



Personal Development

Curriculum Information

Year 9 Half Term 1-3

We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.



Welcome to Personal Development at The East Manchester Academy!



At The East Manchester Academy (TEMA), we believe Personal Development (PD) is a crucial part of any student's education alongside their academic studies. PD equips them with the skills and knowledge to thrive not only in school but also throughout their lives.

This handbook will introduce you to PD at TEMA, with a specific focus on the Personal Safety program offered during Year 9's first half term.

What is Personal Development (PD)?

PD focuses on developing the "whole child," nurturing their social, emotional, and moral wellbeing alongside their academic skills. Through PD, students will

Build **self-confidence** and a positive sense of self.

- Develop **strong communication skills**.
- Learn to make **responsible choices**.
- Foster **healthy relationships**.
- Understand and practice **British Values**.
- Become **active citizens** who contribute positively to society.

Looking Ahead:

Throughout the year, the PD program will cover a range of topics that build on the foundation of personal safety. These will include:

- Mental health and wellbeing
- Healthy lifestyles
- Careers and aspirations
- Citizenship and social responsibility

We will keep you updated on upcoming PD topics through regular newsletters and school communications.

Together, we can ensure a successful and enriching learning journey for your child at The East Manchester Academy!

Rationale



Why Personal Development Matters

Personal development is significant in equipping young people with the knowledge, skills, and values they need to lead healthy, safe, and fulfilling lives. It helps them develop:

- **Resilience:** The ability to bounce back from challenges and setbacks.
- **Self-awareness:** A deep understanding of their own strengths, weaknesses, and emotions.
- **Social skills:** The capacity to build and maintain positive relationships.
- **Decision-making skills:** The ability to make informed choices about their health, relationships, and future.

A Comprehensive Approach

Our Personal Development curriculum is informed by safeguarding information from local, national, and global sources. This ensures that our students are protected from harm and equipped with the knowledge to stay safe.

The curriculum covers a wide range of topics, including:

- **Personal Safety:** Teaching students how to stay safe online and offline.
- **Sex and Relationship Education:** Providing age-appropriate information about relationships, sexuality, and consent.
- **Health and Wellbeing:** Promoting physical and mental health, including healthy eating, exercise, and stress management.
- **Financial Education:** Teaching students about money management, budgeting, and saving.
- **Careers:** Helping students explore career options and develop the skills they need to succeed in the workplace.
- **Community and Responsibility:** Encouraging students to become active and responsible citizens.
- By integrating PSHE into our curriculum, we aim to equip our students with the tools they need to thrive in the 21st century. We believe that a well-rounded education, which includes life skills alongside academic subjects, is essential for preparing our students for success in all aspects of their lives.

Why Personal Safety in Year 9 - Half Term 1?



- **Why Personal Safety Matters**

Equipping students with personal safety knowledge empowers them to make informed choices and navigate potential risks. The topics covered – knife crime, grooming and coercion, county lines, drug trafficking, and life in prison – may seem daunting, but open communication is key.

What Your Child Will Learn:

- **Knife Crime:** Understanding the dangers of carrying knives, legal consequences, and conflict resolution strategies.
- **Grooming and Coercion:** Recognising manipulative behaviour online and offline and learning how to stay safe.
- **County Lines:** Awareness of how county lines gangs operate and how to seek help if approached.
- **Drug Trafficking:** Understanding the harmful effects of drugs and the consequences of drug trafficking.
- **Life in Prison:** Gaining insight into the realities of prison life to deter involvement in criminal activity.

Here are some ways you can support student's learning:

- **Open Communication:** Encourage open conversations about the topics covered in class. Listen without judgment and address their concerns.
- **Role-Playing Scenarios:** Practice how to respond to challenging situations, such as peer pressure or online grooming.
- **Explore Resources Together:** Utilise the resources listed
- **Stay Informed:** Discuss news stories related to these topics to create a safe space for discussion.

Knife Crime

Knife crime, unfortunately, is a significant concern in many communities, and Manchester is no exception. Here at The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe.



Understanding the Risks:

Students will explore the dangers of carrying knives, including:

Legal consequences: Just having a knife on them, even if they don't intend to hurt anyone, can land them in serious trouble with the law.

