**Personal Growth and Wellbeing**

**RSE & Health Education**

**KS3**

**Units Covered:**

**KS3PGW001 – Understanding Physical Health and Wellbeing**

Including: Physical health and fitness P1,P2,

Healthy eating P4, P5

Drugs, alcohol and tobacco P6

Health and prevention P7

Changing Adolescent Body P8

**KS3PGW003 – Recognising the Importance of Social Health and Wellbeing**

Including: Families P1

Caring Friendships P2

Respectful Relationships P3, P4

**KS3PGW007 – Exploring Resilience**

Including: Being Safe (including online) P1

Mental Wellbeing P2, P3

Basic first aid P4

**KS3PGW008 – Becoming More Environmentally Aware**

Including: Online Relationships P1

Internet Safety and harms P2

**Mandatory RSE & Health Education Content**

**Families and people who care for me**

Pupils should know:

• that families are important for children growing up because they can give love, security and stability.

• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.

• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.

• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.

• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

Pupils should know

• how important friendships are in making us feel happy and secure, and how people choose and make friends.

• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**

Pupils should know

• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

• practical steps they can take in a range of different contexts to improve or support respectful relationships.

• the conventions of courtesy and manners.

• the importance of self-respect and how this links to their own happiness.

• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

• what a stereotype is, and how stereotypes can be unfair, negative or destructive.

• the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

Pupils should know

• that people sometimes behave differently online, including by pretending to be someone they are not.

• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

• how information and data is shared and used online.

**Being safe**

Pupils should know

• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

• how to recognise and report feelings of being unsafe or feeling bad about any adult.

• how to ask for advice or help for themselves or others, and to keep trying until they are heard.

• how to report concerns or abuse, and the vocabulary and confidence needed to do so.

• where to get advice e.g. family, school and/or other sources.

**Mental wellbeing**

Pupils should know

• that mental wellbeing is a normal part of daily life, in the same way as physical health.

• 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.

• 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.

• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

• 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).

• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**

Pupils should know

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.

• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

• why social media, some computer games and online gaming, for example, are age restricted.

• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

• where and how to report concerns and get support with issues online.

**Physical health and fitness**

Pupils should know

• the characteristics and mental and physical benefits of an active lifestyle.

• 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.

• the risks associated with an inactive lifestyle (including obesity).

• how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

Pupils should know

• what constitutes a healthy diet (including understanding calories and other nutritional content).

• the principles of planning and preparing a range of healthy meals.

• 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).

**Drugs, alcohol and tobacco**

Pupils should know

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

Pupils should know

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• the facts and science relating to allergies, immunisation and vaccination.

**Basic first aid**

Pupils should know:

• how to make a clear and efficient call to emergency services if necessary.

• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing adolescent body**

Pupils should know:

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

• about menstrual wellbeing including the key facts about the menstrual cycle.

**Personal Growth and Wellbeing**

**KS3**

**KS3PGW001**

**Understanding Physical Health and Wellbeing**

**RSE & PSHE**

**Learner Name:**

**Date Started:**

**Date Completed:**

**Tutor Name:**

**Tutor Feedback:**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

On your own,

Can you think of anything you can do to promote health and wellbeing?

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After you have discussed your thoughts with your tutor and the group, is there anything else you can think of?

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

On your own,

Can you think of anything that will prevent a person from being healthy and being well?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

After you have discussed your thoughts with your tutor and the group, is there anything else you can think of?

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ACTIVITY – On separate paper

Draw a poster that either:

* Promotes healthy lifestyle choices (this could be a gym advert, a sports club looking for players with benefits of exercise listed or a campaign to eat fruit and veg!

**OR**

* Deters people from making unhealthy lifestyle choices (this could be reasons not to smoke, not to drink too much or not to eat too much fast food!)

List some examples of physical activity: A.P1 (HINT: healthy choices in day-to-day life count!)

1)……………………………………………………………………………………………….

2) ……………………………………………………………………………………………….

3) ……………………………………………………………………………………………….

4) ……………………………………………………………………………………………….

5) ……………………………………………………………………………………………….

Now, using your 5 examples above, give some benefits of each activity:

1)………………………………………………………………………………………………………………………………………………………………………………………………….

2) ……………………………………………………………………………………………….

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3) ……………………………………………………………………………………………….

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4) ……………………………………………………………………………………………….

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5) ……………………………………………………………………………………………….

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ACTIVITY - On separate paper

Make a plan for a physical activity, this could be a game, a walk, a hill/mountain climb or even a challenge!(Don’t worry, we won’t make you carry out your plan! So be as adventurous as you like!)

