

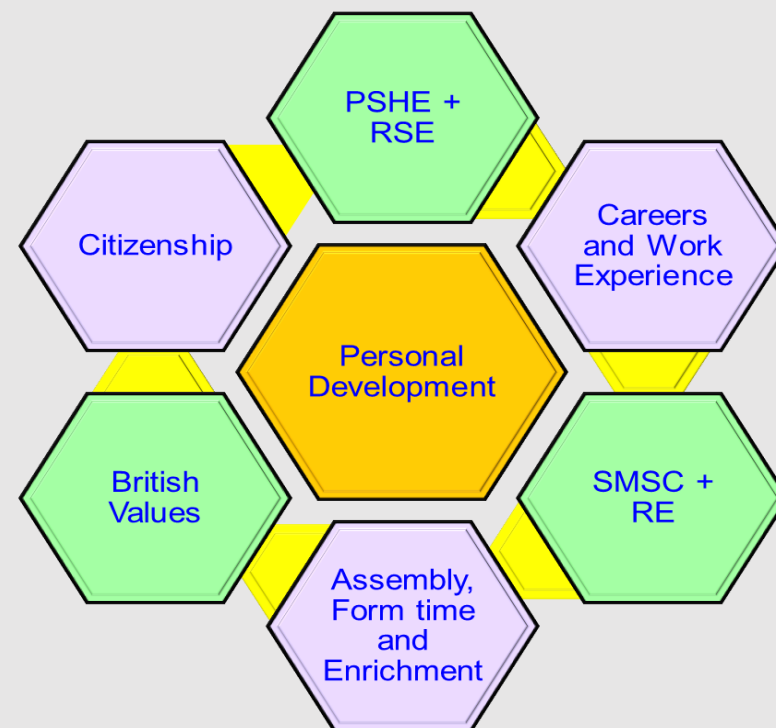
Welcome to Health and Wellbeing

***Personal Development
Thornden School
Safeguarding
Curriculum***

Focusing on Personal Development

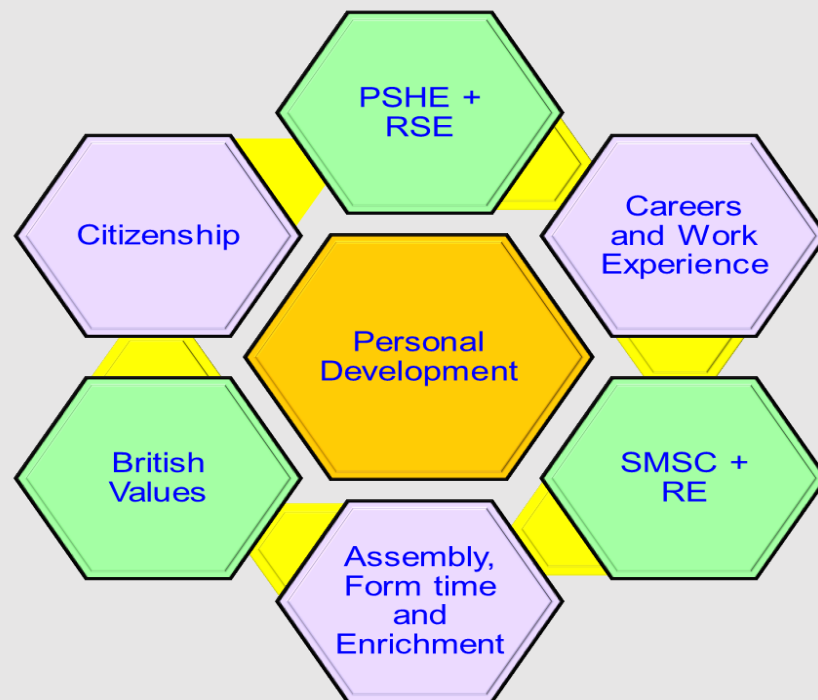
You may hear the term 'Personal Development' used in quite a few subjects. Personal Development is an umbrella term for how we develop our personal qualities and attributes throughout school.

Remember – school isn't just about improving your academic ability; it is about you becoming a well rounded and responsible young adult. It supports your wellbeing; helps you understand the world around you and prepares you for life after Thornden.



Why Do We Learn Health and Wellbeing at School?