Physical dangers: Knives are incredibly dangerous weapons. Any fight involving a knife can quickly escalate and lead to life-threatening injuries.

Conflict resolution strategies: We'll teach students effective ways to calm situations down and avoid conflict altogether.

Empowering Safe Choices:

By understanding the risks, students will be better equipped to:

- **Resist peer pressure:** We'll challenge the idea that carrying a knife keeps you safe.
- **Walk away from trouble:** Students will learn how to de-escalate situations and remove themselves from potentially dangerous situations.
- **Report concerns:** We'll encourage students to tell a trusted adult, whether a teacher, parent, or the police, if they know anything about knife crime.

The Ben Kinsella Trust:

We'll be using materials from the Ben Kinsella Trust, a UK charity dedicated to reducing knife crime and its impact. The Trust has a range of resources specifically for young people and their parents.

Website: <https://benkinsella.org.uk/>

Knife Crime explainer video: Search for "The Ben Kinsella Trust - Knife Crime" on YouTube.



•**The Ben Kinsella Trust:** As mentioned previously, this charity provides a wealth of information. Their website includes downloadable resources, explainer videos like "The Ben Kinsella Trust - Knife Crime" on YouTube, and a dedicated Parents' Guide: <https://benkinsella.org.uk/>

•**The Zacchaeus Trust:** This charity focuses on preventing violence and supporting those affected by it. They offer resources and information for parents and carers specifically related to knife crime, including guidance on talking to your child about the dangers: <https://www.onewestminster.org.uk/directory/11838>.

•**The Stephen Lawrence Charitable Trust:** While their primary focus is racial justice, the Trust also offers resources on youth violence, including knife crime. Their website may have helpful guides or articles for parents: <https://stephenlawrenceday.org/>.

•**The Murray Trust:** This charity supports victims of violent crime and their families. While not directly focused on knife crime prevention, their website may offer resources on coping with violence or supporting a loved one affected by it: <https://dgmt.co.za/>.



Grooming and Coercion

The internet and social media have become integral parts of young people's lives. While offering many benefits, these platforms also present potential risks, particularly from grooming and coercion. At The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe online and offline.



Understanding the Risks:

Students will learn about grooming and coercion:

- What it is:** Grooming involves building a relationship with a child or young person to gain their trust and eventually exploit them. Coercion is using threats or pressure to force someone to do something they don't want to do.
- How it happens:** Groomers can be strangers online or even people they know in person. They may use flattery, gifts, or promises to gain trust and manipulate victims.
- The dangers:** Grooming and coercion can lead to emotional abuse, online sexual exploitation, and even physical harm.

Empowering Safe Choices:

By understanding these risks, students will be better equipped to:

- Identify red flags:** Students will learn to recognise signs of grooming and coercion, such as excessive attention, requests for personal information, and pressure to keep secrets.
- Protect their privacy:** We'll teach them safe online practices, such as guarding personal information and being cautious about who they interact with online.
- Seek help:** Students will be encouraged to talk to a trusted adult, if they feel uncomfortable or unsafe online or offline.



•**The National Society for the Prevention of Cruelty to Children (NSPCC):** Provides specific advice for parents on how to talk to their children about online safety, including grooming and coercion: [NSPCC Online Safety](#)

•**The Lucy Faithfull Foundation:** Offers resources and information for parents on recognizing the signs of grooming and online safety: Lucy Faithfull Foundation <https://www.lucyfaithfull.org.uk/>

•**Childline:** Offers support and advice for young people on online safety and grooming. They have a helpline, online chat, and information specifically for young people: [Childline](#)

•**Thinkuknow:** Provides educational resources and advice for young people on a range of online safety topics, including grooming and sexting: [Thinkuknow](#)

•**The Internet Watch Foundation (IWF):** Provides information about the dangers of online grooming and how to report suspected abuse: [The Internet Watch Foundation](#)

**THE
LUCY FAITHFULL
FOUNDATION**

Working to protect children

County lines

County lines is a serious issue that can exploit young people and have devastating consequences. Here at The East Manchester Academy (TEMA), we believe it's crucial to equip Year 9 students with the knowledge and tools to stay safe.



Understanding County Lines:

County lines involves gangs exploiting young people to transport drugs and money across city borders. Students will learn about:

How it works: Gangs often target vulnerable young people, grooming them with promises of money or status. They may use violence or threats to control their victims.

