

## OUR WELLBEING CURRICULUM AT THE WEALD

### A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

### Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school ‘*Respect, Responsibility, Love, Trust and Forgiveness*’, which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.

At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.



### How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of ‘key questions’ which build up children’s knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children’s development as lifelong learners and ensure individual talents are nurtured and celebrated.

### How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children’s books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

## Our Wellbeing Curriculum at The Weald

### Intent: Our Vision

We believe that positive wellbeing is something that children need to actively learn about throughout their time at The Weald. We aim to create learners who feel confident to be themselves and to fulfill their potential. During their time at The Weald, children will learn the skills to recognise, form and maintain positive relationships, preparing them for their future lives. Through outdoor experiences, engaging stories and collaborative discussion children can safely learn the importance of keeping themselves both physically and mentally healthy. Children who have developed emotional literacy and learnt strategies to recognise and manage their emotions are better prepared to face the challenges of life in modern Britain. By learning about rights and responsibilities, our children know how to be a member of a diverse society and how to contribute positively to their environment both locally and globally.

### Implementation: How we plan and teach for Wellbeing

Our Wellbeing Curriculum is taught through The Story Project; carefully choosing stories and innovative accompanying resources that enable teachers to develop their classes wellbeing alongside their literacy skills. At The Weald, Relationships and Health Education is taught as part of the school's Story Project Wellbeing curriculum. Over a two-year cycle, children study 12 carefully chosen books, which meet the statutory RHE objectives alongside our wellbeing objectives. Throughout the children's time at The Weald, learnt principles are applied and developed across the wider curriculum and in a variety of social contexts.

At the Weald, we follow the Church of England's approach to RHE and Sex Education, that everyone will be treated with dignity as all people are made in the image of God and loved equally by God. Throughout our Wellbeing curriculum, we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils.

To enhance and enrich our Wellbeing curriculum, we participate in a variety of whole school wellbeing days, including, diversity week, black history month and healthy school's week. Our Wellbeing Curriculum is promoted within the school community through collective worship, wellbeing newsletters and our open door policy.

### Impact: How we evaluate our learning in Wellbeing

The impact of our Wellbeing Curriculum is evident in the confidence our children demonstrate when expressing their emotions and managing their relationships. At the end of every story, the children complete a toolkit and reflect upon the learning that they have added to their well-being toolkit. We see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and both mentally and physically healthy reflect the impact of our Wellbeing Curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>School Events</b>	Black History Month (October)	CIN/World Kindness day Anti-Bullying Week	Internet Safety Day	Young Carers Action Day Red Nose Day	Healthy Eating Week (Physical and Mental Wellbeing Week)	World Oceans Day School Diversity Week
<b>Lower KS2 CYCLE A 2024/25</b>	Ossiri and The Bala Mengro (mental wellbeing, community, strategies for when things get challenging)	Faruq and the Wiri Wiri Tree (balanced eating, meal choices)	On a Magical do Nothing day (benefits of nature, respecting nature, games/hobbies, keeping safe)	Ruby's Worry (dealing with worries, self-care, loneliness)	The Hundred Dresses (friendship, bullying/cyberbullying)	No Money Day (decisions about spending, saving, borrowing, keep money safe)
<b>Lower KS2 CYCLE B 2025/26</b>	The Proudest Blue (Cultural heritage, respect, bullying and its impact)	This Moose Belongs to Me (friendships, rules and laws)	Penguin pig (online safety, making friends online, managing online bullying, information and data sharing)	The Tunnel (taking risks, dealing with dares, peer pressure, emergencies)	Mama Miti (sun safety, role models, respect)	The Grand Feelings Hotel (feelings and emotions)
<b>Upper KS2 CYCLE A 2024/25</b>	Ritu Weds Chadni (marriage and laws across the world, values and customs, traditions)	The boy who grew flowers (body image, self-esteem, bullying, inclusivity)	Ada's Violin (being part of a 'whole world community, self-esteem & enterprise)	Anne Frank (managing difficult situations, different types of family, stereotypes)	Year 5: Hair in Funny Places by Babette Cole (5) (SRE)	Year 5: Aaron Slater Illustrator (setting personal goals, overcoming barriers, careers)
<b>Upper KS2 CYCLE B 2025/26</b>	Mum and Dad Glue (family relationships, separation)	Harry Potter and The Half-Blood Prince (consent, peer pressure & drugs)	On the Tip of a Wave (human rights, UN Rights of the child, extremism)	The Colour Thief (mental health, mental illness, supporting mental health)	Year 6: Making a Baby (SRE)	Year 6: Finding My Voice (transition to secondary school)

