



Crosshill
School

Prepare and flourish

Wellbeing Curriculum

Guidance

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Part of the
Oak Learning Partnership 

The wellbeing curriculum at Crosshill is part of our universal offer and consists of 5 key themes taken from the 5 ways to wellbeing guidance:

Take notice

Staying in the present and being able to notice things around us, can keep us grounded and calm. Being able to reflect on the things we have can support us to feel grateful and understand what is important to us.

Discover	Explore	Inspire
Facilitate opportunities for students to be present, engage with their own feelings and begin to make choice when offered self help strategies	Pupils are supported to recognize and communicate how they feel. They are aware that there are actions, people and places that can help to boost their mood. They are able to select simple strategies/activities that help them to relax or boost their mood.	Pupils are able to recognise and communicate how they feel. They are aware that there are actions, people and places that can help to boost their mood. They are able to self select strategies/activities that help them to relax or boost their mood.



Connect

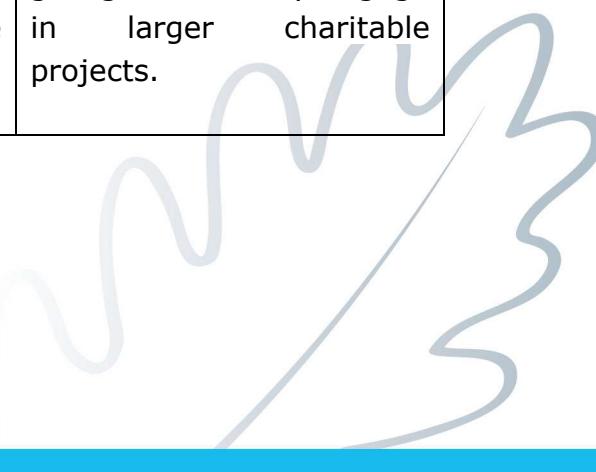
Connecting to those around us is important to help us to build meaningful relationships and feel valued. It supports our own self-esteem and helps us to create a network of support for when things get a little tough.

Discover	Explore	Inspire
Pupils' social connections are more limited and rely on a core group of people. They respond to familiarity by developing trust, confidence and belonging. They begin to interact and respond with others with support.	Pupils want to connect with others through social interactions. They understand that they belong to a group and share interests. They are able to communicate with others developing confidence and feeling valued. They are more aware of the environment and will comment on it.	Pupils initiate contact with others through social interaction, communication and seek to develop relationships. Pupils understand the need to connect with others and see it as a tool to develop themselves. They show an interest in the environment and can reflect on their experiences.

Give

Research tells us that when we give to others, it makes us feel happy. By giving to others we are supporting ourselves to make meaningful connections within our wider community.

Discover	Explore	Inspire
Pupils are exposed to praise, positive greetings and feel valued. They respond appropriately to praise and kindness. They begin to appreciate that smiling and giving praise feels good.	Pupils are able to communicate how they feel when someone praises them. They initiate this behaviour themselves. They are supported to identify ways that they can help others and engage with this.	Pupils actively greet others politely, accept praise appropriately and give others praise without prompts. Pupils understand the impact of giving and actively engage in larger charitable projects.



Keep learning

Learning not only helps to keep the brain stimulated, but continuing learning throughout our life also supports us to continue to build relationships with others, promote our self-esteem and stay active.

Discover	Explore	Inspire
Pupils are exposed to learning opportunities and environments that encourage wellbeing. By providing experiences that allow for curiosity, exploration and reward, pupils will learn and retain information.	Through different learning experiences and environments pupils participate and develop their understanding of learning. Pupils with support will identify areas they want to develop and will engage in making choices. By providing experiences that allow for curiosity, exploration and reward pupils will learn and retain information.	Pupils are more aware of the process of learning and environment that they are exposed to. They use this to develop the knowledge and understanding and key skills. They are aware of the goals they want to achieve and see this as a challenge to develop themselves and their wellbeing.



Be active

Staying both physically and mentally active can help us to live a longer and more fulfilling life. Physical activity releases important 'happy' chemicals that improve our overall mood.

