## NCFE Level 1 Certificate in Wellbeing Curriculum Map

|  | | **Autumn 1**  **Personal Safety** | **Autumn 2**  **Healthy Eating** | **Spring 1**  **Substance Misuse** | **Spring 2**  **Alcohol Awareness** | **Summer 1**  **Stress Management** |
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| Learning outcomes/ composite knowledge:  Pupils will be able to… | | To develop an awareness of personal safety, to understand risks and individual may encounter and how to resolve conflict | To develop an understanding of what a healthy, balanced diet looks like and learn the associated health benefits from eating/drinking well | Students will learn the indicators of substance misuse support pathways and address stereotypes around substance misuse | To develop an understanding of the harmful psychological and physiological effects of alcohol abuse, associated health implications and the support routes available | To learn about the positive and negative symptoms of stress, strategies for supporting stress and the associated health implications 1 |
| Knowledge Components | Declarative knowledge  (know what) | I know how personal experience, background and media exposure can impact individuals fear of crime  I know what government initiatives are currently active to reduce fear of crime  I know what initiatives my community has to reduce fear of crime  I know how situations and actions can increase or decrease personal safety  I know how to minimise risk to my personal safety and possessions  I know strategies to diffuse conflict  I know how to report and record incidents in school, the community and my personal life  I know how learning from experience can improve my personal safety | I know what is meant by a balanced diet  I know the health effects of not eating a balanced diet  I know ways that food can contribute to keeping healthy  I know the recommended daily fluid intake to stay healthy  I know dehydration can negatively impact the health and wellbeing of an individual  I know how dehydration affects the brain | I know why individuals use substances, including factors from a person's background  I know the difference between legal, Class A, Class B and Class C substances and know examples of each  I know the difference between stimulant, depressant and hallucinogenic substances  I know the signs and symptoms which may indicate substance misuse  I know the harmful effects of substance misuse on individuals and society  I know where individuals can access support and advice for substance misuse  I know the impact of stereotyping individuals who misuse substances  I know how media reporting can affect people's perceptions of substance misuse  I know how society can respond to substance misuse | I know the unit strength of 4 different alcoholic drinks  I know the suggested daily/weekly unit intake for men and women  I know reasons why individuals may misuse alcohol  I know the difference between psychological and physical effects of substance misuse  I know how alcohol misuse can affect family, friends and society  I know how alcohol misuse can impact nutrition, the liver, the heart, mental health and sexual health  I know the effects of withdrawing from alcohol  I know where individuals can access support for alcohol abuse | I know the purpose of stress on the body and how it can be useful  I know the harmful short term and long term effects of stress  I know the different causes of stress  I know why stress can vary between different people  I know the symptoms of stress  I know how stress changes behaviour (positively and negatively)  I know the difference between helpful and harmful strategies to cope with stress  I know the benefits of using healthy strategies to support with stress  I know how to get support for myself or others who are experiencing stress |
| Procedural knowledge  (know how) | I can explain reasons why fear of crime varies for different individuals  I can read statistics from bar charts, pie charts and graphs relating to local and national crime statistics  I can identify situations and actions which put personal safety and possessions at risk in a range of different circumstances  I can identify actions to minimise risk to my personal safety and personal possessions  I can demonstrate conflict resolution skills and outline techniques to reduce conflict in a range of scenarios  I can identify responses to conflict that may escalate a situation  I can explain different processes to report incidents depending on the severity, situation and environment  I can identify where to seek support in school if I have concerns/questions about personal safety and crime | I can describe ways to inform individuals to eat a balanced diet  I can explain how the Eatwell model and traffic light nutritional information can support individuals to make healthy choices  I can create a balanced meal plan using my knowledge of food groups  I can outline ways that individuals can drink enough to stay healthy  I can identify the signs and symptoms of not drinking enough  I can embed healthy eating and drinking strategies into my own life to maintain my health and wellbeing  I can identify where to seek support in school if I have concerns/questions about my diet and health | I can understand how upbringing, mental health, environment and trauma can trigger a person to use substance misuse  I can categorise a range of substances which are misused  I can outline how some signs and symptoms of substance misuse may be misleading  I can explain the consequence of misusing substances and how this can impact individuals, their family/friends and society  I can identify local and national services which can help with substance misuse  I can identify apps, helplines and support groups for individuals needing help with substance misuse  I can identify where to seek support in school if I have concerns/questions about substance misuse  I can empathetically understand the impact of negative stereotyping on individuals who misuse substances  I can name different media sources and explain how these contribute to people’s perceptions of substance misuse  I can identify different sources to gain insight into the extent of substance misuse in society  I can differentiate between how society can respond to substance misuse in terms of education, treatment, control and policy | I can explain how the signs and symptoms of alcohol consumption can vary depending on weight, age or medical condition  I can describe how background, medical history, mental health and environment may impact a person's