

# Curriculum and Progression Overview Wellbeing Plymouth High School for Girls



## **CONTENTS**

### **1. The Curriculum**

#### **a. Intent**

#### **b. Implementation**

#### **c. Impact**

### **2. Curriculum and assessment overview (KS3)**

### **3. KS 3 Progression ladder**

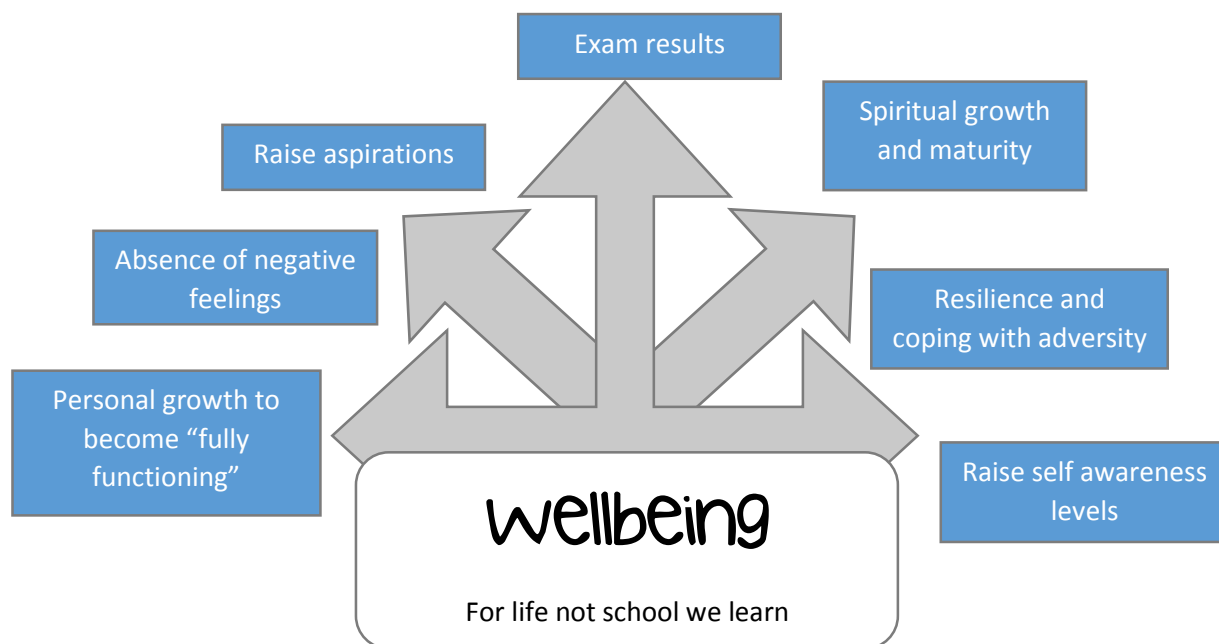
### **4. Feedback and Assessment system**

### **5. End of Year learning Summaries**

## 1. The Curriculum

---

### a. Intent



We developed a wellbeing curriculum due to rising levels of mental ill health and low levels of wellbeing in our students, in addition to our PSHE curriculum to specifically address the wellbeing of our students. We wanted our students to build resilience and learn to deal with adversity much more positively. To get them to understand that learning from mistakes is good. We wanted to be proactive in support of our students. To give our students the tools and skills to allow them to flourish and bring the work of our Learner Support Centre into the classroom. After a period of design and collaboration, we chose to centre our wellbeing curriculum around mindfulness.

We want our wellbeing curriculum to be-

*“A programme of study and a language that is used in order to facilitate the growth of the person in order to flourish in every aspect of their life”*

### b. Implementation

The department is led and taught by the HOD of PSHE and Citizenship. As the course is bespoke to Plymouth High the content is individual to the school and the subject knowledge was chosen and developed through research and inspiration from Wellington College. Wellbeing is taught over years 7 and 8. Originally implemented in year 7 with an in-house course of physical health, popular psychology and mindfulness, this developed into us becoming a “.b” school and the year 7 curriculum becoming mindfulness and associated psychology. The curriculum was then expanded to

year 8, revisiting some of the in house course, NLP, CBT, virtue ethics and additional “.b” refresh. The breadth and depth comes from giving students a variety of psychological models and practises to call upon, as all students are individuals and may need different methods at different times to aid their wellbeing. We want our students to have knowledge of themselves; their strengths, weaknesses and how they are functioning and developing as young people. We want them to have knowledge of the practices and philosophies to call upon when they have identified they are not ok, and how these can be used as a prophylaxis for mental ill health. We also want them to have knowledge about their physical health and how mental and physical health are inextricably linked. We get students to reflect on what they need to “stop and adopt” in their lives, decisions and behaviours.