**LOWER KEY STAGE TWO CYCLE A 2024/25**

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Ossiri and The Bala Mengro by Richard O'Neill and Katharine Quarmby</b> 1. I can tell you how nature benefits my mental wellbeing. 2. I can explain why it is important to respect the rights of all living things. 3. I can explain the importance of having a balance between online games and other hobbies 4. I can tell you how I can keep safe when I am outside. 5. I can tell you some strategies I have for managing disappointment.	<b>Faruq and the Wiri Wiri Tree</b> 1. I can explain how food contributes to a balanced lifestyle. 2. I can tell you some principles of planning and preparing a range of healthy meals. 3. I can make choices about the food I eat and I can tell you what affects the choices I make. 4. I can tell you how drinks contribute to a balanced lifestyle. 5. I can tell you what influences my goals and dreams for the future.	<b>On a Magical Do Nothing Day by Beatrice Alemagne</b> 1. I can tell you how nature benefits my mental wellbeing. 2. I can explain why it is important to respect the rights of all living things. 3. I can explain the importance of having a balance between online games and other hobbies 4. I can tell you how I can keep safe when I am outside. 5. I can tell you some strategies I have for managing disappointment.	<b>Ruby's Worry by Tom Percival</b> 1. I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice. 2. I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy. 3. I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems. 4. I can describe some simple self-care techniques I can use when I am feeling worried. 5. I can explain how children sometimes feel lonely and what children can do if they feel that way.	<b>The Hundred Dresses by Eleanor Estes</b> 1. I can tell you the characteristics of a good friend. 2. I can tell you some ways I can manage friendship problems. 3. I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. 4. I can tell you how bystanders can help prevent bullying. 5. I can tell you some ways that I can improve my friendships.	<b>No Money Day by Kate Milner</b> 1. I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. 2. I can tell you how money can affect people's emotions. 3. I can tell you some of the reasons people save or spend money. 4. I can tell you what 'borrowed' means and why people might borrow money. 5. I can tell you how to keep money and possessions safe.

**LOWER KEY STAGE TWO CYCLE B 2025/26**

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>The Proudest Blue by Ibtihaj Muhammad</b> 1. I can tell you about my cultural heritage. 2. I can tell you about ways my family and friends support me. 3. I can tell you how I show respect to people who have different beliefs to me. 4. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help. 5. I can tell you about the impact of bullying on mental wellbeing.	<b>This Moose Belongs to Me by Oliver Jeffers</b> 1. I can tell you how friends should treat each other. 2. I can politely say 'no' when I don't want to do something. 3. I can explain that friendships have ups and downs. 4. I can tell you some ways I can repair a damaged friendship. 5. I can explain how rules and laws protect me and others.	<b>Penguin Pig by Stuart Spendlow</b> 1. I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not. 2. I can tell you why it is important to treat people online the same as you treat people in person. 3. I can tell you some strategies for managing online bullying. 4. I can tell you how to critically consider sources of information. 5. I can tell you how information and data is shared and used online.	<b>The Tunnel by Anthony Browne</b> 1. I can tell you what a dare is and how dares make people feel. 2. I can use a 5 point scale to tell you how risky something is. 3. I can tell you what peer pressure is and how to resist anything that is dangerous, unhealthy, and uncomfortable or feels wrong. 4. I can tell you how taking risks can be a positive things and how this can build up my resilience. 5. I can tell you what I should do in an emergency situation.	<b>Mama Miti by Donna Jo Napoli</b> 1. I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. 2. I can tell you how serving others can help my wellbeing. 3. I can tell you what a role model is and who my role models are. 4. I can tell you about something I am passionate about. 5. I can tell you how to show respect for different languages and the benefits of speaking different languages.	<b>The Grand Hotel of Feelings by Lidia Brankovic</b> 1. I can tell you a range of feelings words and can explain when I have felt these feelings. 2. I can tell you why it is important to listen to our emotions. 3. I can describe examples of how people experience more than one feeling at a time 4. I understand how my feelings might change as I grow up. 5. I know what to do when my feelings are too big to handle by myself.

