Wellbeing**  Mental Health and emotional wellbeing including body image and coping strategies. | |
| **Key** **knowledge:**  • about attitudes towards mental health  • how to challenge myths and stigma  • about daily wellbeing  • how to manage emotions  • how to develop digital resilience  • about unhealthy coping strategies (e.g. self-harm and eating  disorders)  • about healthy coping strategies  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Body Image**  **Physical and Mental Health**  **Resilience**  **Strategies**  **Stigma**  **Setbacks**  **Disappointments**  **Positive relationships**  **Self Harm**  **Eating Disorders** | **Myths**  **Misconceptions** | | **Key skills and Attitudes**  Resilience  Self Regulation  Developing & maintaining healthy self concept  Identifying & accessing help & support  Managing Risk  Decision Making  Respect for others  Active listening  Teamwork  Building & Maintaining Healthy relationships  Self Organisation  Know how  **H3.** the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health  **H4.** simple strategies to help build resilience to negative opinions, judgements and Comments  **H6.** how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary  **H7.** the characteristics of mental and emotional health and strategies for managing these  **H8.** the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns  **H9.** strategies to understand and build resilience, as well as how to respond to disappointments and setbacks  **H10.** a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive  relationships in providing support  **H11.** the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide*  *instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour*  *from others etc., or that might provide inspiration for pupils who are more vulnerable*  *(e.g. personal accounts of weight change).]*  **H12.** how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need  **L24.** to understand how the way people present themselves online can have positive and negative impacts on them |
| **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 | |