

# Rushey Mead Academy

## Personal

## Social

## Health

## Economic



Name \_\_\_\_\_ Form \_\_\_\_\_

Year 7 Half-Term 1

## Welcome to PSHE!

**PSHE** stands for **Personal, Social, Health, and Economic** education. It's a subject where we learn **important life skills**, how **to look after ourselves and others**, and how to make **positive choices** as we grow up.

In **PSHE**, we'll talk about topics that matter to you—like building good **friendships, staying safe online, understanding our feelings, and learning how to make healthy choices**. We'll also discuss how to **manage money**, deal with challenges, and **respect differences** in the people around us.

This is a **safe and respectful** space where everyone's thoughts and opinions are valued. You'll have the chance to **share** your ideas, **listen** to others, and **learn** how to support yourself and those around you.

PSHE is all about **preparing you for life both now and in the future**. So get ready to explore, discuss, and learn new things that will help you feel confident and prepared for whatever comes your way!

The PSHE curriculum is separated into three strands:

- Health and Wellbeing
- Relationship and Sex Education
- Living in the Wider World

## How to Use this Booklet

This booklet accompanies your PSHE lessons which are delivered in tutor time. The booklet will contain key information, vocabulary and definitions, knowledge organisers, space to complete tasks and will direct you to where you can access further support.

## British Values

At Rushey Mead Academy, we are proud to uphold and promote British values, which are deeply embedded in every aspect of our school life.



### The five British Values are:

- Democracy
- Rule of Law
- Tolerance of different cultures and religions
- Mutual respect
- Individual liberty

### Protected Characteristics

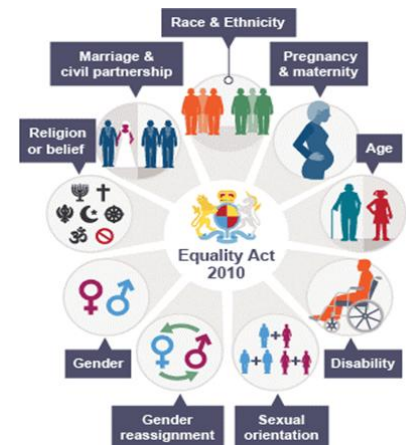
At Rushey Mead Academy, we do not tolerate any form of discrimination. We celebrate and value everyone's differences, and we are committed to upholding the **Equality Act 2010**.

You will learn more about the Equality Act 2010 in your PSHE lessons.

**Protected characteristics** are specific attributes that are legally protected under the Equality Act 2010 in the UK. It is against the law to discriminate against someone because of any of these characteristics.

### There are nine protected characteristics:

- Race and ethnicity
- Pregnancy and maternity
- Age
- Disability
- Sexual orientation
- Gender reassignment
- Gender
- Religion or belief
- Marriage and civil partnership



## Unit 1: Health and Wellbeing

The Health and Wellbeing strand of PSHE focuses on helping you understand how to take care of your physical and mental health. It's all about learning how to make healthy choices, stay safe, and look after your overall wellbeing.

In this strand, we will cover the following topics:

- **Healthy Eating and Exercise:** Understanding how to keep your body fit and fueled.
- **Mental Health and Emotional Wellbeing:** Learning how to manage your feelings and cope with stress or anxiety.
- **Personal Safety:** Staying safe at home, school, online, and in the community.
- **Hygiene and Self-Care:** Developing good habits that keep you feeling your best.
- **Puberty and the physical, emotional and social changes that we go through.**

By exploring these topics, you'll gain skills to make informed choices and feel more confident in taking care of yourself. The aim is to help you build lifelong habits that support your health and happiness!

**If you are aware of any topics that you may find distressing for any reason, please do let your form tutor know so that we can support you.**

### Support in School

If you ever need any support in school, there are lots of adults who can help you. They include: your form tutor, Head of Year, Assistant Head of Year, Behaviour Mentor, and any of your teachers.