**UPPER KEY STAGE TWO CYCLE A 2024/25**

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Ritu Weds Chadni</b> 1. I can tell you why people choose to get married and some of the factors that go into that decision. 2. I can tell you about the laws related to marriage and how these may differ in other countries. 3. I can tell you about the different values and customs related to marriage in different countries and I can tell you how I show respect for different types of marriage. 4. I can tell you about traditions that are important to my family. 5. I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom.	<b>The Boy Who Grew Flowers by Jen Wojtowicz</b> 1. I can describe why it is important to respect my body and can tell you all the amazing things my can do and I can explain the term 'body image' and how my opinion of my body can affect my confidence. 2. I can explain how images in the media do not always reflect reality and can affect my body image 3. I can explain the term self-esteem and know strategies to help boost my self-esteem. 4. I can describe the effect that bullying can have on mental wellbeing. 5. I can think of ways to make my classroom more inclusive.	<b>Ada's Violin by Susan Hood</b> 1. I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. 2. I can tell you some ways I help to protect my world. 3. I can tell you what makes a good team. 4. I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation. 5. I can tell you what self-esteem means and some things that boost my self-esteem.	<b>Anne Frank The Diary of a Young Girl by Anne Frank</b> 1. I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. 2. I can tell you about a wide range of family arrangements and how these can benefit people. 3. I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive. 4. I can tell you some things that make me feel hopeful. 5. I can tell you the benefits of showing vulnerability.	Y5: <b>Hair in Funny Places by Babette Cole</b> 1. I can tell you the basic changes that happen during puberty. 2. I can tell you how my emotions will change during puberty. 3. I can explain that all people will experience puberty differently. 4. I can tell you how to get advice if I am unsure about anything relating to puberty. 5. I can tell you all the positive things about growing up. Y6: <b>Making a Baby by Rachel Greener</b> 1. I can use accurate language to describe how a baby is made. 2. I can explain that reproduction is adult and requires maturity and why there is a legal age to have sex. 3. I can tell you what happens between conception and birth. 4. I can tell you about the needs of newborn babies and what it is like to be a parent. 5. I can tell you what makes me, me!  *Please remember that parents have a right to withdraw from these lessons.	Y5: <b>Aaron Slater Illustrator</b> 1. I can set myself challenging goals. 2. I can identify what will help me achieve my goal and what will hold me back. 3. I can tell you some strategies that can help me overcome the things that might hold me back. 4. I can break goals down into smaller manageable steps. 5. I can tell you about a range of careers. Y6: <b>Finding my Voice by Aoife Dooley</b> 1. I can tell you how I feel about the transition to secondary school. 2. I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3. I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4. I can tell you my goals for my time at secondary school. 5. I can tell you my goals for beyond secondary school, including my career and other plans.