Discover	Explore	Inspire
<p>Pupils are exposed to learning opportunities and experiences that encourage physical movement. Developing an awareness of their own bodies and the benefits of exercise.</p>	<p>Through different physical experiences and opportunities pupils will develop their understanding of being active and leading a healthy lifestyle.</p>	<p>Pupils will develop their own understanding and have an awareness of the impact of being active physically, mentally and emotionally.</p>



Themes

Take notice

Primary- Noticing and developing my understanding of the environment

7- Difference and diversity

8- Mindful of myself

9- My local area

10- Current affairs

11-Being calm

P16- Listening and responding to my own needs

Give

Primary- Communication

7- Supporting the environment

8- Saying thank you

9- Helping others

10- Our world

11- Being kind to others

P16- Our community



Connect

Primary- Awareness of others

7- Building new relationships with peers

8- Talking to others

9-Celebrate difference

10- Reach out to others

11- Next steps

P16- Out of my comfort zone

Keep learning

Primary- Trying new things

7- Asking for help

8- Being safe

9- Wellbeing outdoors

10-Be creative

11- Planning my time

P16- Becoming a young adult



Be Active

Primary- Physical play

7- Healthy starts

8- Try something new

9- Be creative

10- Outdoors

11- Healthy heart

P16- Fitness goals



Weekly calendar

8th September- Connect

15th September- Connect

22nd September- Be Active

29th September-Keep Learning

1st October- Give

6th October- Take Notice

13th October- Be active

20th October- CELEBRATION WEEK

3rd November- Connect

10th November- Keep Learning

17th November- Take Notice

24th November- Give (Christmas fair prep)

1st December- Give (Christmas fair prep)

8th December- Be Active

15th December- CELEBRATION WEEK

5th January- Connect

12th January- Be Active

19th January- Take Notice

26th January- Keep Learning



2nd February- Give

9th February- CELEBRATION WEEK

23rd February- Connect

2nd March- Be Active

9th March- Be Active

16th March- Keep Learning

23rd March- CELEBRATION WEEK

13th April- Connect

20th April- Give

27th April- Take Notice

4th May- Keep Active

11th May- Keep Learning

18th May- CELEBRATION WEEK

1st June- Connect

8th June- Be Active

15th June- Take Notice

22nd June- Keep Learning

29th June- Keep Learning

6th July- Give

13th July- CELEBRATION WEEK



Celebration week suggestions

WOW moments

Highlight a piece of work or comment a child made that was special, you could show a photo from an activity that went well or even repeat the activity again.

Self-reflection

Pose the question:

How have I been kind this week?

What has this week taught me about being outside?

How can I continue what I have learnt this week into the following weeks?

Dare to share

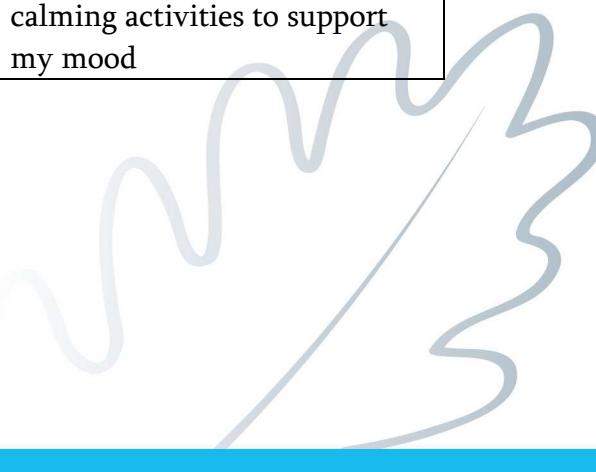
Ask students to present their work, what they feel they have learnt or to lead a short activity showing the skill they are developing