alcohol consumption  I can determine the short term and long term psychological side effects of alcohol misuse  I can determine the short term and long term physical side effects of substance misuse  I can explain how alcohol misuse affects individuals differently in relation to family, friends and society  I can describe ways alcohol misuse can affect the major organs in the body  I can identify early symptoms of alcohol withdrawal, and differentiate these between short term and long term alcohol consumption  I can identify local and national services which can help with substance misuse  I can identify where to seek support in school if I have concerns/questions about alcohol misuse  I can identify apps, helplines and support groups for individuals needing help with alcohol misuse | I can identify the different types of stress and recognise situations for myself and others where these are applicable  I can recognise early and long term symptoms of stress in myself and others  I can identify triggers of stress in my own life and for others  I can understand that stress is different for everybody and that each individual person needs a different level of support  I can outline different ways that people respond to stress, making reference to emotion, behaviour and physical health  I can identify harmful ways to respond to stress and recognise this in myself and others  I can identify helpful ways to respond to my own stress and the stress of those around me  I can describe early warning signs of stress in myself and others  I can apply the fight, flight, freeze model to situations around me  I can identify where to seek support in school if I have concerns/questions about stress and mental health |
| National Curriculum reference | | Links to PSHE curriculum: health and safety, crime and punishment, drugs and alcohol, racism, homophobia, mental health and wellbeing, relationships, democracy and law  This unit is from the NCFE Level 1 certificate in Wellbeing | Links to PSHE curriculum: healthy lifestyles, good and nutrition, keeping myself healthy  This unit is from the NCFE Level 1 certificate in Wellbeing | Links to PSHE curriculum: prejudice and discrimination, health and puberty, drugs and alcohol, mental health and wellbeing, employability, relationships, British values.  This unit is from the NCFE Level 1 certificate in Wellbeing | Links to PSHE curriculum: bullying, prejudice and discrimination, health and puberty, drugs and alcohol, sexual health, mental health and wellbeing, employability, relationships.  This unit is from the NCFE Level 1 certificate in Wellbeing | Links to PSHE curriculum: mental health and wellbeing, relationships, bullying and cyberbullying, health and puberty, sexual health, employability,  This unit is from the NCFE Level 1 certificate in Wellbeing |
| Common misconceptions | | You have to be careless to be victim of crime  Only poor people or people from disadvantaged areas get involved in crime  It is not my responsibility to report a crime if it’s nothing to do with me | Only girls get eating disorders  You can only eat salad to be healthy  You only need to eat healthy if you are overweight | Caffeine and food are not substances which can be misused  People using substances are dangerous criminals  You won’t get into real trouble if you are caught with substances | Alcoholics can never recover and never get back into work  It is obvious when somebody is misusing alcohol  You can only drink alcohol from the age of 18 | Stress is only bad for the body  Only people in high powered jobs can get stressed at work  It is weak to show signs of stress |
| Exemplar Composite Task(s) | | Starter: Vocabulary check - choose the correct definition of the key vocabulary from the two options  Task: Annotate the scenario with techniques which can be used to resolve conflict  Task: Create a report which identifies government and community actions which may reduce the fear of crime  Plenary: Watch a hazard perception video and identify risks  Deepening knowledge: Create a storyboard for a new advert for television, outlining a possible risk, the consequence and steps to reduce this from happening. Research relevant statistics and write a narration for the advert. | Starter: Organise foods into hydrating and non-hydrating foods  Task: Read/watch the scenarios and complete the worksheet giving examples of the signs and symptoms of not drinking enough  Task: Create an information booklet outlining what is meant by a balanced diet and ways individuals can maintain a balanced diet  Plenary: Quiz placing foods into their correct food groups  Deepening knowledge: Redesign an unbalanced breakfast, dinner and tea meal plan using your knowledge of healthy eating, the Eatwell model, nutrition and food groups. | Starter: Crossword challenge using key vocabulary and definitions  Task: Q&A/discussion around how stereotyping can affect substance misusers  Task: Annotate the news articles to outline how media reporting affects people's perceptions of substance misuse  Plenary: Revisit word map and purple pen additional learning  Deepening knowledge: Write a detailed letter as the local MP, informing local residents about the problems relating to substance misuse in their local community. Give suggestions on how you will respond and what positive effect this will have on individuals. | Starter: Watch the video on the side effects of alcohol consumption and fill in the missing gaps on the worksheet  Task: Label the strength of alcoholic drinks by obtaining information from the drink’s bottles  Task: Create a poster or give a written answer listing way in which alcohol misuse can impact health, giving examples for the heart, liver, nutrition, sexual health and mental health  Plenary: Kahoot quiz identifying differences between psychological and physical side effects  Deepening knowledge: Describe the symptoms of alcohol withdrawal by putting them into chronological order: stage 1, stage 2 and stage 3 | Starter: Keywords starter challenge  Task: On the ‘stressor scale’ worksheet, add examples of situations that trigger your own stress  Task: Design a leaflet to advise when people may need additional support for stress management and where they could go for support and advice  Plenary: Discussion/Q&A about how stress is displayed for different people (using video clips)  Deepening knowledge: Create a poster for a school setting about the flight, fight, freeze response, with examples of how this changes behaviour. Make links to key vocabulary: functioning, hypothalamus and cortisol. |