**UPPER KEY STAGE TWO CYCLE B 2025/26**

Unit	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	<b>Mum and Dad Glue by Kes Gray</b> 1. I can tell you some of the reasons why married or unmarried couple may choose to separate. 2. I am aware of some of the feelings associated with separation. 3. I can tell you some strategies for dealing with feelings related to separation. 4. I can tell you what an affirmation is and can write one for myself. 5. I can explain how I could help a friend who is experiencing a difficult situation.	<b>Harry Potter and the Half Blood Prince by J.K. Rowling</b> 1. I can tell you why consent and permission seeking are important in a relationship. 2. I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 3. I can explain why drugs/ alcohol affect everyone differently. 4. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol. 5. I can tell you how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol.	<b>On the Tip of a Wave</b> 1. I can tell you what human rights are and can tell you about the United Nations Declaration of the Rights of the Child. 2. I can tell you about some ways that people have stood up for their own or others human rights. 3. I can tell you how I can stand up for my own or others human rights. 4. I can challenge something I don't agree with. 5. I understand the term extremism and can recognise extremist behaviour.	<b>The Colour Thief</b> 1. I can tell you what mental health means and some ways people can look after their mental health and I can explain what mental illness means, and how this can vary in severity. 2. I can tell you how someone experiencing mental illness can get support and why it is better to get support early. 3. I can tell you some of the ways people with mental health problems are supported. 4. I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can describe the support available for someone living with and supporting someone with a mental illness. 5. I can tell you why it is important to show respect to all people including people experiencing mental illness.	Y5: <b>Hair in Funny Places by Babette Cole</b> 1. I can tell you the basic changes that happen during puberty. 2. I can tell you how my emotions will change during puberty. 3. I can explain that all people will experience puberty differently. 4. I can tell you how to get advice if I am unsure about anything relating to puberty. 5. I can tell you all the positive things about growing up. Y6: <b>Making a Baby by Rachel Greener</b> 1. I can use accurate language to describe how a baby is made. 2. I can explain that reproduction is adult and requires maturity and why there is a legal age to have sex. 3. I can tell you what happens between conception and birth. 4. I can tell you about the needs of newborn babies and what it is like to be a parent. 5. I can tell you what makes me, me!  <b>*Please remember that parents have a right to withdraw from these lessons.</b>	Y5: <b>Aaron Slater Illustrator</b> 1. I can set myself challenging goals. 2. I can identify what will help me achieve my goal and what will hold me back. 3. I can tell you some strategies that can help me overcome the things that might hold me back. 4. I can break goals down into smaller manageable steps. 5. I can tell you about a range of careers. Y6: <b>Finding my Voice by Aoife Dooley</b> 1. I can tell you how I feel about the transition to secondary school. 2. I can tell you some of the practical things I can do to help me manage the transition to secondary school. 3. I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. 4. I can tell you my goals for my time at secondary school. 5. I can tell you my goals for beyond secondary school, including my career and other plans.

**Progression within each of the wellbeing areas of the Wellbeing Curriculum**

Purple – Sex Education Objective – parental right to withdraw Green – Statutory Health Education Objectives Red – Statutory Relationships Objectives