At Thornden School we teach Health and Wellbeing education empowers students to understand and manage the physical, emotional, and mental challenges they may face during adolescence and beyond. It promotes informed decision-making around lifestyle choices such as sleep, nutrition, physical activity, and managing stress. Students explore the importance of mental health, how to develop resilience, and how to access support when needed. The topic also helps students identify and respond to unhealthy behaviours, including addiction and risk-taking. Health and Wellbeing education supports students' ability to thrive in school and life, builds self-awareness, and plays a vital role in safeguarding by encouraging proactive, healthy habits and a positive sense of self.



Year 11 Spring 2 – Health and Wellbeing: Knowledge Check

Theme: Neurodiversity, Personal Safety, Sugar & Processed Foods, Suicide Prevention, Virginity Testing & Hymenoplasty

1. On a scale of 1 to 5, how confident do you feel that you can explain what neurodiversity means and why it's important to recognise it in others and ourselves?
2. On a scale of 1 to 5, how confident do you feel that you can identify key ways to stay personally safe when out in public or unfamiliar environments?
3. On a scale of 1 to 5, how confident do you feel that you can describe the health risks associated with excessive sugar and processed food consumption?
4. On a scale of 1 to 5, how confident do you feel that you can recognise signs that someone may be at risk of suicide and how to respond supportively?
5. On a scale of 1 to 5, how confident do you feel that you can identify myths and facts about suicide and understand its link to mental health conditions such as depression?
6. On a scale of 1 to 5, how confident do you feel that you can explain what virginity testing and hymenoplasty are, and why these practices are illegal and harmful?
7. On a scale of 1 to 5, how confident do you feel that you can analyse how cultural and patriarchal norms can contribute to gender-based abuse and discrimination?
8. On a scale of 1 to 5, how confident do you feel that you can explain how societal and media messages can shape harmful expectations around gender and sexuality?
9. On a scale of 1 to 5, how confident do you feel that you can identify where and how to access help and support for mental health or safety concerns?
10. On a scale of 1 to 5, how confident do you feel that you can explain how to challenge discrimination and support a culture of safety, equality, and respect?

Spring 2 - Yr11 Health and Wellbeing Knowledge Check

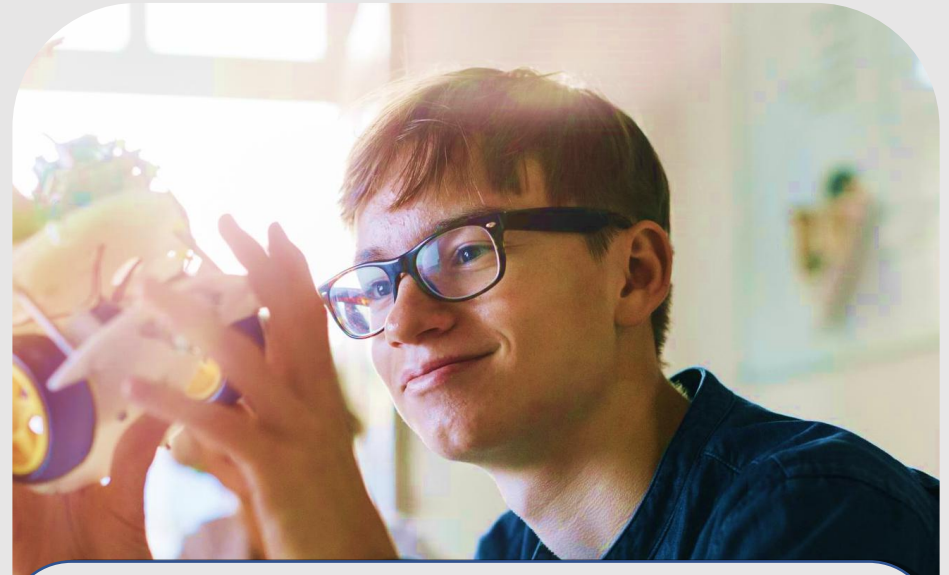


Do Now

Neurodiversity explored and explained

Tom has been told by a doctor that he has ADHD (attention deficit hyperactivity disorder). He has decided he doesn't want anyone to know. Tom's mom disagrees and thinks his school should know, so they can provide better support for him. Tom's mom tells him, 'neurodiversity is nothing to hide.'

Discuss: What does Tom's mom mean by this?



Why do you think Tom wanted to keep his diagnosis a secret?

*CLUES: stigma difference
labelling*

Learning outcomes:

Identify and articulate a range of new vocabulary which help us recognise and celebrate our differences.

Describe the differing opinions behind the concept of neurodiversity. Explain how the concept of neurodiversity is used to dispel unhelpful ideas about 'fixing' people.

Neurodiversity:

The range of differences in individual brain function and behavioural traits, regarded as part of normal variation in the human population.