Appendix 1: Outcomes

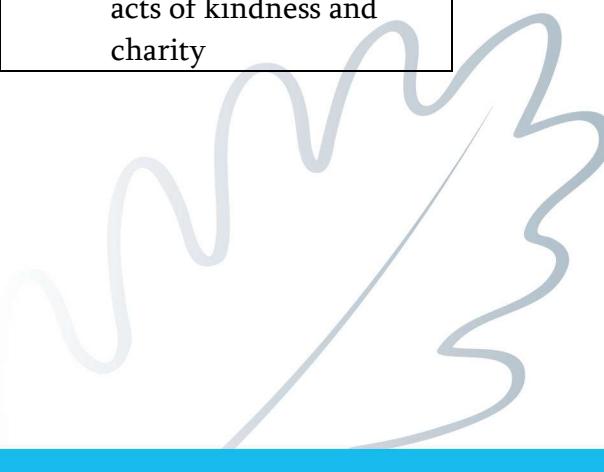
Discover- Take Notice

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Noticing my environment 	<ul style="list-style-type: none"> Stage 1; I begin to take notice of the things that are around me, adults support me to be calm Stage 2: I show an awareness of different areas (go to my coat peg when it is time to go outside, sit in a circle for story time)
KS3	<ul style="list-style-type: none"> Difference and diversity Mindful of myself My local area 	<ul style="list-style-type: none"> I am aware and notice different things in my surroundings I respond to support of being calm and still I begin to explore my local surroundings and seek out places of interest (both in class, school grounds and further afield)
KS4	<ul style="list-style-type: none"> Current affairs Being calm 	<ul style="list-style-type: none"> I participate in activities linked to current affairs (themed days, assemblies etc) and recognise how being around others make me feel I experience moments of being calm and relaxed
P16	<ul style="list-style-type: none"> Listening and responding to my own needs 	I begin to recognise times when I need to undertake calming activities to support my mood



Discover- Give

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Stage 1: I begin take part in activities alongside others Stage 2: I am supported to take turns and share
KS3	<ul style="list-style-type: none"> Supporting the environment Saying thank you Helping others 	<ul style="list-style-type: none"> I begin to show awareness that there are others around me and I am supported to take part in activities with them I am supported to find ways to communicate I am grateful (learning Makaton for thank you, smiling when someone gives me something) I participate in activities that help others
KS4	<ul style="list-style-type: none"> Our world Our community 	<ul style="list-style-type: none"> I am aware of the wider world and take part in activities that help others outside of our school community I am becoming more confident in interacting with people I do not know
P16	<ul style="list-style-type: none"> Kindness 	<ul style="list-style-type: none"> I participate in different acts of kindness and charity



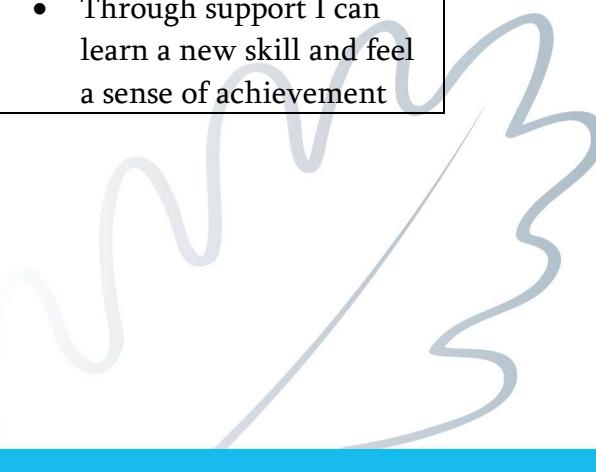
Discover- Connect

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Awareness of others 	<ul style="list-style-type: none"> • Stage 1: I begin to interact with adults and peers • Stage 2: I use my own communication methods to ask for things I want
KS3	<ul style="list-style-type: none"> • Building new relationships with peers • Talking to others • Celebrate difference 	<ul style="list-style-type: none"> • I show awareness of others in my class and begin to communicate with them • I enjoy and accept praise and positive feedback • I begin to be aware of how we are different
KS4	<ul style="list-style-type: none"> • Reach out to others • Next steps 	<ul style="list-style-type: none"> • I begin to interact with unfamiliar people • I know where I am transitioning to
P16	<ul style="list-style-type: none"> • Out of my comfort zone 	<ul style="list-style-type: none"> • I have resilience to try new things