## Session 1 – What is PSHE and Where do we Find it in our School Curriculum?

### Where PSHE Fits into the Curriculum

PSHE is covered in different ways throughout your school life:

**Tutor Time:** You will have two sessions each fortnight dedicated to PSHE topics.

**Assemblies:** All year groups will have assemblies that cover topics linked to PSHE, including British Values.

**Stop the Clock Sessions:** You will have five Stop the Clock sessions per year.

**Subject Lessons:** PSHE themes are reinforced in subjects such as Biology, Geography, History, RE, Citizenship, and PE.

### Key Words

Key Term	Definition
Relationships	The way in which two or more people or groups regard and behave towards each other.
Community	A group of people living in the same place or having a particular characteristic in common.
Wellbeing	How people feel and function, both personally and socially.
Development	The process of developing or being developed, such as skills, knowledge, or attributes.

### Activity: Quiz Questions

1. What are the three strands of PSHE?

---



---



---

2. Why is PSHE important?

---

---

---

3. Where is PSHE covered in school?

---

---

---

**Reflection:**

Think about why PSHE might be useful to you personally. Write a few sentences explaining how it can help you feel more prepared for life.

---

---

---

---

---

---

---

---

---

---

## Session 2: Physical Fitness and Nutrition

This week, we will:

- Understand the basic components of physical fitness.
- Learn the importance of nutrition for overall health.
- Encourage healthy lifestyle habits.

### Physical Fitness Key Words

Key Term	Definition
<b>Physical activity</b>	Any bodily movement produced by skeletal muscles that requires energy expenditure.
<b>Moderate Activity</b>	Raises your heart rate, makes you breathe faster and feel warmer.
<b>Vigorous Activity</b>	Makes you breathe hard and fast.
<b>Sedentary Lifestyle</b>	Little or no physical activity.

### Reflection Questions:

- Do you walk or cycle to school?

---

- Are you physically active at break or lunchtime?

---

- Do you attend any sports clubs?

---

- Do you have regular PE lessons?

---

What type of lifestyle do you have? Use the key words from this lesson to help you decide.

I think I have a \_\_\_\_\_ lifestyle.

This is because...

---



---



---

### Nutrition Key Words

Key Term	Definition
<b>Balanced diet</b>	A balanced diet includes a variety of foods in the right proportions to provide the necessary nutrients for health.
<b>Nutrients</b>	Nutrients are substances in food that our bodies need to function properly, including vitamins, minerals, proteins, carbohydrates, and fats.
<b>Food groups</b>	Food groups are categories of foods that share similar nutritional properties, such as fruits, vegetables, grains, proteins, and dairy.

### Retrieval 1: Write down the correct answer



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Retrieval 2: Write down the correct answer**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Session 3 – Personal Identity

Today we will:

- Learn what personal identity means
- Understand what our values are
- Recognise the importance of being proud of who we are

### Key Term

### Definition

<b>Personal Identity</b>	The distinct personality of an individual
<b>Values</b>	The beliefs and ideals that people hold dear and that influence how they live their lives
<b>Individual Liberty</b>	A British Value that allows us the freedom to be ourselves
<b>Mutual respect and tolerance</b>	A British Value that promotes the idea of respecting everyone

### Personal Identity Reflection:

Write down three values that are most important to you:

---



---



---

List three things that make up your identity that you are most proud of:

---



---



---

## Session 4: Personal Safety

Today we will:


- Understand why it is important to feel safe
- Learn how to stay safe on the road
- Understand what to do in an emergency


Key Term	Definition
<b>Community</b>	A group of people living in the same place
<b>Emergency Services</b>	The public organisations that respond to and deal with emergencies when they occur, especially the ambulance service, the police, and the fire brigade.
<b>Prank Calls</b>	A phone call that is made to trick someone.


**How to call the emergency services**

- 1. Stay calm:** Take a deep breath and try to stay calm, even if it's a scary situation.
- 2. Dial 999:** Pick up a phone and dial 999. You can do this from any phone, even if you don't have credit.
- 3. Ask for the service you need:** The operator will ask: "Emergency, which service do you need?"

Say:

 "Police" (for crimes)

 "Fire" (for fire or smoke)

 "Ambulance" (for medical help) or

 "Coastguard" (for emergencies at sea or on the coast)

- 4. Stay on the line and answer questions:** The operator will ask you questions like:

What's the emergency?