Being unhealthy and unwell can be risky business! A.P2

On your own, describe some unhealthy habits, choices or actions that may lead to you being unwell:

1)………………………………………………………………………………………………

2)……………………………………………………………………………………………….

3)………………………………………………………………………………………………..

4)………………………………………………………………………………………………..

5)………………………………………………………………………………………………..

Describe some of the affects that may come with the points you made above:

1)………………………………………………………………………………………………………………………………………………………………………………………………….

2) ……………………………………………………………………………………………….

…………………………………………………………………………………………………..

3) ……………………………………………………………………………………………….

…………………………………………………………………………………………………..

4) ……………………………………………………………………………………………….

…………………………………………………………………………………………………..

5) ……………………………………………………………………………………………….

…………………………………………………………………………………………………..

ACTIVITY – On separate paper

Plan 2 timetables for day-to-day life, one healthy, one unhealthy.

Start with wake up time and end with what time you go to sleep.

Think about eating, exercise, lifestyle choices and personal care.

0730 – Wake up, scroll on phone

0740 – Shower…..

Looking at your daily timetables, describe about what would happen if you didn’t…

Brush your teeth: ……………………………………………………………………………………………………………………………………………………………………………………………………

Wash/Shower: ……………………………………………………………………………………………………………………………………………………………………………………………………

Wash your clothes: ……………………………………………………………………………………………………………………………………………………………………………………………………..

Use deodorant: ……………………………………………………………………………………………………………………………………………………………………………………………………

Get enough sleep: ……………………………………………………………………………………………………………………………………………………………………………………………………

Get enough exercise: ……………………………………………………………………………………………………………………………………………………………………………………………………

Take prescribed medicines: ……………………………………………………………………………………………………………………………………………………………………………………………………

Socialise: …………………………………………………………………………………………………………………………………………………………………………………………………….

You have already discussed healthy foods, but can you list the food types your body needs in order to carry out all of the tasks above?

1)

2)

3)

4)

5)

ACTIVITY – On separate paper

Draw a plate with a SQUARE MEAL on it, make sure you get all your nutrients!

A person’s Physical Health and Wellbeing can change over time. B.P3

Why do you think this is?

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Think of two Health and Wellbeing aspects that may change over time:

1)………………………………………………………………………………………………..

2)………………………………………………………………………………………………..

What may change these aspects in a person?

1)………………………………………………………………………………………………

2)………………………………………………………………………………………………..

How can the change in these aspects be monitored?

1)……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

2)……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

ACTIVITY

Name a fitness, health or wellbeing goal, or an aspect of health and wellbeing that could be improved:

…………………………………………………………………………………………………

Give some advice on where a person could improve this area:

1)…………………………………………………………………………………………………………………………………………………………………………………………………

2)…………………………………………………………………………………………………………………………………………………………………………………………………

How could a person monitor their progress?

……………………………………………………………………………………………………………………………………………………………………………………………………..

Throughout our lives there may be occasions where we are given drugs to benefit our health and wellbeing.

Can you name some drugs that the doctor may give you?

…………………………………………………………………………………………………………………………………………………………………………………………………….

Sometimes drugs are used without the doctor’s consent, and for reasons other than to benefit our health.

As a group, discuss types of recreational drugs, the affects you know about and the risks, make notes below:

|  |  |  |  |
| --- | --- | --- | --- |
| **DRUG TYPE** | **METHOD OF TAKING** | **AFFECTS** | **RISKS** |
| Tobacco |  |  |  |
| Alcohol |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Some drugs are legal, put a star (\*) or a tick next to the drugs named above that are currently LEGAL in the UK.

As a group, discuss types of legal drugs, why people take them and where they come from:

|  |  |  |  |
| --- | --- | --- | --- |
| **DRUG NAME** | **METHOD** | **SOURCE** | **BENEFIT** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

The first person to know you may be becoming unwell is YOU! So it is important to know the signs of illness and what to do if you think you may be getting sick.

Your tutor will now lead a discussion and you should make notes below:

If you feel …………………………………………………………………………………….

……………………………………………………………………. you may be dehydrated

and you should ……………………………………………………………………………….

If you feel ……………………………………………………………………………………..

………………………………………………………………….you may be tired/exhausted

And you should ……………………………………………………………………………….

If you are ………………………………………………………………………………………

………………………………………………………… you may be having a panic attack

and you should ……………………………………………………………………………….

If you find ……………………………………………………………………………………...

…………………………………………………… you may have inflammation or cancer

And you should ……………………………………………………………………………….