Discover- Keep Learning

Year	Themes	Outcomes
Primary	<ul style="list-style-type: none"> • Trying new things 	<ul style="list-style-type: none"> • Stage 1: I can take part in new activities • Stage 2: I begin to communicate my preferences
KS3	<ul style="list-style-type: none"> • Asking for help • Being safe • Wellbeing outdoors 	<ul style="list-style-type: none"> • I can begin to communicate when I need help, through my preferred communication method • I know where safe places are and who safe people are • I can participate in learning experiences outdoors
KS4	<ul style="list-style-type: none"> • Be creative • Planning my own time 	<ul style="list-style-type: none"> • I can participate in creative activites • I can begin to tolerate change
P16	<ul style="list-style-type: none"> • Becoming a young adult 	<ul style="list-style-type: none"> • Through support I can learn a new skill and feel a sense of achievement

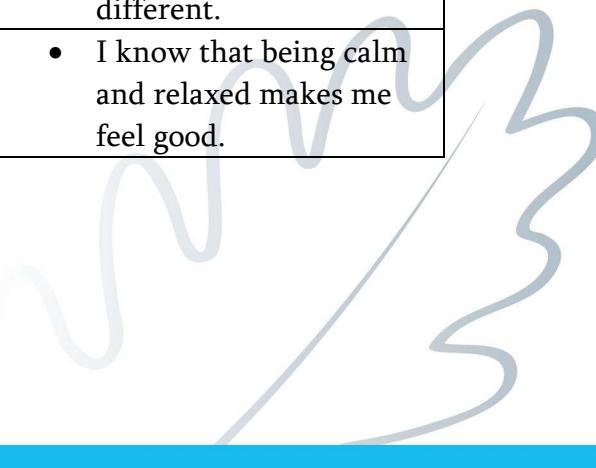


Discover- Be Active

Year	Themes	Outcomes
Primary	<ul style="list-style-type: none"> • Play 	<ul style="list-style-type: none"> • Stage 1: I can explore different play activities with an adult • Stage 2: I can begin to communicate a preference for play activities
KS3	<ul style="list-style-type: none"> • Healthy starts • Try new things • Be creative 	<ul style="list-style-type: none"> • I can explore different types of healthy breakfasts • I am willing to take part in new activities that keep me active • I can participate in creative activities that keeps my body moving
KS4	<ul style="list-style-type: none"> • Outdoor • Healthy heart 	<ul style="list-style-type: none"> • I can take part in outdoor exercise • I can experience activities that increase my heart rate
P16	<ul style="list-style-type: none"> • Fitness goals 	<ul style="list-style-type: none"> • I can work towards a fitness goal with support

Explore- Take Notice

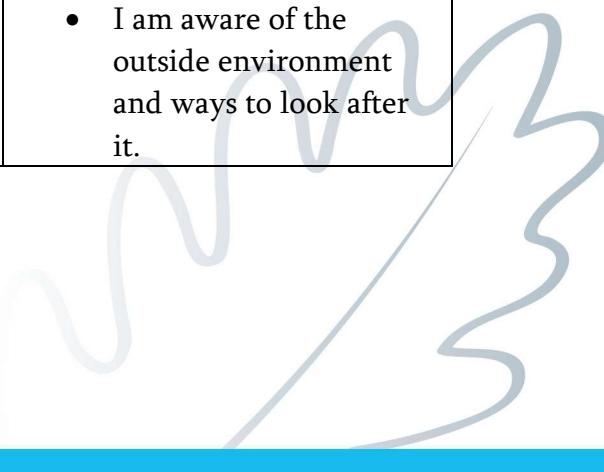
Year	Theme	Outcome
Primary	<ul style="list-style-type: none">Noticing my environment	<ul style="list-style-type: none">Stage 1: With adult support I experience moments of calm and relaxation and helps me notice things around me.Stage 2: I can choose a calming activity that I like
Yr7	<ul style="list-style-type: none">Difference and diversity	<ul style="list-style-type: none">I can talk positively about the ways we are different.
Yr8	<ul style="list-style-type: none">Mindful of myself	<ul style="list-style-type: none">I know that being calm and relaxed makes me feel good.