Where are you? (Give your location clearly, like a street name, building, or landmark)

Who needs help? (Tell them if someone is hurt, in danger, or unwell)

- 5. Don't hang up until they tell you to.** The operator might give you instructions (like first aid tips) or tell you when it's okay to hang up.

## Session 5: Identifying our Emotions and Resilience

Today we will:

- Understand what emotions are
- Learn how emotions can impact our behaviour
- Evaluate the ways we can turn negative emotions into positive ones
- Understand the importance of resilience

### Understanding our Emotions Key Words

Key Word	Meaning
<b>Emotions</b>	A strong feeling we get from things that happen in our lives.
<b>Mental Health</b>	A person's emotional and psychological well-being.
<b>Well-being</b>	The state of being comfortable, healthy, or happy.
<b>Resilience</b>	The ability to recover quickly from challenges or difficulties.

### What are Emotions?

Emotions are strong feelings that we have in response to different situations in our lives.

Can you name three emotions you have felt recently?

---



---



---

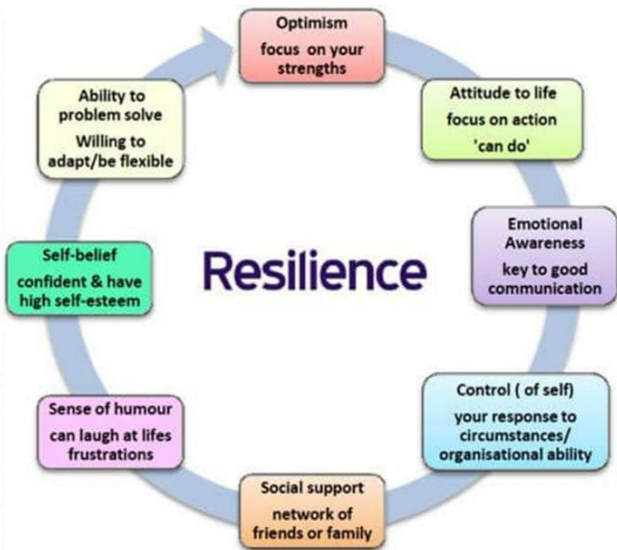


---

---

---

**Task:** Think about the skills in the diagram. Which one do you think you could improve on to help build your resilience?



**Knowledge Check:**

1. What are emotions?

---

---

---

2. Name three different emotions?

---

---

---

3. How can we stop our emotions from taking over?

---



---



---

## Session 6: Facing Challenges, Perseverance and Goal Setting

Today, we will:

- Understand what the term perseverance means
- List examples of things we can do to show perseverance
- Set long-term and short-term goals

### Perseverance and Goal Setting Key Words

Word	Meaning
<b>Perseverance</b>	Continued effort to do or achieve something despite difficulties or obstacles.
<b>Long-term goals</b>	Goals that one hopes to achieve in the future.
<b>Short-term goals</b>	Goals that do not take long to complete.
<b>Encouragement</b>	The action of giving someone support, confidence, or hope.

### When Have You Persevered?

Give an example of a time when you found something challenging and persevered.

---



---



---

How did you feel when you finally accomplished it?

---

---

---

What did you have to do to show perseverance?

---

---

---

**Your Own Goals:**

Write down one long-term goal you would like to achieve:

---

---

---

Now write three short-term goals to help you achieve your long-term goal:

1.

---

---

2.

---

---

3.

---

---

## Session 7: Personal Care

### Today we will:

- Learn what personal care means
- Learn how to keep ourselves clean and hygienic

### Personal Care Key Words

#### Word

#### Definition

Hygiene	Any practice or activity that you do to keep things healthy and clean
Sweat Glands	Small glands that secrete sweat, situated in the dermis of the skin. Such glands are found over most of the body.
Body Odour	An unpleasant odour produced by bacteria reacting with sweat on the skin.
Perspiration	Another word for sweat

### Advice time:

#### What advice would you give?

#### Adam:

---



---



---



---



---

#### Precious:

---



---



---



---



---

**Farooq:**

---

---

---

---

---

## STOP THE CLOCK 1: Puberty

### Today we will:

- Recap the physical and emotional changes that happen during puberty
- Learn how the physical and emotional changes might affect us