	By the end of Year 2:	By the end of Year 4:	By the end of Year 6:
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<p><b>Physical and Sensory Wellbeing</b></p> <p><b>My physical and sensory wellbeing includes everything to with having a healthy and happy body.</b></p>	<p>I understand the importance of personal hygiene.</p> <p>I understand the importance of brushing my teeth in the morning and evening.</p> <p>I know and can label/ point to the different parts of the human body.</p> <p>I understand the difference between what I could do as a baby, what I can do now and what I will be able to do when I grow up.</p> <p>I understand the importance of sleep/ rest and the consequences of not getting enough sleep.</p> <p>I have some ideas for how to help myself when I feel fidgety. e.g. taking brain breaks, doing exercises before extended sitting, yoga etc.</p> <p>I understand how to keep myself safe on the roads.</p> <p>I know how to make a clear and efficient call to emergency services if necessary</p>	<p>I understand how some diseases are spread and can be controlled.</p> <p>I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. (Can be taught with PANTS)</p> <p>I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water.</p> <p>I understand the consequences of not making the right choices to live a healthy lifestyle. e.g. I will feel unwell, tired, lack of vitamins.</p> <p>I know that household products, including medicines, can be harmful if not used properly.</p> <p>I understand that humans and animals reproduce and have offspring. I know that baby offspring will grow into adults.</p>	<p>I know what is meant by the term habit and why habits can be hard to change.</p> <p>I go to the toilet in break and lunchtimes without prompting unless there is an emergency.</p> <p>I understand the term 'balanced lifestyle' e.g.. I know what foods I should have a lot of and what I should just have a little of.</p> <p>I understand the effects of legal drinks on my health e.g. energy drinks on my heart rate, sugary drinks on my teeth, caffeine on my energy levels etc.</p> <p>I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I understand the role of the doctor/ GP and why I might need to visit them. (Including: What are some of the common things a doctor may need to do, why and how it helps me; and I can manage any anxiety I may have around medical visits).</p>	<p>I know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>I can make choices about the food I eat and I can recognise what affects the choices I make e.g. taste, friends, media.</p> <p>I know the school rules about health and safety, basic first aid and how to get help in an emergency situation.</p> <p>I understand the basics of rail, water and fire safety.</p> <p>I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>I understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>I understand the effects that puberty will have on my hygiene and will start washing my body more often/ buying deodorant.</p> <p>I understand the term 'body image' and how my opinion of my body can affect my confidence.</p> <p>I understand that bodies come in all shapes and sizes and I can celebrate my body for how it is and the amazing things it can do.</p> <p>I understand that images in the media do not always reflect reality and can affect my body image.</p> <p>I know the key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.</p>	<p>I have learnt about sexual reproduction. I understand what sex is, why people have sex, the risks involved and how this is a healthy part of a loving relationship for people who are old enough. (More detail to be provided in SRE policy)</p> <p>I understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>I understand that drugs/ alcohol affect everyone differently.</p> <p>I can keep myself safe on the roads, including bikeability.</p>
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	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Social Wellbeing</b>  <b>My social wellbeing includes everything to do with having healthy and happy relationships and positive interactions with the people around me.</b>	<p>I understand that all families are different and that all deserve respect.</p> <p>I know how people choose and make friends.</p> <p>I understand the importance of permission-seeking.</p> <p>I have been shown a variety of games I can play in the playground and can choose to play them independently.</p> <p>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>I can say 'no' when I don't want to do something.</p> <p>I understand the word 'tell-tale' and understand the consequences of telling tales. e.g.. boy who cried wolf.</p> <p>I understand the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>	<p>I know that there are lots of different relationships in my family and how they are important to me.</p> <p>I know the characteristics of a good friend, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with difficulties.</p> <p>I recognise different types of teasing and bullying and have strategies to resist this/ know who to go to, to get help. I understand that sometimes bullying happens online.</p> <p>I understand the importance of self-respect and how this links to my own happiness.</p> <p>recognise what is fair/ unfair, right/ wrong and kind/ unkind.</p> <p>I can identify and respect what is similar and different between me and my friends.</p> <p>I can judge what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond. Including PANTS campaign.</p> <p>I know what to do if I feel unsafe in variety of situations.</p>	<p>I know what to do if a family member is making me feel unsafe or unhappy.</p> <p>I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know the difference between times where I need to get help with bullying/ friendship issues and when I should look for my own solutions.</p> <p>I understand the responsibility of bystanders to help prevent bullying.</p> <p>I know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>I can recognise and manage 'dares'.</p> <p>I understand that countries can speak different languages and the benefits of learning a language.</p> <p>I can offer constructive support and feedback to others e.g. through one star and a wish. I also understand how this can affect others feelings.</p>	<p>I understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>I am able to recognise who to trust and who not to trust and can judge when a friendship is making me feel unhappy or uncomfortable.</p> <p>I understand the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>I understand that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>I understand what is meant by the word 'confidential' and know when I should keep something confidential.</p>	<p>I understand that marriage and civil partnerships are a public demonstration of the commitment made by two people who love and care for each other and want to spend their lives together and are of the legal age to. I know that not all people in love have to get married. I understand that marriage is always a choice and a forced marriage is illegal.</p> <p>I understand that some marriages may break down and lead to a divorce. I am aware of some reasons for this and the feelings associated for families experiencing this.</p> <p>I can work collaboratively towards a shared goal.</p> <p>I know how to critically consider online friendships and sources of information including awareness of the risks associated with people I have never met.</p> <p>I know how information and data is shared and used online.</p>	<p>I have strategies to manage conflict situations and know how to seek help or advice from others, if needed.</p> <p>I understand that people can have different sexual orientations. I also understand that people can be discriminated in relation to this and I can challenge this.</p> <p>I understand the terms associated with sex and gender identity. I also understand that people can be discriminated in relation to this and I can challenge this.</p> <p>I know about, understand and accept a wide range of family arrangements.</p> <p>I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>I can give rich and constructive feedback. I understand how giving feedback also helps me.</p>