Yr9	<ul style="list-style-type: none"> • My local area 	<ul style="list-style-type: none"> • I can talk about places within school and the wider community that make me feel good and boost my mood.
Yr10	<ul style="list-style-type: none"> • Current affairs 	<ul style="list-style-type: none"> • I begin to discuss important current events and communicate what happens physically and mentally when I do relax.
Yr11	<ul style="list-style-type: none"> • Being calm 	<ul style="list-style-type: none"> • I can participate in activities that make me feel relaxed and communicate what happens physically and mentally when I do relax
P16	<ul style="list-style-type: none"> • Listening and responding to my own needs 	<ul style="list-style-type: none"> • I experience different methods of relaxation and have preferred choices

Explore-Give

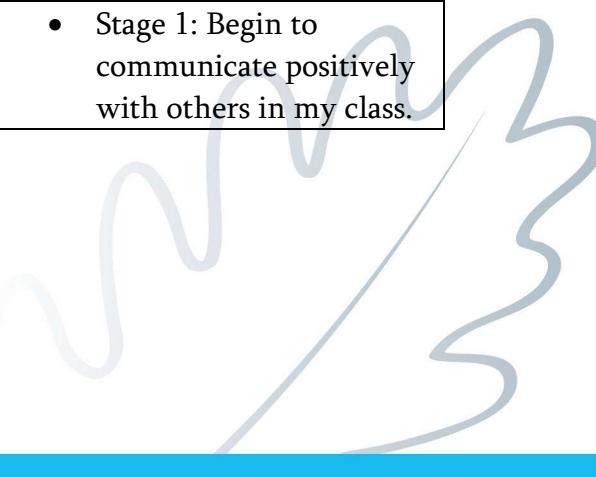
Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Stage 1: With adult support I can take part in activities with others • Stage 2: I begin to show kindness to others.
Yr7	<ul style="list-style-type: none"> • Supporting the environment 	<ul style="list-style-type: none"> • I am aware of the outside environment and ways to look after it.



Yr8	<ul style="list-style-type: none"> • Saying thank you 	<ul style="list-style-type: none"> • I know appreciating others helps them to feel good, I show my appreciation.
Yr9	<ul style="list-style-type: none"> • Helping others 	<ul style="list-style-type: none"> • I know charities help people in need. I know that helping others makes them and me feel good.
Yr10	<ul style="list-style-type: none"> • Our world 	<ul style="list-style-type: none"> • I am aware that we need to look after our world and can identify ways to do this.
Yr11	<ul style="list-style-type: none"> • Being kind to others 	<ul style="list-style-type: none"> • I can talk to others and make them feel valued.
P16	<ul style="list-style-type: none"> • Our community 	<ul style="list-style-type: none"> • I participate in acts of kindness and charity and discuss how it makes me feel

Explore-Connect

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Awareness of others 	<ul style="list-style-type: none"> • Stage 1: Begin to communicate positively with others in my class.



		<ul style="list-style-type: none"> • Steg 2: I can choose a friend to play an activity with.
Yr7	<ul style="list-style-type: none"> • Building new relationships with peers 	<ul style="list-style-type: none"> • Have confidence to join in activities with my classmates.
Yr8	<ul style="list-style-type: none"> • Talking to others 	<ul style="list-style-type: none"> • Give others praise and understand it makes them feel good.
Yr9	<ul style="list-style-type: none"> • Celebrate difference 	<ul style="list-style-type: none"> • Recognise and value the difference in others.
Yr10	<ul style="list-style-type: none"> • Reach out to others 	<ul style="list-style-type: none"> • I can talk to different people I do not know.
Yr11	<ul style="list-style-type: none"> • Next steps 	<ul style="list-style-type: none"> • Talk about my feelings about transitions.
P16	<ul style="list-style-type: none"> • Out of my comfort zone 	<ul style="list-style-type: none"> • Try new things and have resilience to speak to new people