Watch the clip and answer the questions in your booklet. We'll go through the answers together afterwards.

<https://www.youtube.com/watch?v=b3rj9nUv0Qg>

What do all types of brain have?

Explain what we mean by a 'neurotypical' brain.

Explain what we mean by a 'neurodivergent' brain.

Why don't neurodivergent people always find the world so easy to navigate?

How might pretending to be something that they're not affect a neurodivergent person?

Is any way of seeing the world better or worse than another?





What do all types of brain have?

Natural differences.

Explain what we mean by a 'neurotypical' brain.

The majority of people – they experience the world in a similar way.

Explain what we mean by a 'neurodivergent' brain.

Non-typical brains, such as those of people with autism, ADHD, dyslexia.

Why don't neurodivergent people always find the world so easy to navigate?

The world wasn't made for their type of brain.

How might pretending to be something that they're not affect a neurodivergent person?

The might find it exhausting and it makes them unhappy.

Is any way of seeing the world better or worse than another?

No – (although from a neurodivergent person's perspective, life could be harder).

What kind of conditions are we talking about when we speak of a neurodivergent brain? As a class, we'll now see if we decide which statement goes to which side ie Neurotypical or Neurodivergent.

Arachnophobia

Anger issues

neurotypical brain

neurodivergent brain

Dyslexia

Dyscalculia

Dyspraxia

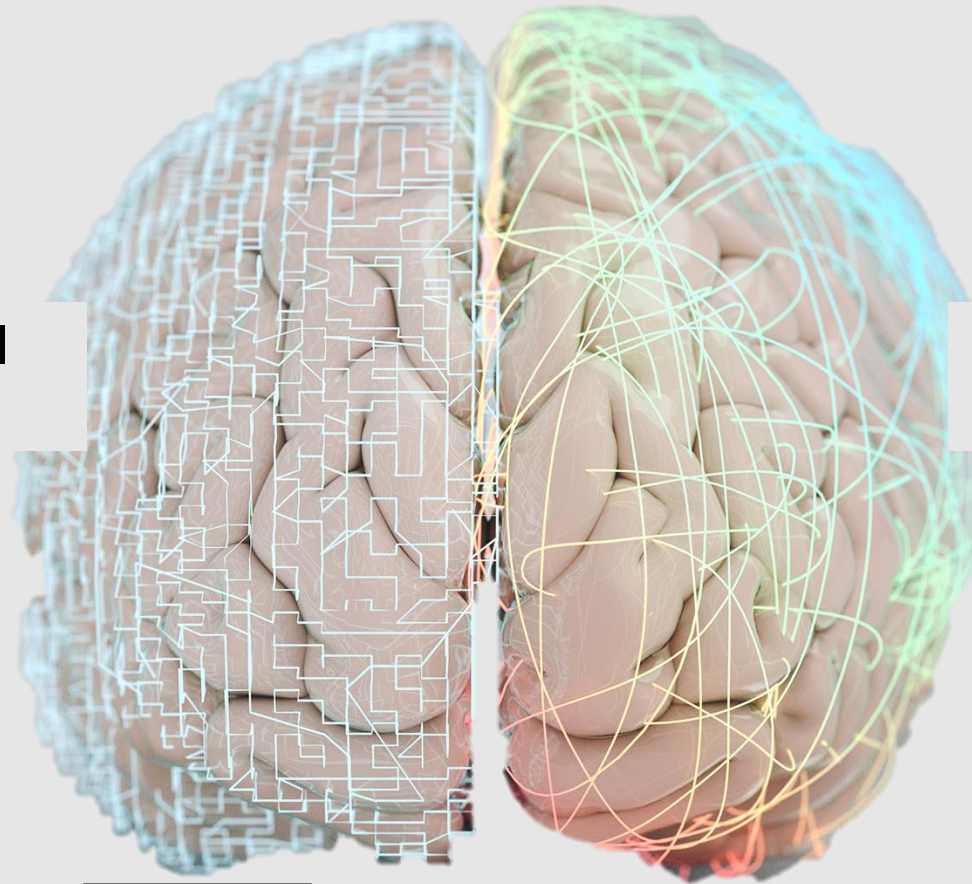