If you are ………………………………………………………………………………………

……………………………………………….. you may have lung problems/pneumonia

and you should ……………………………………………………………………………….

If you have …………………………………………………………………………………….

……………………………………………………………... you may have pulled a muscle

and you should ……………………………………………………………………………….

If you have …………………………………………………………………………………….

…………………………………………………… you may have contracted an infection

and you should ……………………………………………………………………………….

REMEMBER – If you are ever unsure, your doctor will always check you out…

JUST IN CASE!

Young peoples’ bodies change a lot, it’s part of growing up and we call it puberty.

While you discuss this with your tutor, make some notes about males and females below:

Effects of puberty on males;

1)……………………………………………………………………………………………..

2)……………………………………………………………………………………………..

3)……………………………………………………………………………………………..

Effects of puberty on females:

1)……………………………………………………………………………………………….

2)……………………………………………………………………………………………….

3)……………………………………………………………………………………………….

Now that men can produce sperm and females produce eggs, what happens if an egg is produced that does not meet sperm?

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**Personal Growth and Wellbeing**

**KS3**

**KS3PGW003**

**Recognising the Importance of Social**

**Health and Wellbeing**

**RSE & PSHE**

**Learner Name:**

**Date Started:**

**Date Completed:**

**Tutor Name:**

**Tutor Feedback:**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

List some of the people in your inner circle (your home and very close friends/relatives) and describe your relationships… What do you do together? What do you talk about? What do they help you with? What do you help them with?

Person 1)……………………………….

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Person 2) ………………………………

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Think about the ‘Shape’ of your family. Can you think of a family you know that is different to yours? Try and describe the differences:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Do you think either the families you have compared are happier than the other? Do you think either of the families has more security than the other?

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Can you name anybody who is married?

………………………………………………………………………………………………….

What does it mean to be married?

…………………………………………………………………………………………………..

Has anything in your family ever made you feel unhappy or unsafe?

…………………………………………………………………………………………………………………………………………………………………………………………………….

If you are ever worried about your family relationships, or feel unsafe you can get help from:

NSPCC/Child Line – 0800 1111 or Child Services – 0151 233 3700

Do you have anybody who you feel good when they are around? What do they do that cheers you up or makes you happy? A

Person 1) …………………………………

…………………………………………………………………………………………………………………………………………………………………………………………………….

Person 2) …………………………………..

……………………………………………………………………………………………………………………………………………………………………………………………………

What do you think is important in a healthy friendship? B

……………………………………………………………………………………………………………………………………………………………………………………………………

Have you ever fallen out with somebody? Describe the situation below:

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

After people fall out, they can either go their separate ways or realise that they have a good friendship and work together to make friends. Either way, resorting to violence is not necessary and will only ever make things worse.

Can you think of a time when you have fallen out with somebody and ended up closer after getting over your problems?

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When choosing people you may want to build friendships with it is important to avoid people who may do you harm, upset you or let you down.

Can you give some hints that someone may be:  
Untrustworthy: ………………………………………………………………………………..

Coercive: ………………………………………………………………………………………

A Bully: ………………………………………………………………………………………...

Describe a time when you have been uncomfortable with something a friend has said, done or suggested: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

If you ever need advice about friendships you could look at [www.youngminds.com](http://www.youngminds.com)

Describe a time when you have seen somebody treated differently/unfairly because of their age, gender, disability, race, religion or any other characteristic?

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What can you do in your friendship circles to make others be more respectful?

…………………………………………………………………………………………………..

What can you do in your family to make others be more respectful?

…………………………………………………………………………………………………..

What can you do at School to make others more respectful?

…………………………………………………………………………………………………..

List three times you use manners and/or courtesy:

1. …………………………………………………………………………………………..
2. …………………………………………………………………………………………..
3. …………………………………………………………………………………………..

Describe one way you show self-respect:

……………………………………………………………………………………………………………………………………………………………………………………………………

How do you feel when you do this?

…………………………………………………………………………………………………..

How do you expect other learners and the staff at School to treat you?

…………………………………………………………………………………………………..

Our School has an Anti-Bullying Policy which lists the following types of bullying that may take place. Please give examples of each type:

1. Physical:……………………………………………………………………………….
2. Verbal:………………………………………………………………………………….
3. Exclusion:………………………………………………………………………………
4. Emotional:……………………………………………………………………………...
5. Sexual:…………………………………………………………………………………
6. Damage/theft:…………………………………………………………………………
7. Cyber:…………………………………………………………………………………..

Who can you report bullying to if it happens to you, or you see it happening to somebody else?

