Holy Family Catholic School PSHE Year 7 HT 2

Learning Intention	Vocab	Concept (from celebrating diversity and equality, rights responsibilities and British Values, staying safe online and offline, and life beyond school) And British Value (from Respect, Democracy, Rule of Law, Individual liberty, Tolerance)	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone – 10 minute independent writing task to assess learning from lesson. Could be scenario based, could be creative, could be straight forward.
Lesson 1 – Road Safety (Split Second Follow-Up) Learning Intention: To explore how to make safe and responsible decisions as a pedestrian and understand our responsibilities to others on the road.	Pedestrian, Responsibility, Risk, Consequences, Decision-making, Peer pressure.	**Concept:** Staying Safe (online and offline) **British Value:** Rule of Law – understanding and following laws designed to keep us safe.	Recall key moments from the *Split Second* performance and identify unsafe behaviours.	I can identify risks faced by pedestrians. I can explain how my choices can affect my own and others' safety. I can describe the importance of following road laws and signals. I can explain how to make safer choices when travelling to school.	You are walking home with a friend who has been drinking alcohol. What is the safest option? 1. Get a lift from a sober, trusted driver or take a taxi. 2. Walk home, because walking is always safer than travelling in a vehicle. 3. Cycle home carefully, because you are less likely to hurt someone than if you drive. 4. Walk home while using your phone to help you stay focused on your route.	Explain why it is important to follow road safety laws and how one person's poor decision can affect others. **STRETCH:** Evaluate whether young people should face greater responsibility for risky behaviour near roads—link to *Rule of Law*.

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Lesson 2 – Influences on Diet and Exercise **Learning Intention:** To learn about different influences on someone's diet and exercise choices.	Influence, Peer pressure, Media, Advertising, Lifestyle, Decision-making.	**Concept:** Life Beyond School (making informed health and lifestyle choices) **British Value:** Individual Liberty – making independent, healthy choices.	**Recall how social or peer influences can affect behaviour.**	I can identify influences on diet and exercise. I can explain why some influences are stronger than others. I can evaluate which influences are reliable or unreliable. I can describe strategies for managing negative influences.	A fitness influencer online recommends a diet that promises quick weight loss. What should you do? 1. Follow the diet if lots of people online say it works. 2. Check whether the advice comes from a suitably qualified, reliable source. 3. Try the diet because influencers usually have experience with fitness. 4. Trust the advice if the influencer looks healthy and fit.	Explain two key influences that affect young people's diet or exercise habits. **STRETCH:** Evaluate which has a stronger influence—family or social media—and justify your answer.
Lesson 3 – Maintaining Physical Health	Exercise, Physical activity, Motivation,	**Concept:** Life Beyond School (personal wellbeing and health choices)	**Recall the benefits of physical activity**	I can identify benefits of exercise for	Which of these is an example of physical activity?	Explain why exercise is important for maintaining good

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through exercise (Exercise Focus) Learning Intention: To learn how to make independent, informed decisions about maintaining physical health.	Barrier, Wellbeing, Fitness.	**British Value:** Individual Liberty – taking responsibility for personal wellbeing.	**from science and PE.**	physical and mental health. I can explain barriers to regular exercise and ways to overcome them. I can evaluate strategies for staying active. I can analyse how people's health choices differ.	1. Watching a football match on TV 2. Playing football with friends 3. Reading about football 4. Talking about football	physical and mental health. **STRETCH:** Evaluate the barriers young people face when trying to stay active and suggest realistic solutions.
Lesson 4 – Food for Thought (Nutrition and Diet) Learning Intention: To learn about nutrition and how to make independent,	Nutrition, Balanced diet, Macronutrients, Processed food, Energy, Portion size.	**Concept:** Life Beyond School (health, wellbeing, and independence) **British Value:** Individual Liberty – making informed, responsible choices about health.	**Recall what a balanced diet is and why it's important.**	I can identify benefits and barriers to making healthy food choices. I can explain how different factors influence food choices.	Jamie has £2 at lunchtime. Which strategy is most likely to help Jamie make a healthier food choice independently? 1. Buy whatever friends are buying	Explain how someone can make healthier food choices in daily life. **STRETCH:** Evaluate whether healthy eating is always a matter of