### Puberty Key Words

Word	Definition
------	------------

Puberty	The changes that take place in your body. You physically become able to reproduce (make babies). It is part of growing up for everyone.
Emotions	The feelings that we have.
Penis	The male part of the body used for sex and urinating ('private parts' or genitalia).
Vagina	The internal tube that leads from the external female genitalia to the uterus
Vulva	The external female genitalia

### Changes During Puberty.

During the lesson, write down the changes that happen during puberty:

Male	Female	Both

Answer the following questions.



How long is the average menstrual cycle? \_\_\_\_\_



Which hormones are produced by the brain? \_\_\_\_\_



What is released from the ovaries? \_\_\_\_\_



On average, how much blood is lost during a period? \_\_\_\_\_

Fill the gaps with the words below to show your understanding of the menstrual cycle.

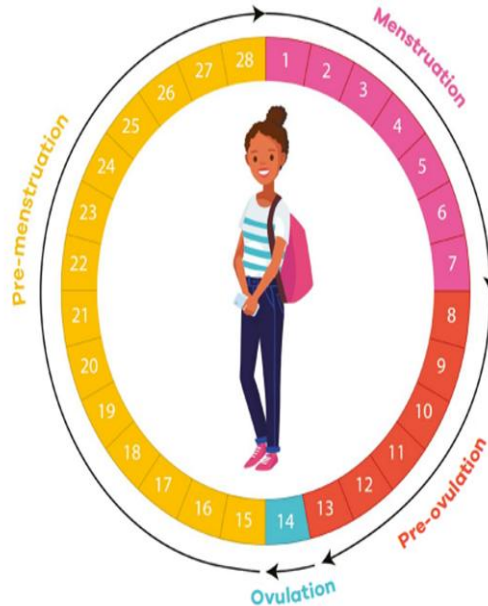
3 to 7   break down   eggs   fallopian   fertilised   hormones   ovary   vagina   period   PMS   sperm   endometrium

#### 4. PRE-MENSTRUATION

If the egg is not \_\_\_\_\_, the lining of the uterus is no longer needed and starts to \_\_\_\_\_. During this phase of the menstrual cycle, females may experience cramps, bloating, spots, tender breasts and feeling emotional known as \_\_\_\_\_.

#### 3. OVULATION

This is when an egg is released from the \_\_\_\_\_. The egg travels along the \_\_\_\_\_ tube to the uterus. If a \_\_\_\_\_ fertilises the egg, the cells can begin to form a pregnancy.



#### 1. MENSTRUATION

A female's menstrual \_\_\_\_\_ happens when the lining of the uterus is shed through the \_\_\_\_\_. This stage of the menstrual cycle typically lasts \_\_\_\_\_ days.

#### 2. PRE-OVULATION

Each ovary holds thousands of \_\_\_\_\_ - and every month, rising \_\_\_\_\_ cause the ovary to produce a mature egg. During this time the lining of the uterus (called the \_\_\_\_\_) thickens.

**Extension:** do you think everyone's menstrual cycle is exactly the same? Discuss.

#### Giving Advice:

Tony is 12 years old and has started to feel very self-conscious. When he answers questions in class or calls to his friends during break time, his voice often goes really squeaky and everyone laughs at him. He can't understand why this is only happening to him. To make things worse, he has suddenly got lots of spots and his hair has gone really greasy and he is starting to smell even though he showers every day.

Tony has started arguing a lot with his parents and would prefer to be in his room alone. He misses the old Tony, who used to be fun and not worry about what people think.