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Mental and Emotional Wellbeing</b>  <b>My mental and emotional wellbeing includes everything to do with keeping my brain happy and healthy.</b>	<p>I can recognise and express the feelings: scared, surprised, proud, excited.</p> <p>I understand that everyone experiences a range of emotions.</p> <p>I know how to judge what I am feeling and whether my behaviour is appropriate and proportionate.</p> <p>I understand that there are different levels of emotions and can act out the 5 point scale for basic emotions.</p> <p>I recognise what makes me individual.</p> <p>I can recognise and celebrate my strengths.</p> <p>I can teach someone else something I am good at.</p> <p>I understand the word perseverance and can tell you strategies that help me persevere.</p> <p>I understand the importance of giving my brain a rest and know some ways to relax.</p> <p>I understand what yoga is and how it helps me.</p> <p>I know the difference between showing I am proud and boasting.</p>	<p>I can recognise and express the feelings: bored, sleepy, confident, important.</p> <p>I understand the benefits of physical exercise on my mental wellbeing.</p> <p>I can tell you what strategies help me to calm down.</p> <p>I understand that everyone experiences negative emotions and experiencing these do not make me a bad person.</p> <p>I can set myself simple, but challenging goals.</p> <p>I can reflect and learn from my experiences and understand that mistakes are a part of learning.</p> <p>I know some strategies for dealing with times of change and loss including: moving house, losing toys, pets or friends.</p> <p>I understand the term 'mindfulness' and can build this into my day.</p>	<p>I can recognise and express the feelings: lonely, worried, positive, creative.</p> <p>I understand the benefits of community participation on my mental wellbeing.</p> <p>I recognise that I may experience conflicting emotions, and I know when I need to listen to or resist these.</p> <p>I understand that everyone experiences 'worries', but I need to get help if these become overwhelming. I know where I can get help.</p> <p>I understand how music can help me with my emotions.</p> <p>I understand the term growth mindset and how this can impact my learning.</p> <p>I can use a 5 point scale to tell you how hard I am finding the work and I have some strategies to use to help me when something is hard.</p> <p>I understand what a Young Carer is and know whether I am a young carer. I understand how this can affect people's wellbeing.</p>	<p>I can recognise and express the feelings: rage, grief, grateful, content, disappointment.</p> <p>I understand the benefits of time in nature on my mental wellbeing.</p> <p>I understand how my feelings/emotions might change during puberty.</p> <p>I am aware of a range of feelings words and understand that I can experience more than one feeling at a time.</p> <p>I understand the term peer pressure and I have the skills to resist anything that is dangerous, unhealthy, and uncomfortable or feels wrong.</p> <p>I understand who might pressure me and how to recognise this.</p> <p>I understand what is meant by the term risk and know when it is appropriate to take risks and how this can build up my resilience.</p> <p>I can use a 5 point scale to tell you how risky something is.</p>	<p>I can recognise and express the feelings: embarrassed, guilty, powerful, secure.</p> <p>I understand the effect that bullying can have on mental wellbeing.</p> <p>I can tell you how I regulate my feelings.</p> <p>I understand the term self-esteem and know strategies to help boost my self-esteem.</p> <p>I know what an affirmation is and can write one for myself.</p> <p>I can use the learning muscles independently.</p> <p>I have some simple self-care techniques to manage my wellbeing.</p> <p>I know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>I can recognise and express the feelings: Determined, vulnerable, hopeful, jealous.</p> <p>I have high aspirations for myself and can set myself challenging goals.</p> <p>I can break goals down into smaller manageable steps.</p> <p>I understand and can articulate how I feel about the transition to secondary school.</p> <p>I have some strategies that will help me to manage the transition to secondary school.</p> <p>I am able to manage any stress and anxiety I may feel about the SATs exams.</p>