- **The dangers:** Young people involved in county lines are at risk of physical harm, exploitation, and even criminal charges.
- **The signs:** Students will learn to recognise red flags, such as unexplained absences from school, new possessions, or secretive behaviour.

Empowering Safe Choices:

By understanding county lines, your child will be better equipped to:

- **Identify the risks:** Students will learn the tactics gangs use to recruit and control young people.
- **Develop assertive communication skills:** We'll teach them how to refuse pressure and say no to dangerous situations.
- **Seek help:** Students will be encouraged to report any concerns about county lines to a trusted adult, whether a teacher, parent, or the police.



•**The National Crime Agency (NCA):** Provides a dedicated webpage with information about county lines, including how to identify the signs and how to report it:

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

•**The Children's Society:** Offers support and resources for young people and families affected by exploitation, including county lines. While their website doesn't have a specific county lines section, their general resources can be helpful:

https://www.childrensociety.org.uk/?gad_source=1&gclid=Cj0KCQjw7ZO0BhDYARIsAFttkChwOIHCcAdQy_PsGkuVkd4qS1MoT-DCejXCeIjNjSMVEshpGzeSUaAmC3EALw_wcB

•**The Missing People charity:** Provides a confidential helpline and resources for families concerned about a missing child, which can be a scenario in county lines:

<https://www.missingpeople.org.uk/>

•**Fearless (UK):** A government website offering advice and support for young people on a range of issues, including exploitation: <https://www.fearless.org/>



Trapped

Here at The East Manchester Academy (TEMA), we're committed to equipping Year 9 students with the knowledge and tools to stay safe from exploitation. As part of this, we'll be using the powerful video "County Lines" from the Trapped campaign by Programme Challenger

([https://www.programmechallenger.co.uk/public/what we do/](https://www.programmechallenger.co.uk/public/what_we_d_o/)).



Why "Trapped" is a Great Teaching Tool:

- **Realistic Look:** "Trapped" shows county lines in a way that young people can relate to. It highlights the grooming tactics used and the dangers involved, sparking discussions and raising awareness.
- **Starting Conversations:** The video is a great way to get students talking openly. You can discuss the warning signs, offer support, and answer any questions they might have.

What students Learn:

Through "Trapped," students will gain a better understanding of:

- **Grooming Tricks:** How gangs lure young people into county lines with promises of cash, mates, or excitement.
- **The Dangers Involved:** The physical and emotional dangers young people face when exploited by county lines gangs.
- **Warning Signs to Look Out For:** Unexplained absences from school, changes in behaviour, new possessions, or secretive communication can be red flags.

Empowering students:

By watching "Trapped" and having a chat about it afterwards, students will be better equipped to:

- **Spot the Risks:** Recognise the tactics gangs use and avoid situations that could put them at risk.
- **Be More Assertive:** Learn to say no to pressure and make safe choices for themselves.
- **Seek Help:** Feel confident reaching out to a trusted adult, like a teacher, parent, or the police, if they feel pressured or unsafe.

TRAPPED?
Find a way out

 **Challenger** | Tackling serious and organised crime together

Children and vulnerable adults are being exploited to commit crime

Trapped? Find a way out



For more information and to watch our short films please visit
www.programmechallenger.co.uk/trapped

To report concerns
call the police on 101 or 999 in an emergency
or alternatively call Crimestoppers
on 0800 555 111



Watch our short film
#findawayout

Drug Trafficking

As part of our Year 9 personal development program, we will be covering drug trafficking. We understand this may seem like a complex topic, but open communication is crucial.



Why Drug Trafficking Matters:

Drug trafficking has a significant impact on individuals, families, and communities across the UK. Understanding this issue allows students to:

- **Be Informed:** They will learn about the dangers of illegal drugs and their impact on health, both physically and mentally.
- **Develop Critical Thinking:** Students will explore the reasons why people become involved in drug trafficking and the consequences they face.
- **Make Informed Choices:** By understanding the risks, students will be better equipped to resist peer pressure and choose to stay safe from drugs.