Explore- Keep learning

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Trying new things 	<ul style="list-style-type: none"> • Stage 1: Take part in new activities alongside my peers. • Stage 2: Try a new activity on my own.
Yr7	<ul style="list-style-type: none"> • Asking for help 	<ul style="list-style-type: none"> • Have confidence to know how to ask for help.
Yr8	<ul style="list-style-type: none"> • Being safe 	<ul style="list-style-type: none"> • Aware of how to keep myself safe at school and home.
Yr9	<ul style="list-style-type: none"> • Wellbeing outdoor 	<ul style="list-style-type: none"> • Participate in outdoor activities and say which I prefer.
Yr10	<ul style="list-style-type: none"> • Be creative 	<ul style="list-style-type: none"> • Participate in creative activities and say which I prefer.
Yr11	<ul style="list-style-type: none"> • Planning my time 	<ul style="list-style-type: none"> • Meet simple deadlines and follow basic instructions.
P16	<ul style="list-style-type: none"> • Becoming a young adult 	<ul style="list-style-type: none"> • Set myself a challenge and work with adult support to achieve it.



Explore- Be active

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Play 	<ul style="list-style-type: none"> • Stage 1: Begin to play with one other child. • Stage 2: I initiate play with others.
Yr7	<ul style="list-style-type: none"> • Healthy starts 	<ul style="list-style-type: none"> • I can talk about types of healthy breakfasts and begin to understand the importance of breakfast.
Yr8	<ul style="list-style-type: none"> • Try something new 	<ul style="list-style-type: none"> • Participate in lots of new activities that keep me active.
Yr9	<ul style="list-style-type: none"> • Be creative 	<ul style="list-style-type: none"> • Understand how the performing arts can keep my mind active.
Yr10	<ul style="list-style-type: none"> • Outdoors 	<ul style="list-style-type: none"> • Actively participate in the outdoors.
Yr11	<ul style="list-style-type: none"> • Healthy heart 	<ul style="list-style-type: none"> • Participate in activities that increase my heart rate and suggest my own activities.
P16	<ul style="list-style-type: none"> • Fitness goals 	<ul style="list-style-type: none"> • Work with staff to set myself a fitness goal and discuss my progress.



Inspire- Take notice

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Noticing my environment 	<ul style="list-style-type: none"> Stage 1: I am aware of my surroundings and can take part in varied activities that promote me to feel calm. Stage 2: I know the place to go in class that supports me to feel calm.
Yr7	<ul style="list-style-type: none"> Difference and diversity 	<ul style="list-style-type: none"> I recognise how to make all members of our school community feel valued and appreciate how diverse our school community is.
Yr8	<ul style="list-style-type: none"> Mindful of myself 	<ul style="list-style-type: none"> I know that being calm and relaxed is vital to wellbeing and can express how I best like to achieve these things.
Yr9	<ul style="list-style-type: none"> My local area 	<ul style="list-style-type: none"> I can identify several places both within school and the wider community that helps boost my mood.
Yr10	<ul style="list-style-type: none"> Current affairs 	<ul style="list-style-type: none"> I can discuss how I feel about current events and realise that sometimes these events might impact my own mood. I have strategies to support this.
Yr11	<ul style="list-style-type: none"> Being calm 	<ul style="list-style-type: none"> I know how to relax and how it helps me and actively seek out activities that make me feel calm.