# PUBERTY KNOWLEDGE ORGANISER

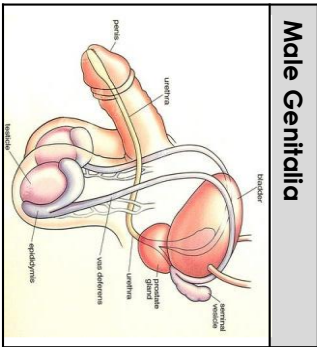
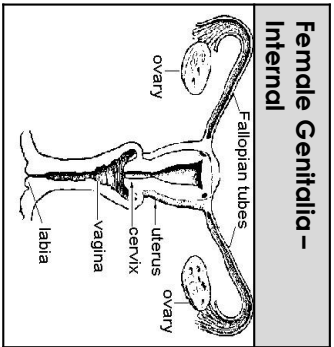
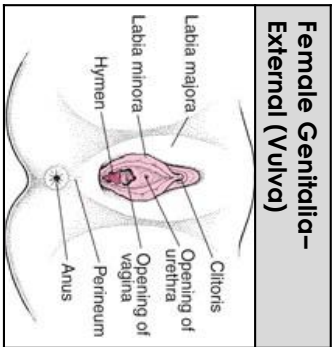


**Define: Puberty**  
The process of physical mat urity in a person that takes place in adolescence

**Define: Menstruation**  
Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.

**Define: Hormones**  
A chemical subst ance produced in the body that controls and regulates the activity of certain cells or organs.

**Define: Wet Dream**  
An involuntary ejaculation that occurs whilst a person is asleep.



Physical Changes during Puberty	
Boys only	<ul style="list-style-type: none"> <li>Starts between 10 and 12 years of age</li> <li>Facial Hair</li> <li>Voice Breaking</li> <li>Erections</li> <li>Wet Dreams</li> <li>Widening of chest and Shoulders</li> </ul>
Girls Only	<ul style="list-style-type: none"> <li>Starts between 9 and 11 years of age.</li> <li>Menstruation / Periods begin</li> <li>Breast growth</li> <li>Stretch Marks</li> <li>Cellulite</li> <li>Hips widen</li> </ul>
Both	<ul style="list-style-type: none"> <li>Grow taller</li> <li>Sweat more</li> <li>Changes to hair and skin</li> <li>Spots and Pimples</li> </ul>

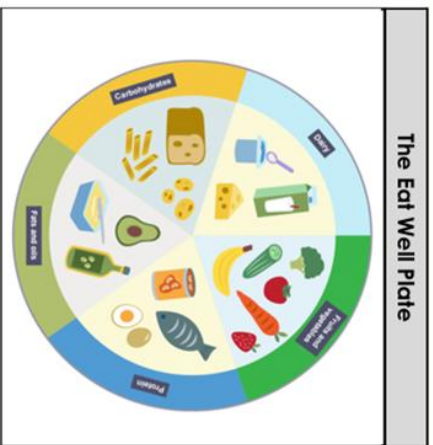
- Things to Remember**
- Puberty begins at different times for different people.
  - Changes will happen at different rates and in a different order for different people.
  - Everyone goes through puberty, you are not alone.
  - Good diet and exercise can help deal with some of the physical changes.
  - Puberty is normal despite feeling very abnormal
  - Puberty might also affect your mood and emotions due to changes in hormone levels.

Who Can you turn to for help and Support	
Parents or trusted family members	Teachers or school Staff
Your Doctor or Practice Nurse	School Nurse
NSPCC	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">nspcc.org.uk</a>
Childline	Helpline: 0800 1111 (24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
NHS Live Well Website	<a href="http://www.nhs.uk/livewell">www.nhs.uk/livewell</a>

# PHYSICAL FITNESS AND NUTRITION KNOWLEDGE ORGANISER



<b>Define: Calories</b>	Calories refer to the energy people get from the food and drink they consume.
<b>Define: Obesity</b>	Obesity has been defined by the National Institutes of Health (the NIH) as a BMI of 30 and above.
<b>Define: BMI</b>	This is a numerical value of your weight in relation to your height. A BMI between 18.5 and 25 kg/m <sup>2</sup> indicates a normal weight. BMI is a person's weight in kilograms (kg) divided by his or her height in meters squared.
<b>Define: Nutrition</b>	The process of providing or obtaining the food necessary for health and growth.
<b>Define: Veganism</b>	A diet where a person does not eat or use animal products.
<b>Define: Vegetarianism</b>	A diet where a person does not eat meat or fish



### HOW MUCH DO YOU REALLY NEED?

3.2 Liters

15 Cups

**BODY WEIGHT / 2** (lbs)

**1 = 8** OUNCES

**WATER NEEDED PER DAY**

8 =

- ### The Eat Well Plate
- ### What does 1 portion of your 5 a day look like?
- 80g of fresh, canned or frozen fruit and vegetables
  - 30g of dried fruit – which should be kept to mealtimes
  - 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth
  - Just 1 apple, banana, pear or similar-sized fruit is 1 portion each.
  - A slice of pineapple or melon is also 1 portion.
  - 3 heaped tablespoons of vegetables is another portion.