What Students Will Learn:

- **The Dangers of Drugs:** Students will learn about the different types of illegal drugs, their effects on the body and mind, and the potential for addiction.
- **The Impact of Drug Trafficking:** We will explore how drug trafficking can fuel violence, crime, and social problems in our communities.
- **Staying Safe:** Students will be encouraged to develop positive coping mechanisms and refusal skills to avoid drug use and involvement in drug-related activities.



Gangs:

- **The National Crime Agency (NCA):** Provides information about gangs, including how they operate and the risks they pose to young people: <https://www.nationalcrimeagency.gov.uk/>
- **The Youth Endowment Fund:** Offers resources and information on preventing youth violence, including gang involvement: <https://youthendowmentfund.org.uk/>
- **The Anti-Bullying Alliance:** While their focus is bullying, they have a section on gangs and how they can be linked to bullying: <https://anti-bullyingalliance.org.uk/>
- **The BBC - Gangs:** A BBC explainer article on gangs in the UK: <https://www.bbc.co.uk/news/topics/cldy5n6xy02t>

Drug Trafficking:

- **Talk To Frank:** This UK-based website provides factual, non-judgmental information about drugs, including the dangers of drug trafficking: <https://www.talktofrank.com/>
- **The National Crime Agency (NCA):** Offers information about drug trafficking, including the routes used and the impact on communities: <https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking>
- **The Home Office:** Provides information about the UK government's strategy to tackle drug trafficking: <https://publications.parliament.uk/pa/cm5804/cmselect/cmhaff/127/report.html>
- **Channel 4 - Drugs:** A Channel 4 documentary series exploring different aspects of the drug trade in the UK: <https://www.channel4.com/press/news/drugs-live-ecstasy-experiment>

Lesson 6- Life in Prison

We are committed to giving our students a well-rounded education that equips them to make good choices. As part of our Year 9 personal development program, we'll be exploring the realities of life in prison. While this might seem like a tough topic, understanding the consequences of crime can be a powerful deterrent.



Benefits of Understanding Life in Prison:

- **Making Good Choices:** By learning about the harsh realities of prison life, including limited freedom, strict routines, and potential violence, students will be less likely to get involved in risky or criminal behaviour.
- **Developing Empathy:** Exploring prison life fosters empathy for those caught in the criminal justice system. This encourages students to think about the consequences of their actions and the impact it has on others.
- **Informed Decisions:** Understanding the potential outcomes of bad choices allows students to make informed decisions that promote a safe and positive future.

What Students Will Learn:

- **The Reality Behind Bars:** Students will learn about the daily routines, limitations of freedom, and potential dangers faced by those incarcerated.
- **The Impact on Families:** We'll explore the emotional and financial strain prison can cause families, promoting responsible choices.
- **Alternatives to Crime:** Students will be encouraged to explore positive ways to deal with challenges and achieve success.



Open Communication at Home:

Discussing life in prison can be an opportunity for open communication between you and your child. Here's how you can get involved:

Reinforce Positive Values: Discuss the importance of honesty, respecting the law, and making responsible choices.

Explore Challenges: Talk about the challenges young people might face and positive strategies for coping with them.

Provide Support: Emphasise that you're there to support them and help them navigate life's difficulties.

Building a Brighter Future:

By understanding the realities of life in prison, students can make informed choices that contribute to a positive future. TEMA is committed to fostering responsible citizens, and your support in open communication is crucial.

Note:

We understand this topic may be sensitive for some families. If you have any concerns, please don't hesitate to contact the schools safeguarding team.

Half Term 2 – Sex and Relationship Education



Why is SRE Important for Year 9 Students?

The UK government recognises the importance of providing young people with the knowledge and skills they need to develop healthy relationships and make informed choices about their sexual health. SRE is a statutory requirement for all schools, ensuring that students have access to accurate and age-appropriate information.

- This term, Year 9 students will be exploring the following topics:
- **Healthy Intimate Relationships:** Understanding the qualities of healthy relationships, such as trust, respect, consent, and communication.
- **Relationship Diversity:** Exploring different types of relationships and understanding the importance of equality and diversity.
- **Communication in Healthy Intimate Relationships:** Learning how to communicate effectively, express feelings, and resolve conflicts peacefully.
- **Sex and Health:** Understanding the physical and emotional aspects of sex, including sexual pleasure and intimacy.
- **STIs:** Learning about sexually transmitted infections, how they are transmitted, and how to prevent them.
- **Contraception:** Exploring different contraceptive methods, their effectiveness, and how to access them.