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Environmental Wellbeing</b>  <b>My environmental wellbeing includes everything to do with ensuring the environment/ space I am in is happy and healthy. This includes my classroom, the wider school, my home, my community, my country and the world.</b>	<p>I understand the word community and know what communities I am part of.</p> <p>I understand the word 'borrowed and know how to return borrowed items.</p> <p>I understand what improves or harms my local, natural and built environments.</p> <p>I take responsibility for my school environment. Including toilets/ shared spaces.</p>	<p>I can nominate myself for the school council if I want to.</p> <p>I understand the role of the school council and how they can help me share my point of view.</p> <p>I understand that the school council has a similar function to the government for our country.</p> <p>I understand that all living things have rights and that everyone has a responsibility to respect those rights.</p>	<p>I am able to research, discuss and debate topics that are of interest to me.</p> <p>I understand how different groups can help support my community, including different voluntary groups.</p> <p>I understand that we live in a democratic society and when I am older I will be able to vote for who is in power.</p> <p>I know what is interesting about my local community (Dorking) and can tell you about it.</p>	<p>I understand why and how rules and laws that protect me and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>	<p>I understand the role of the BFG/ Playleader and can choose to apply for this role.</p> <p>I am able to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>I consider the lives of people living in other places, and people with different values and customs (this could be centred around teaching on marriage/ weddings).</p>	<p>I have a job to complete around the school in my lunch time.</p> <p>I understand how to complete my job to a good standard and understand why this is important.</p> <p>I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>I understand the names of different political parties in the UK and have some understanding of their viewpoints. (particularly relevant in election years).</p> <p>I understand how the media can affect how we think about different things in society and I understand why it is important to reflect on the accuracy of media.</p>
	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Economic Wellbeing</b>  <b>My economic wellbeing includes everything to do with having a healthy and happy relationship with money and understanding how this affects my life.</b>	<p>I recognise the different types of money that are used in the UK.</p> <p>I understand the purpose of money.</p>	<p>I understand that money comes from different sources and know that most people make money through a job.</p> <p>I understand the concepts of saving and spending money.</p> <p>I can tell you what I would like to save money for.</p>	<p>I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>I understand what it means to be a critical consumer and can think/ look around before I make a purchase.</p> <p>I can fundraise for a cause that is important to me.</p>	<p>I know what is meant by enterprise and have begun to learn some enterprising skills.</p>	<p>I have developed an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>I have an understanding of different socioeconomic statuses.</p> <p>I have an interest in different types of jobs and understand that all jobs carry different wages.</p>



	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Spiritual Wellbeing</b>  <b>My spiritual wellbeing includes everything to do with religion and what I believe in. This includes my school religion and personal beliefs.</b>	<p>I include time for reflection in my school day.</p> <p>I have an understanding of what God means to me.</p> <p>I understand prayer and why it is important to me.</p>	<p>I can explain why time for reflection is important.</p> <p>I can give examples of different ways to reflect.</p>	<p>I include time for reflection in my day and understand the difference between overthinking about something and reflecting on something.</p> <p>I understand that not everyone is Christian and I can tell you some other world religions.</p> <p>I understand and respect diversity in religion.</p>	<p>I include time for reflection in my school day and can make changes to my future based on my reflection.</p> <p>I have visited a place of religion that is different to my own.</p> <p>I can respectfully question different beliefs.</p>	<p>I include time for reflection in my day and understand how I can use positive reflection to boost my self-esteem.</p> <p>I understand the term culture and can tell you about my family or community culture.</p>	<p>I include time for reflection in my day and understand how reflection time can help me to relax in times of stress.</p> <p>I can tell you what I believe in and what is important to me.</p>