### How much exercise should you do?

<p><b>Children</b> 5-12 years</p> <p>60 minutes of moderate to vigorous intensity Physical Activity every day</p>	<ul style="list-style-type: none"> <li>• Jogging or running</li> <li>• Racewalking</li> <li>• Hiking uphill</li> <li>• Cycling more than 10 miles per hour or steeply uphill</li> <li>• Swimming fast or lap swimming</li> <li>• Aerobic dancing, fast dancing, step aerobics</li> <li>• Heavy gardening with digging, hoeing, shoveling heavy snow, moving or pushing heavy objects, carrying loads of 50 pounds or more upstairs.</li> </ul>
<p><b>Young People</b> 13-17 years</p> <p>60 minutes of moderate to vigorous intensity Physical Activity every day</p>	<ul style="list-style-type: none"> <li>• Martial arts</li> <li>• Playing sports with lots of running such as basketball, hockey, soccer</li> <li>• Singles tennis</li> <li>• Court sports such as handball, racquetball, squash</li> </ul>
<p><b>Adults</b> 18-64 years</p> <p>150 to 300 minutes of moderate intensity or equivalent combination of moderate intensity and vigorous intensity Physical Activity every week</p>	<ul style="list-style-type: none"> <li>• Singles tennis</li> <li>• Court sports such as handball, racquetball, squash</li> </ul>

### Impacts of poor Nutrition

Short term:

- stress,
- tiredness
- limit capacity to work.

Long term it can contribute to the risk of developing some illnesses and other health problems such as:

- being overweight or obese
- tooth decay
- high blood pressure
- high cholesterol
- heart disease and stroke
- type-2 diabetes
- osteoporosis
- some cancers
- depression
- eating disorders.

### Where to get more help and support

- Parents and trusted family
- School Staff and Wellbeing Team
- NHS Eat Well: <https://www.nhs.uk/live-well/eat-well/>
- British Nutrition Foundation: <https://www.nutrition.org.uk/healthyliving/lifestyle/teenagers.html>
- Kids Health: <https://kidshealth.org/en/teen/dieting.html>