Healthy Intimate Relationships



Why is it Important to Teach About Healthy Intimate Relationships?

Understanding the qualities of healthy intimate relationships is crucial for young people's emotional wellbeing and future relationships. By exploring topics such as consent, communication, and respect, students can develop the skills to build strong, positive, and fulfilling relationships.

What We Teach

•Emotional Intimacy:

- Building trust and emotional connection
- Sharing feelings and experiences
- Empathizing with others

•Physical Intimacy:

- Consent and boundaries
- Healthy touch and pleasure
- Safe sex practices

•Healthy Sexual Relationships:

- Communication and negotiation
- Respect and equality
- Consent and its importance

•Body Image and Self-Esteem:

- Positive body image
- Building self-confidence
- Challenging unrealistic beauty standards

•Abuse:

- Recognizing signs of abuse (physical, emotional, sexual)
- Knowing how to seek help and support

•Healthy Breakups:

- Dealing with heartbreak and disappointment
- Moving on and building new relationships



Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Relate: <https://www.relate.org.uk/>
- Childline: <https://www.childline.org.uk/>

Relationship Diversity



Why is it Important to Teach About Relationship Diversity?

Understanding the diversity of relationships is crucial for young people to develop empathy, respect, and tolerance for others. By exploring different types of relationships, students can challenge stereotypes, promote inclusivity, and build positive relationships with people from all walks of life.

What We Teach

- **Romantic Relationships:** Involving love, intimacy, and emotional connection.
- **Platonic Relationships:** Friendships and other non-romantic relationships.
- **Same-sex Relationships:** Romantic or intimate partnerships between people of the same gender.
- **Heterosexual Relationships:** Romantic or intimate partnerships between people of different genders.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **Stonewall:** <https://www.stonewall.org.uk/>
- **Mermaids:** <https://www.mermaidsuk.org.uk/>
- **Relate:** <https://www.relate.org.uk/>



Healthy Intimate Relationships



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Understanding the qualities of healthy intimate relationships is crucial for young people's emotional wellbeing and future relationships. By exploring topics such as consent, communication, and respect, students can develop the skills to build strong, positive, and fulfilling relationships.

What We Teach

•Non-verbal Communication:

- The importance of body language, facial expressions, and tone of voice in communication.
- Understanding and interpreting non-verbal cues.

•Needs vs. Wants:

- Differentiating between basic needs and personal desires.
- Balancing personal needs with the needs of others.

•Boundaries:

- Setting and respecting personal boundaries.
- Recognizing and respecting the boundaries of others.
- Communicating boundaries clearly and assertively.

•Consent:

- Understanding the meaning of consent and its importance in all relationships.
- Obtaining enthusiastic and ongoing consent.
- Respecting the right to say "no."

•Active Listening:

- Paying full attention to the speaker.
- Avoiding distractions and interrupting.
- Asking clarifying questions and reflecting on what has been said.

Signposting and Information Links

For more information, you can consult the following resources:

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Relate: <https://www.relate.org.uk/>
- Childline: <https://www.childline.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>

Healthy Sexual Behaviours



Why is it Important to Teach About Healthy Sexual Behaviours?

Teaching young people about healthy sexual behaviours is crucial for their physical, emotional, and social well-being. By understanding the importance of consent, communication, and safe sex practices, students can make informed decisions and protect themselves from harm.

What We Teach

•Pleasure within Sexual Relationships:

- Exploring the physical and emotional pleasure of sex.
- Understanding the importance of open communication about desires and preferences.
- The role of intimacy and trust in sexual relationships.

•Consent:

- The importance of enthusiastic and ongoing consent.
- How to ask for and give consent.
- Recognizing and respecting boundaries.