…………………………………………………………………………………………………..

Can you give an example of a stereotype?

……………………………………………………………………………………………………………………………………………………………………………………………………

How might this be used unfairly, in a negative way or be destructive?

……………………………………………………………………………………………………………………………………………………………………………………………………..

Can you describe a time where a friend, or relative, has done something without asking that you wish they had asked first?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

Why is it important to you that they should have asked first?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

ACTIVITY – On separate paper

Write a card, letter or e-mail to ‘an ideal friend’

Make sure you:

* Thank them for something you feel a friend should do
* Point out all the qualities you would appreciate in an ‘ideal friend’
* Explain how their friendship makes you feel

**Personal Growth and Wellbeing**

**KS3**

**KS3PGW007**

**Exploring Resilience**

**RSE & PSHE**

**Learner Name:**

**Date Started:**

**Date Completed:**

**Tutor Name:**

**Tutor Feedback:**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

When we are around other people (friends and family) it is important to have boundaries.

Can you list some boundaries that we are taught as toddlers?

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Can you think of any you may pick up as you get a little older? Maybe online?

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What is the difference between PRIVACY and SECRECY?

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Why do you think somebody might ask you to keep a secret?

…………………………………………………………………………………………………………………………………………………………………………………………………….

We are taught very young that your body belongs to you, and we should never touch each others bodies.

But can you think of a time when it may be appropriate to have some form of contact?

……………………………………………………………………………………………………………………………………………………………………………………………………

And what kind of contact would be inappropriate?

……………………………………………………………………………………………………………………………………………………………………………………………………

If an adult you don’t approached you, in the street or online, via message or through an app, what could you do to make sure you are safe?

……………………………………………………………………………………………………………………………………………………………………………………………………

What are the signs that you may not be able to trust an adult?

……………………………………………………………………………………………………………………………………………………………………………………………………

If you are in a situation where you need advice or help in relation to this discussion, or need to report something you think may be abuse you can talk to a tutor at School, a parent/sibling or contact:

NSPCC/Child Line on 0800 1111 or Child Service on 0151 233 3700

The term Mental Wellbeing refers to how you are feeling in yourself.

Sometimes we feel physically ill (headaches, nausea, cold/flu) but sometimes we just don’t feel right in our heads or our hearts and this is what we mean by mental wellbeing.

Make a list of some feelings you may have:

1)…………………………………………………..

2)…………………………………………………..

3)…………………………………………………..

4)…………………………………………………..

We also have a scale of feelings/emotions. For instance, we might feel a little bit happy if we are having our favourite tea… but we might be very happy if we get the new PlayStation! Or score a goal in a cup final! However…

We may feel a little nervous about going back to School after the summer holidays, and we may feel very nervous before going to hospital for an operation!

How do you know if you are feeling nervous?

…………………………………………………………………………………………………..

How do you know if you are feeling sad?

…………………………………………………………………………………………………..

Sometimes when we feel emotional it is hard to talk.

Expressing some feelings comes out with anger, rather than explaining what makes us sad, scared or nervous.

Imagine somebody had eaten the snack you had been saving for Saturday Film Night… You probably feel sad, but it is likely to come out as anger…

What could you do to keep calm but still get your point across?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

When your feelings are building up and getting too much to handle, what can you do to calm down, lighten up or feel better?

……………………………………………………………………………………………………………………………………………………………………………………………………

In your day-to-day life you can do things that prevent such build ups. Describe them below:

……………………………………………………………………………………………………………………………………………………………………………………………………..

Have you, or anybody you know, ever been isolated or felt lonely? This is often the worst time for feelings to build up.

If you ever feel this way, who can you speak to instead of worrying alone?

………………………………………………………………………………………………….

Have you, or anyone you know, ever suffered from bullying, or been called names online?

How do you think that would feel?

…………………………………………………………………………………………………..

Do you think that feeling would ever go away?

………………………………………………………………………………………………….........................................................................................................................................

If you ever have feelings you don’t understand you can speak to any Tutor or Mentor and ask to see or speak to Kellie. She is in every Thursday but often talks on the phone or video call with learners who are worried.

You could also speak to your doctor or look on [www.youngminds.org.uk](http://www.youngminds.org.uk)

It is common to suffer mental ill health, and if you get the right help early enough then pretty much everything can be resolved, so…

ACTIVITY – On separate paper

Make a poster or leaflet/flyer encouraging young people to talk about their feelings.

Portray the feelings the may have, and advise them that they can:

* Contact a friend
* Talk to a relative
* Speak out in school
* See the doctor
* Visit mental health websites

Now that you have explored what to do if you, or somebody else, are mentally unwell, it is time to look at physical injuries and illness.