## MENTAL WELL-BEING KNOWLEDGE ORGANISER

<p><b>Define: Mental Wellbeing</b></p> <p>Mental wellbeing describes your mental state- how you are feeling and how well you can cope with day-to-day life. Our mental wellbeing is dynamic, it can change from moment to moment, day to day, month to month or year to year.</p>	<p><b>Signs of good mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Feeling relatively confident in yourself and have positive self-esteem</li> <li>Feeling and express a range of emotions</li> <li>Building and maintaining good relationships with others</li> <li>Feel engaged with the world around you</li> <li>Live and work productively</li> <li>Cope with the stresses of daily life</li> <li>Adapt and manage in times of change and uncertainty</li> </ul>	<p><b>Signs of poor mental wellbeing</b></p> <ul style="list-style-type: none"> <li>Erratic changes in mood and behavior</li> <li>Distancing from friends and family.</li> <li>Loss of interest in things that they used to be interested in.</li> <li>Excessive sleeping or not sleeping.</li> <li>Increased alcohol consumption.</li> <li>Poor concentration and being easily distracted</li> <li>Finding it hard to make decisions</li> <li>Feeling overwhelmed by things &amp; tearfulness</li> <li>Finding it difficult to control your emotions</li> <li>Irritability and short temper or aggression</li> </ul>	<p><b>The Importance of Self Care</b></p> <p>At times people may feel guilty for spending time on themselves. But it's essential for mental wellbeing and can help people to be more resilient.</p> <p>Some self care techniques include</p> <ul style="list-style-type: none"> <li>Mindfulness</li> <li>Doing something you enjoy</li> <li>Relaxation techniques</li> <li>Get outdoors and fresh air</li> <li>Exercise</li> </ul> <p>If someone is living with a mental health problem, taking steps to look after their mental health can help you improve your wellbeing.</p> <p>Strategies can include:</p> <ul style="list-style-type: none"> <li>Talking to someone</li> <li>Knowing triggers and warning signs</li> <li>Keeping a mood diary</li> <li>Building your self esteem.</li> </ul>
<p><b>Define: Emotional Literacy</b></p> <p>The ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them.</p>	<p><b>Things that can affect our mental wellbeing</b></p> <p>Everyone is different and what affects someone's mental wellbeing won't necessarily affect others in the same way. Everyone will have times when they have low mental wellbeing, where they feel stressed, upset or find it difficult to cope.</p> <p>Common life events that can affect your mental wellbeing include:</p> <ul style="list-style-type: none"> <li>loss or bereavement</li> <li>loneliness</li> <li>relationship problems</li> <li>issues at work</li> <li>worry about money</li> </ul> <p>However, there are times when there is no discernable reason for the way a person feels which can be extremely frustrating.</p> <p>There are some factors that may make people more vulnerable to experiencing a period of poor mental wellbeing. These may have happened in the past or might still be happening now:</p> <ul style="list-style-type: none"> <li>Childhood abuse, trauma, violence or neglect</li> <li>Social isolation or discrimination</li> <li>Homelessness or poor housing</li> <li>A long-term physical health condition</li> <li>Social disadvantage, poverty or debt</li> <li>Unemployment</li> <li>Caring for a family member or friend</li> <li>Significant trauma as an adult, such as military combat, being involved in a serious accident or violent crime</li> </ul>	<p><b>The Importance of Positive Relationships</b></p> <p>Connecting with others can help us to feel a greater sense of belonging and can help to challenge feelings of loneliness.</p> <ul style="list-style-type: none"> <li><b>Make time for the people you love.</b> Keeping regular contact with friends and family, whether it's face-to-face, on the phone or by text, can strengthen your relationships.</li> <li><b>Join a group.</b> Think of the things you like to do, such as drawing, gardening or sport and look for local groups. Meeting others with a shared interest can increase your confidence and build your support network.</li> <li><b>Talk about the way you feel.</b> Opening up to a trusted friend or family member can help you to feel listened to and supported. Just acknowledging your feelings by saying them out loud can help.</li> <li><b>Use peer support.</b> If you're finding things difficult, talking to people who have similar feelings or experiences can help you to feel accepted.</li> </ul>	<p><b>Where to get more help and support</b></p> <ul style="list-style-type: none"> <li>Parents and trusted family.</li> <li>School Staff and Wellbeing Team</li> <li>Your Doctor or Practice Nurse</li> <li>MIND - <a href="https://www.mind.org.uk">https://www.mind.org.uk</a> Help line - <b>0300 123 3393</b> open 9am to 7pm, Monday to Friday or Text: 86463</li> <li>Young Minds - <a href="https://youngminds.org.uk">https://youngminds.org.uk</a> Text: 85258 or Parents Helpline: 0808 802 5544</li> <li>Stem4 - <a href="https://stem4.org.uk/">https://stem4.org.uk/</a></li> </ul>
<p><b>Define: Primary Emotions</b></p> <p>There are 5 primary emotions but over 600 words in the English language for different emotions. The primary emotion groups are:</p> <ol style="list-style-type: none"> <li>Joy</li> <li>Anger</li> <li>Sadness</li> <li>Disgust</li> <li>Fear</li> </ol>	<p><b>Define: Mental Illness</b></p> <p>Mental illnesses comprise of a broad range of problems, with different symptoms. However, they are generally characterized by some combination of abnormal thoughts, emotions, behaviour and relationships with others.</p> <p><b>They can only be diagnosed by a Doctor or Mental Health Professional</b></p>		

**Use this space to write down any notes or thoughts you might have or any of the support services websites/numbers shown on the board at the end of the lesson.**