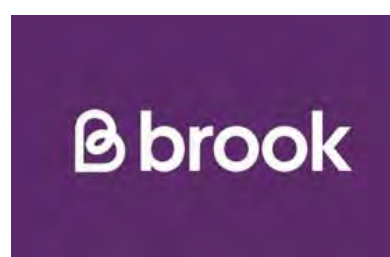
•Safe Sex Practices:

- Using condoms to prevent sexually transmitted infections (STIs) and unintended pregnancy.
- Understanding different types of contraception.
- Knowing how to access sexual health services.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- NHS: <https://www.nhs.uk/>
- FPA: <https://www.fpa.org.uk/>
- Brook: <https://www.brook.org.uk/>
- Terrence Higgins Trust: <https://www.tht.org.uk/>



Sexually Transmitted Infections



Understanding sexually transmitted infections (STIs) is essential for young people's sexual health. By learning about the different types of STIs, their symptoms, and how to prevent them, students can make informed decisions and protect themselves from harm.

- **What We Teach**

- **Bacterial STIs:**

- **Chlamydia:** Often asymptomatic, but can cause pain during urination, abnormal discharge, and pelvic inflammatory disease (PID) in women. Treated with antibiotics.
- **Gonorrhoea:** Similar symptoms to chlamydia, but can also lead to more severe complications, including infertility. Treated with antibiotics.
- **Syphilis:** Can cause sores, rashes, and, if left untreated, serious health problems, including damage to the brain and nervous system. Treated with antibiotics.

- **Viral STIs:**

- **HIV:** Weakens the immune system, making individuals more susceptible to infections. Treated with antiretroviral therapy (ART).
- **Herpes:** Causes painful sores on the genitals or mouth. There is no cure, but antiviral medication can help manage symptoms.
- **HPV (Human Papillomavirus):** Can cause genital warts and certain types of cancer, including cervical cancer. Vaccines are available to prevent HPV infection.

- **Parasitic STIs:**

- **Pubic Lice (Crabs):** Small insects that live in pubic hair and cause itching. Treated with medicated creams or shampoos.
- **Scabies:** Tiny mites that burrow into the skin, causing intense itching. Treated with topical creams or oral medication.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **NHS:** <https://www.nhs.uk/>
- **FPA:** <https://www.fpa.org.uk/>
- **Brook:** <https://www.brook.org.uk/>
- **Terrence Higgins Trust:** <https://www.tht.org.uk/>



Contraception



Understanding contraception is essential for young people to make informed decisions about their sexual health and future. By learning about the different types of contraception, their effectiveness, and how to access them, students can protect themselves from unintended pregnancies and sexually transmitted infections (STIs).

What We Teach

Hormonal Contraception:

- **Combined Pill:** Contains both oestrogen and progesterone hormones. Prevents ovulation, thickens cervical mucus, and thins the womb lining.
- **Progestogen-only Pill (Mini-pill):** Contains only progesterone hormone. Thickens cervical mucus and thins the womb lining.
- **Contraceptive Patch:** A small, adhesive patch that releases hormones into the bloodstream through the skin.
- **Contraceptive Injection:** A long-acting method that involves injecting hormones every 12 weeks.
- **Intrauterine Device (IUD):** A small, T-shaped device inserted into the womb to prevent pregnancy. Can be hormonal or non-hormonal.
- **Implant:** A small, flexible rod inserted under the skin of the upper arm that releases hormones to prevent pregnancy.

Barrier Methods:

- **Condoms (Male and Female):** Physical barriers that prevent sperm from entering the vagina. They are the only method that protects against STIs.
- **Diaphragm:** A dome-shaped barrier that covers the cervix. It must be used with spermicide.

Other Methods:

- **Natural Methods:** Rely on tracking fertility cycles to avoid intercourse during fertile periods. Less reliable than hormonal or barrier methods.

Signposting and Information Links

For more information, parents and teachers can consult the following resources:

- **NHS:** <https://www.nhs.uk/>
- **FPA:** <https://www.fpa.org.uk/>
- **Brook:** <https://www.brook.org.uk/>



Half Term 3 – Health and Wellbeing



Why is Continued Health and Wellbeing Education Important for Year 9?

As young people navigate the complexities of adolescence, their mental and emotional health becomes increasingly important. By continuing to provide comprehensive health and wellbeing education, we aim to equip Year 9 students with the knowledge and skills they need to:

Understand their emotions: Recognise and manage their feelings effectively.

Build resilience: Develop coping strategies to deal with stress and adversity.

Promote positive mental health: Learn how to maintain a healthy balance between their mental and physical health.

Seek help when needed: Know where to turn for support and advice.