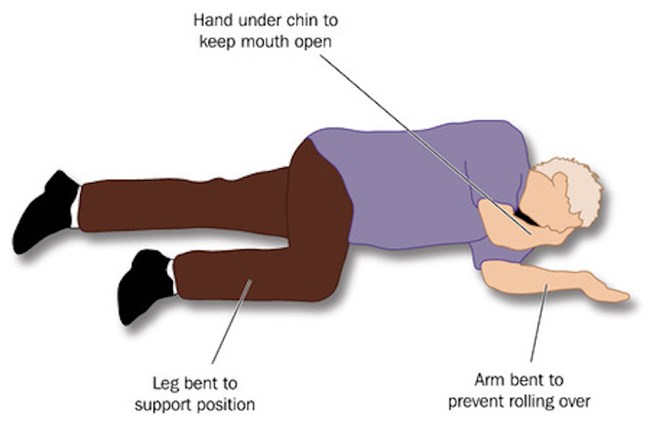
The first thing you need to do if you find somebody hurt, injured or unwell is check the area for any danger. What dangers might you find?

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If the person is not breathing or conscious, you should dial 999 immediately and ask for an ambulance. What do you need to tell the call handler?

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If the person is unconscious, you should lay them in the recovery position:



Why don’t your try it on your classmates?

If there is any injuries to the head you should …………………………………………….

If there is excessive bleeding you should ………………………………………………….

If somebody is burnt or scalded you should ……………………………………………….

If somebody has a small cut, abrasion, or laceration WITH NO DEBRI you may be able to apply a bandage.

ACTIVITY –

Draw a cut, abrasion, or laceration on your arm.

Ask a classmate to:

* Clean it with a sterile wipe (pretend if you have to)
* Apply wadding
* Wrap with a bandage with enough pressure to stop bleeding

You have now completed lots of tasks that may help you be resilient in future.

Now that you know ways to get through barriers, to act positively when you feel like freaking out and to keep going when things get tough, can you describe how these skills may support you when making decisions in future? A

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How can your resilience impact your personal health and wellbeing? B

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List three things you know you should do, but sometimes struggle, and explain how resilience can help you get them done!

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2)………………………………………………..

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3)…………………………………………………

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**Personal Growth and Wellbeing**

**KS3**

**KS3PGW008**

**Becoming More Environmentally Aware**

**RSE & PSHE**

**Learner Name:**

**Date Started:**

**Date Completed:**

**Tutor Name:**

**Tutor Feedback:**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

Your environment is not just your road, your estate or your area. You live in a generation where your environment is global, you have contact with people, organisations and technology all over the world.

Sometimes people act differently online, can you explain how?

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Why is it important to be just as respectful online, and treat online relationships and friendships with the same principles as face-to-face relationships?

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Set some rules for keeping safe online:

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2)……………………………………………………………………………………………….

3)……………………………………………………………………………………………….

What are the signs of risks online?

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Some content online is harmful and some people may contact you with harmful intentions. Describe some harm that can be caused while using the internet:

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Everything on the internet is not true.

Everybody on the internet is not who they say they are.

How can you tell what is true? Or who is real?

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When you use the internet you may input information or data.

How is it shared/used after you input it?

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How often do you connect to the internet? Discuss your answer in the group.

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What are the benefits of the internet to you?

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Why might it be a good idea to ‘ration’ your time online?

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Who would be affected if you annoyed somebody online and they managed to trace your address?

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Why is it important to keep personal information private?

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Why do you think some things online are age restricted?

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What are some of negatives of the internet?

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Sometimes, search engines promote certain websites who pay to be the first result shown. Some websites pay to be advertised on your screen if you have searched for something similar.

How can you make sure what you are reading is true?

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If you encounter issues online and need support you can contact:

Scams/Fraud - [**www.actionfraud.police.uk**](http://www.actionfraud.police.uk)

Abuse - <https://www.ceop.police.uk/Safety-Centre/>

Now that you have a good understanding of your global/online environment, it’s time to look at your physical environment.

The way we live causes issues all over the planet. Can you name and describe 3? A

1)………………………………………………………………

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2)………………………………………………………………

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ACTIVITY - B

In your group, choose 1 environmental issue and produce a campaign to correct it.

You may want to make:

* A mission statement, explaining why change needs to take place
* Informative posters, pointing out what people can do to help
* A presentation for schools, explaining the importance of the next generations actions
* ‘Job descriptions’ for each group member