P16	<ul style="list-style-type: none"> Listening and responding to my own needs 	<ul style="list-style-type: none"> I self select appropriate calming activities when I need to, and begin to reflect on the reason why I may have needed to feel calm.
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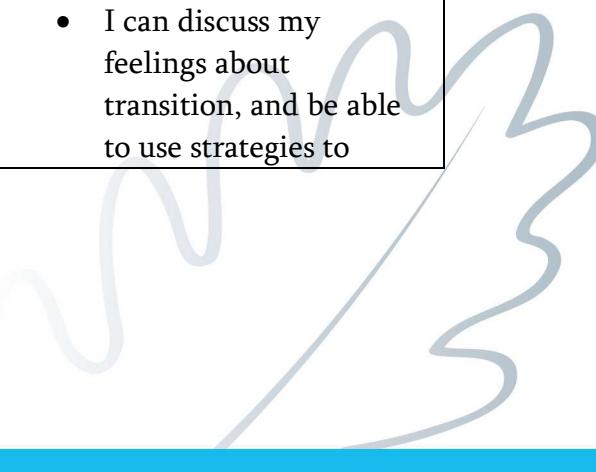
Inspire- Give

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Stage 1: I can play with others and show kindness towards them. Stage 2: I can say when I have done something kind
Yr7	<ul style="list-style-type: none"> Supporting the environment 	<ul style="list-style-type: none"> I can take responsibility for the outside environment.
Yr8	<ul style="list-style-type: none"> Saying thank you 	<ul style="list-style-type: none"> I feel confident expressing my gratitude to others and am aware how this makes me and others feel.
Yr9	<ul style="list-style-type: none"> Helping others 	<ul style="list-style-type: none"> I express my sense of achievement when I have completed fundraising for charity.
Yr10	<ul style="list-style-type: none"> Our world 	<ul style="list-style-type: none"> I am aware of how my actions impact the wider world and take steps to help this.
Yr11	<ul style="list-style-type: none"> Being kind to others 	<ul style="list-style-type: none"> I am aware some people feel isolated, I know I can help by valuing them.

P16	<ul style="list-style-type: none"> • Our community 	<ul style="list-style-type: none"> • I can experience and reflect on my sense of self worth when I have helped others
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Inspire-Connect

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> • Awareness of others 	<ul style="list-style-type: none"> • Stage 1: Confidently play with peers. • Stage 2: I can play with different friends outside of my class.
Yr7	<ul style="list-style-type: none"> • Building new relationships 	<ul style="list-style-type: none"> • I can talk about how it feels to be part of a new class.
Yr8	<ul style="list-style-type: none"> • Talking to others 	<ul style="list-style-type: none"> • I can identify how my friends make me feel good about myself.
Yr9	<ul style="list-style-type: none"> • Celebrate difference 	<ul style="list-style-type: none"> • I am confident enough to talk about difference and celebrate this.
Yr10	<ul style="list-style-type: none"> • Reach out to others 	<ul style="list-style-type: none"> • I feel confident talking to people that I know.
Yr11	<ul style="list-style-type: none"> • Next steps 	<ul style="list-style-type: none"> • I can discuss my feelings about transition, and be able to use strategies to



		support my wellbeing during this time.
P16	<ul style="list-style-type: none"> Out of my comfort zone 	<ul style="list-style-type: none"> I can establish new friendships and try lots of new experiences with confidence and resilience

Inspire- Keep learning

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Trying new things 	<ul style="list-style-type: none"> Stage 1: I can take part in activities with my peers. Stage 2: I can say what I enjoy
Yr7	<ul style="list-style-type: none"> Asking for help 	<ul style="list-style-type: none"> I am confident in asking for help both with people I know and people I do not know.
Yr8	<ul style="list-style-type: none"> Being safe 	<ul style="list-style-type: none"> I know how to keep myself safe in the community.

Yr9	<ul style="list-style-type: none"> Wellbeing outdoors 	<ul style="list-style-type: none"> I can participate in activities outdoors and explain how they make me feel and which I prefer.
Yr10	<ul style="list-style-type: none"> Be creative 	<ul style="list-style-type: none"> I can participate in creative and explain how they make me feel and which I prefer.
Yr11	<ul style="list-style-type: none"> Planning my time 	<ul style="list-style-type: none"> I am aware of how to manage my own time to limit stress.
P16	<ul style="list-style-type: none"> Becoming a young adult 	<ul style="list-style-type: none"> I can set myself a challenge, plan how I will achieve it and reflect on the experience.