What We Teach

This term, Year 9 students will explore the following topics:

- **Anxiety:** Understanding the symptoms, causes, and management strategies for anxiety.
- **Depression:** Recognising the signs of depression, the impact it can have on daily life, and seeking professional help.
- **Stress:** Identifying common stressors, coping mechanisms, and relaxation techniques.
- **Eating Disorders:** Learning about different types of eating disorders, their impact on physical and mental health, and seeking treatment.
- **Self-Harm:** Understanding the reasons behind self-harm and seeking help.
- **The Link Between Physical and Mental Wellbeing:** Exploring the connection between physical health, mental health, and overall wellbeing.

What is Anxiety



Why is it Important to Teach About Anxiety?

Anxiety is a common human emotion that everyone experiences to some degree. However, for some people, anxiety can become overwhelming and interfere with daily life. By teaching young people about anxiety, we can help them understand their feelings, develop healthy coping strategies, and seek help when needed.

What We Teach

•Understanding Anxiety:

- Defining anxiety and its different forms (e.g., generalised anxiety disorder, social anxiety, panic disorder)
- Exploring the normal range of anxiety and when it becomes problematic

•Physical Symptoms of Anxiety:

- Rapid heartbeat
- Sweating
- Difficulty breathing
- Muscle tension
- Upset stomach
- Fatigue

•Emotional Symptoms of Anxiety:

- Worry and excessive fear
- Difficulty concentrating
- Irritability
- Restlessness
- Feeling overwhelmed or "on edge"

•Coping Mechanisms:

- Relaxation Techniques:** Deep breathing, mindfulness, and meditation
- Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep
- Time Management:** Breaking down tasks into smaller, manageable steps
- Positive Thinking:** Challenging negative thoughts and replacing them with positive ones
- Seeking Support:** Talking to friends, family, or a mental health professional

What is Depression?



Why is it Important to Teach About Depression?

Depression is a common mental health condition that can affect anyone, regardless of age or background. By understanding the signs and symptoms of depression, young people can recognise when they or someone they know may need help

What We Teach

Understanding Depression:

- Defining depression as a serious mental health condition characterised by persistent sadness, hopelessness, and a loss of interest in activities.
- Exploring the different types of depression, including major depressive disorder, persistent depressive disorder (dysthymia), and bipolar disorder.

Physical Symptoms of Depression:

- Fatigue and low energy
- Changes in appetite (increased or decreased)
- Sleep disturbances (insomnia or hypersomnia)
- Physical aches and pains

Emotional Symptoms of Depression:

- Persistent sadness or low mood
- Feelings of hopelessness, worthlessness, or guilt
- Loss of interest or pleasure in activities
- Difficulty concentrating, remembering, or making decisions
- Irritability
- Suicidal thoughts or attempts

Cognitive Symptoms of Depression:

- Negative thinking patterns
- Difficulty making decisions
- Pessimism

Seeking Help:

- Encouraging students to reach out to a trusted adult, such as a parent, teacher, or counsellor.
- Providing information about mental health services and helplines, such as Mind, Samaritans, and Young Minds.

What is Stress?

Why is it Important to Teach About Stress?

Stress is a common human experience, and understanding how to manage it is crucial for overall well-being. By learning about the causes, symptoms, and coping strategies for stress, young people can develop healthy habits to reduce stress and improve their quality of life.



What We Teach

Understanding Stress:

- Defining stress as a natural response to pressure or challenges.
- Exploring the body's "fight or flight" response to stress.

Common Causes of Stress:

- Academic pressures
- Family issues
- Social situations
- Life changes (e.g., moving, starting a new school)

Physical Symptoms of Stress:

- Headaches
- Muscle tension
- Fatigue
- Upset stomach
- Changes in appetite or sleep patterns

Emotional Symptoms of Stress:

- Irritability
- Anxiety
- Difficulty concentrating
- Feeling overwhelmed or hopeless

Coping Strategies:

- **Healthy Lifestyle Habits:** Regular exercise, a balanced diet, and sufficient sleep
- **Relaxation Techniques:** Deep breathing, mindfulness, and meditation
- **Time Management:** Prioritizing tasks and setting realistic goals
- **Stress-Relief Activities:** Hobbies, spending time with loved ones, and engaging in creative pursuits
- **Seeking Support:** Talking to friends, family, or a mental health professional

What is an Eating Disorder?



