



## Subject Overview

### Wellbeing

#### Vision (intent)

The Wellbeing Curriculum at Sonning has been designed to teach children the tools to cope and thrive in life. Wellbeing is a prerequisite of academic excellence and the premium we place on pastoral care, pupil wellbeing and excellent relations with parents is integral to who we are.

#### Curriculum (implementation)



EYFS Acorn	Year 1 Beech	Year 2 Chestnut	Year 3 Fir	Year 4 Holly	Year 5 Maple	Year 6 Oak
Playfulness and Outdoor Play	Creativity	Emotional Awareness and Self-Regulation	Understanding your brain <small>Two Brains are Better than One: Integrating the Left and Right Brain.</small>	Growth Mindset <small>Fixed vs. Growth Mindset</small>	Cognitive Behavioural Therapy – Thoughts and Feelings	Healthy Coping Skills / Toolbox
Sensory and Heuristic Play	Unrushing and Stillness	The Five Steps of Self-Regulation	Understanding your brain <small>Building the Staircase of the Mind: Integrating the Upstairs and Downstairs Brain.</small>	Growth Mindset <small>Change your Mindset!</small>	Cognitive Behavioural Therapy – Actions and Problem Solving	Resilience and coping with change <b>SMART MOVES</b>
<b>Wellbeing Task</b>						
Yoga	Breathing Relaxation Techniques <small>(Create Glitter Sensory Bottles)</small>	Creating a Breathing Stick	Adventuring Together	Having a Laugh!	Contemplative Walk	Relaxation Techniques

*'Building Strong Foundations for the Years Ahead'*

#### Curriculum structure

The Curriculum is structured to provide children with the opportunity to learn a wide range of skills across a range of well-researched areas into Wellbeing. Each year group has bespoke units which are placed either to compliment PSHCE lessons or as a stand-alone unit.

Each year group also has a Wellbeing Task which has been designed to teach children coping skills such as breathing techniques, getting outdoors, yoga and relaxation techniques.

Modules of learning provide a clear outline of the knowledge, skills, understanding and vocabulary embedded within each bespoke unit.

## Lesson delivery (Pedagogy)

Lessons are delivered as a whole class either as part of the PSHCE curriculum or as a stand-alone unit. Children will be taught the academic background to their unit e.g. Cognitive Behavioural Therapy. They will then complete activities that are linked to the area of Wellbeing that they are studying. Throughout a longer module e.g. Growth Mindset, there are learning opportunities to apply skills learned with regular feedback from the teacher.

The Wellbeing Task enhances the learning by giving the class a chance to practice a particular skill e.g. Breathing Techniques or enjoy an event together, such as, Adventuring Together.

## Curriculum enhancement

The Wellbeing Curriculum is further enhanced through our partnerships.

APS events are planned which encourage pupils to develop skills such as mindfulness.

Village – The Wellbeing Curriculum enables children to develop in the ‘Five Ways of Wellbeing’ – Connect, Give, Take Notice, Keep Learning, Be Active. This can be seen in the many events such as Rounders, Scarecrow Trail, Regatta, Sunrise residential home.

Wellbeing Day

Children’s Mental Health Week

Relax Kids Coach – After School Club from Autumn Term 2019.

Yoga Lunchtime and After School Clubs

## Outcomes (Impact - How we measure and evaluate)

Each Year Group has its own outcome:

**EYFS:** To understand that play is an important part of their emotional, physical, social and cognitive development and is an essential element in their wellbeing (Ginsberg, 2007)

**Year 1:** To understand the importance of being still and that relaxation and mindfulness is a great life skill which will help as they grow through life and face difficulties.

**Year 2:** To have a broad emotional vocabulary, develop good emotional intelligence and improve self-regulation – the ability to manage thoughts and feelings – which are vital for our wellbeing.

**Year 3:** To understand how their brain works and how their brain can influence thinking and behaviour.

**Year 4:** To understand how their brain is malleable and how using a growth mindset can help at school and in our everyday lives.

**Year 5:** To understand the cognitive behavioural framework, to explore and test their cognitions and to learn alternative cognitive and behavioural skills.

**Year 6:** To acquire skills that build resilience and increase their chances of making a successful transition from primary to secondary school and supports them to become happy, thriving and resilient young adults.

- Pupil and Parent Questionnaires

## Partnerships



**Anna Freud**  
National Centre for  
Children and Families



The Charlie Waller Memorial Trust  
Depression – let's get talking



**Drawing  
and  
Talking**