Inspire- Be active

Year	Theme	Outcome
Primary	<ul style="list-style-type: none"> Play 	<ul style="list-style-type: none"> Stage 1: I can play games confidently with other children. Stage 2: I can learn a new game and help others to learn it.
Yr7	<ul style="list-style-type: none"> Healthy starts 	<ul style="list-style-type: none"> I can discuss the importance of a healthy breakfast and I

		can suggest breakfasts that are healthy and take steps to achieve this each day.
Yr8	<ul style="list-style-type: none"> Try something new 	<ul style="list-style-type: none"> I can reflect on how new activities make me feel and say if they are easy or difficult for me.
Yr9	<ul style="list-style-type: none"> Be creative 	<ul style="list-style-type: none"> I can express how creative arts activities make me feel and support my wellbeing. I can share my preferences.
Yr10	<ul style="list-style-type: none"> Outdoors 	<ul style="list-style-type: none"> Participate in a range of outdoor activities and explain how they make me feel.
Yr11	<ul style="list-style-type: none"> Healthy heart 	<ul style="list-style-type: none"> I can actively participate in a range of activities that increase my heart rate and be able to explain why this is a good thing. I can create my own activity plan.
P16	<ul style="list-style-type: none"> Fitness goals 	<ul style="list-style-type: none"> I can set myself fitness goals and plan small steps to achieve this. I can reflect on my experience.



Appendix 2: Assessment tool

Discover- Wellbeing check in

Name _____

Take notice

1. I can engage with my own feelings and begin to accept help

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Connect

2. I respond well most of the time to adults I am familiar with. I can interact with others.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Keep learning

3. I explore new environments and show curiosity with new experiences

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Be active

4. I take part in different forms of exercise and begin to show preference for physical activities

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Give

5. I respond positively to praise and reward. I begin to show an awareness of behaviours that are kind

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Explore- Wellbeing check in

Name _____

Take notice

1. I can tell others how I feel, and I can explain things to do that help to boost my mood. I can select strategies that make me feel better

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Connect

2. I am able to connect with others positively and I can share my interests with them. I am interested in what other people have to say and want to find out about their likes and dislikes.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Keep learning

3. I am not afraid to try new things and can explain my preferences when trying new things out, saying which I have enjoyed more.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Be active

4. I can explain what is meant by a healthy lifestyle and take steps to be healthy. I enjoy trying different forms of exercise.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Give

5. I can accept praise and enjoy people saying kind things to me. I can say kind things about myself and praise others.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Inspire- Wellbeing check in

Name _____

Take notice

1. I can recognise and tell others how I feel. I know what to do to make me feel better and can use strategies to help me feel calm.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Connect

2. I am confident in interacting with others and enjoy forming friendships. I express what I want in a friend and know how to be a friend to others.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Keep learning

3. I can set myself goals when learning a new skill and can explain how I plan to learn the new skill. I enjoy being challenged.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Be active

4. I can explain how to keep myself physically and emotionally fit. I take steps to keep a healthy lifestyle.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever

Give

5. I am respectful of others. I can accept and give praise and I know why it is important to give to others and help. I can suggest ways to help.

Baseline- October	End of the year
1-All the time	1-All the time
2- Most of the time	2- Most of the time
3- Some of the time	3- Some of the time
4- Not very often	4- Not very often
5- Hardly ever	5- Hardly ever



Appendix 2: Weekly Planning proforma- Example

Week beginning: 1 st October		
Pathway: Explore	Year group: 8	Wellbeing focus: Give
Theme: Saying thank you		
Activities to be undertaken, including resources:		
Thank you song- https://www.youtube.com/watch?v=OcfqDPAy7zc		
Creating a 'thank you' postcard for someone at home		

Weekly Planning proforma

Date:		
Pathway:	Year group:	Wellbeing focus:
Theme:		
Activities to be undertaken:		
Date:		



Pathway:	Year group:	Wellbeing focus:
Theme:		
Activities to be undertaken:		
Date:		
Pathway:	Year group:	Wellbeing focus:
Theme:		
Activities to be undertaken:		