Autism

ADHD

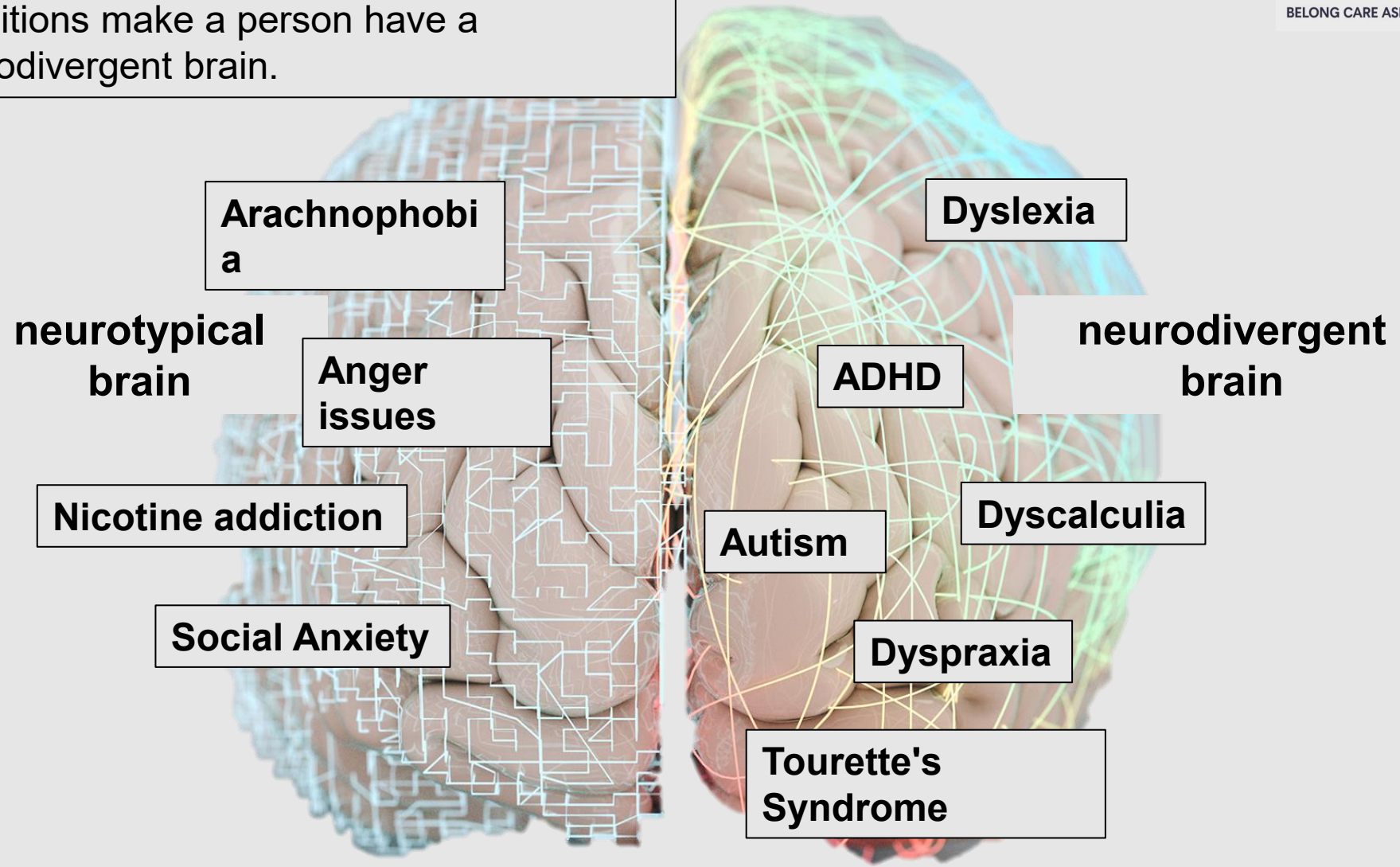
Nicotine addiction

Tourette's Syndrome

Social Anxiety



All of our brains are different to an extent, but **usually** when we speak about the conditions on the left, we don't say these conditions make a person have a neurodivergent brain.



Neurodiversity explored and explained

Useful helplines and charities:

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject. Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

[SANE](#). National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

[Mental Health Foundation](#). Information and support for anyone with mental health problems or learning disabilities.



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know

How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone

If anything in today's lesson has affected you, or you want to talk to someone, there is help available.



Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>

Kooth – <https://www.kooth.com>

Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.

Wellbeing Team and School Nurse

Report a Concern on Satchel

Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>

Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.

Headspace – Meditation and stress relief.

Clear Fear – Manage anxiety (designed for young people)

MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –

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

NHS Live Well – Eating Disorders –

<https://www.nhs.uk/mental-health/conditions/eating-disorders/>