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informed decisions about what to eat.				I can evaluate strategies to make independent, healthier decisions.	2. Skip lunch to save money 3. Check food labels and compare options before choosing 4. Choose the food with the brightest packaging as it will be for children and therefore healthier	personal choice or influenced by environment and income.
Lesson 5 – The Sleep Factor **Learning Intention:** To learn about healthier sleep habits and the impact of sleep on wellbeing.	Sleep hygiene, Circadian rhythm, Fatigue, Routine, Wellbeing, Screen time.	**Concept:** Staying Safe (online and offline) – managing routines and screen use for wellbeing. **British Value:** Respect – respecting our body's need for rest and recovery.	**Recall how lifestyle choices (food, exercise) affect wellbeing.**	I can explain why sleep is essential for health and focus. I can identify factors that affect sleep quality. I can describe strategies for	Which statement about sleep is correct? 1. Sleep is only important if you play sports. 2. Sleep is only important for young children.	Explain why sleep is important for wellbeing and how screen use can affect it. **STRETCH:** Evaluate how modern technology affects young people's sleep

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				better sleep patterns.	3. Sleep helps your body but not your brain. 4. Sleep helps your brain, mood, and ability to learn.	patterns and propose one realistic change.
Lesson 6 – Dental Health **Learning Intention:** To learn about dental health, oral hygiene, and how to access NHS dental services.	Oral hygiene, Plaque, Enamel, Gum disease, NHS, Cosmetic dentistry.	**Concept:** Rights, Responsibilities and British Values (health responsibilities and NHS access). **British Value:** Rule of Law – understanding public health systems and responsibility.	**Recall links between sugar, diet, and tooth decay.**	**Success Criteria:** • I can describe good oral hygiene practices. • I can explain how diet and lifestyle affect dental health. • I can distinguish between health and	When brushing your teeth, what should you do? 1. Brush quickly for 30 seconds 2. Brush for 2 minutes and clean all tooth surfaces 3. Only brush the front teeth because they can be seen 4. Brush as hard as possible	**Red Zone:** Explain how diet and hygiene choices affect dental health. **STRETCH:** Evaluate how social media influences young people's attitudes toward cosmetic dentistry and self-image.

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				cosmetic dental care. • I can explain how to access NHS dental services.		
Lesson 7 Mental Health – Developing Positive Thinking Habits To learn how developing positive thinking habits can support wellbeing.	Mental health negativity bias amygdala Fight flight freeze reappraisal	Staying Safe online and offline Individual liberty	Wellbeing taster day year 6	• explain what negativity bias is and how it can be managed • evaluate different strategies that someone can use to help them develop positive	You score low on a test and at first you think you are a failure. Which example shows reappraising and thinking more positively? 1. "I'm useless at this subject." 2. "The test was unfair, so there's no point trying." 3. "I didn't do as well as I hoped,	Choose two strategies and explain how they can help people manage difficult feelings. Stretch: Which strategy is the best in your opinion, and why?

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				• thinking habits • explain how developing positive thinking habits can support wellbeing	but I can learn from my mistakes and improve." 4. "I'm going to pretend the test never happened."	
SPARE LESSON – Vaping and Health **Learning Intention:** To explore the health, environmental, and social issues surrounding vaping and compare it to tobacco use.	**Vocab:** Nicotine, Addiction, Vape, Tobacco, Marketing, Regulation, Social justice.	**Concept:** Staying Safe (online and offline) **British Value:** Tolerance – understanding differing perspectives and protecting others from harm.	**Retrieval:** Recall what students already know about smoking, nicotine, and addiction.	I can describe what vaping is and how it affects health. I can explain how vaping is marketed to young people. I can evaluate the risks and unknowns of vaping.		**Red Zone:** Explain why vaping is considered a health risk and how it compares to smoking. **STRETCH:** Evaluate whether current laws and marketing rules on vaping are enough to protect young

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				I can compare vaping to traditional tobacco use.		people (link to democracy and regulation).