Why is it Important to Teach About Eating Disorders?

Eating disorders are serious mental health conditions that can have significant physical and emotional consequences. By understanding the signs and symptoms of eating disorders, young people can recognise when they or someone they know may need help.

What We Teach

•Understanding Eating Disorders:

- Defining eating disorders as serious mental health conditions that involve unhealthy eating habits and distorted body image.
- Exploring different types of eating disorders, including anorexia nervosa, bulimia nervosa, binge-eating disorder, and other specified feeding or eating disorder (OSFED).

•The Cycle of an Eating Disorder:

- Restrictive eating or purging behaviours
- Feelings of guilt, shame, or anxiety
- A distorted body image and negative self-talk

•Physical Symptoms of Eating Disorders:

- Weight loss or gain
- Fatigue
- Digestive problems
- Hair loss
- Irregular periods
- Weakened immune system

•Emotional Symptoms of Eating Disorders:

- Low self-esteem
- Anxiety and depression
- Social withdrawal
- Perfectionism

What is Self-Harm?



Why is it Important to Teach About Self-Harm?

Understanding self-harm can help young people recognise the signs and seek help when needed. By learning about the reasons behind self-harm and the available support, we can encourage open conversations and reduce the stigma surrounding this issue.

What We Teach

• Understanding Self-Harm:

- Defining self-harm as intentionally injuring oneself, often as a way to cope with intense emotional pain.
- Exploring common methods of self-harm, such as cutting, burning, overdosing, or hitting oneself.

• Reasons for Self-Harm:

- Emotional distress and pain
- Difficulty coping with emotions
- Feeling overwhelmed or hopeless
- Seeking relief from emotional pain
- A way to express emotions that feel too difficult to communicate verbally
- A coping mechanism for trauma or abuse

• The Impact of Self-Harm:

- Physical injuries, including scars, infections, and nerve damage
- Emotional distress, such as anxiety, depression, and low self-esteem
- Difficulty forming and maintaining relationships
- Increased risk of suicide

• Seeking Help:

- Encouraging open communication with trusted adults, such as parents, teachers, or counsellors.
- Providing information about mental health services and helplines, such as Mind, Samaritans, and Young Minds.
- Emphasising the importance of seeking professional help to address underlying emotional issues and develop healthier coping mechanisms

What is the link between physical and mental wellbeing?



Why is it Important to Teach About the Link Between Physical and Mental Wellbeing?

Understanding the connection between physical and mental health is crucial for overall well-being. By exploring this link, young people can learn how to take care of both their bodies and minds.

What We Teach

The Mind-Body Connection:

- The bidirectional relationship between physical and mental health, meaning that they influence each other.
- How physical health can impact mental health:
 - Regular exercise can boost mood, reduce stress, and improve sleep.
 - A balanced diet can provide essential nutrients for brain health.
 - Adequate sleep can enhance cognitive function, emotional regulation, and overall well-being.
- How mental health can impact physical health:
 - Chronic stress can weaken the immune system, leading to increased susceptibility to illness.
 - Anxiety and depression can manifest in physical symptoms, such as headaches, stomach-aches, and fatigue.

The Importance of Physical Activity:

- The benefits of different types of physical activity, including aerobic exercise, strength training, and flexibility exercises.
- The impact of physical activity on mood, energy levels, and self-esteem.

The Impact of Diet on Mental Health:

- The role of nutrients like omega-3 fatty acids, vitamins, and minerals in brain health.
- The effects of a poor diet on mood, concentration, and energy levels.
- The importance of hydration for cognitive function and overall well-being.

The Role of Sleep:

- The optimal amount of sleep for different age groups.
- The impact of sleep deprivation on mood, concentration, and decision-making.
- Tips for improving sleep hygiene, such as establishing a regular sleep schedule, creating a relaxing bedtime routine, and avoiding screens before bed.

Stress Management Techniques:

- Mindfulness and meditation techniques to reduce stress and anxiety.
- Progressive muscle relaxation to relieve tension and improve sleep.
- Deep breathing exercises to calm the nervous system and reduce stress.
- Time management techniques to reduce feelings of overwhelm.
- Social support and seeking help from trusted individuals.