The implementation of the wellbeing curriculum is quality assured with lesson observations, drop ins and close monitoring and updating of teaching material regularly, by both HOD of PSHE and the department line manager

### **c. Impact**

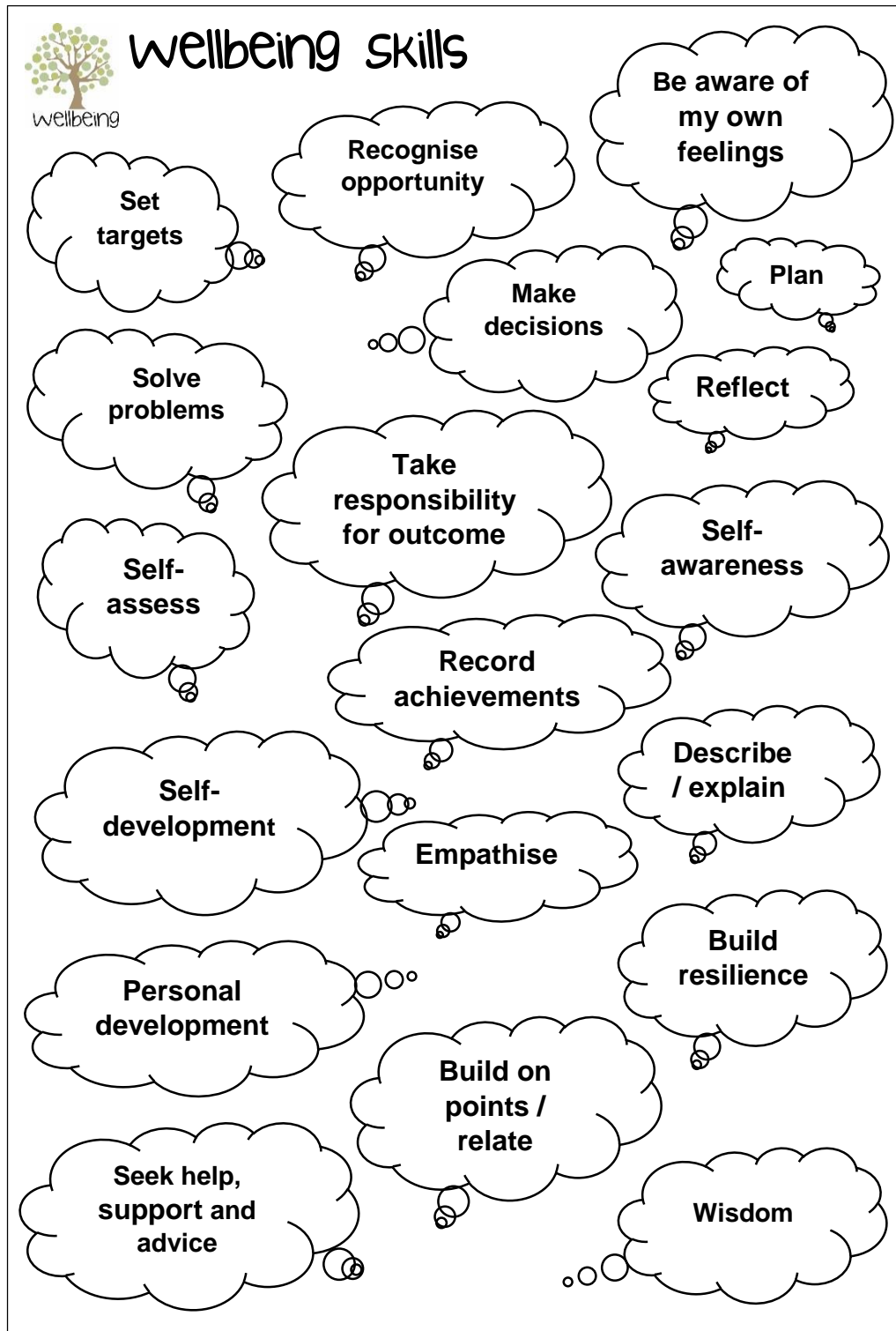
The impact is that students have a range of strategies to call upon if their mental health or wellbeing levels drop. The impact is also to give students a space to examine themselves and how they are developing into young adults. We now have lower referral rates for one to one support.

Outcomes are that students feel the course has positively impacted on their ability to make good decisions and has raised their self-awareness levels. These are two significant outcomes as both of these aid and build resilience levels, mental health and personal responsibility.

The curriculum has also impacted on students taking enjoyment in activities and dealing with their problems well, increasing and happiness levels and students knowing what to do to take care of their wellbeing. This evidence is from pupil testimonies and questionnaire data.

## Wellbeing skills

---





## 2. CURRICULUM & ASSESSMENT OVERVIEW: Wellbeing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KEY STAGE 3</b>						
Year 7	<p><i>Topic(s):</i></p> <p><b>Establishing self-care.</b> .b Mindfulness Course Playing attention</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b Mindfulness Course Taming the animal mind Recognising worry</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b Mindfulness Course Being in the here and now. Moving Mindfully</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b Mindfulness Course Stepping Back Befriending the difficult</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b Mindfulness Course Taking in the good Bringing it all together</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>Physical Wellbeing Sleep Diet Hydration Exercise</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>
Year 8	<p><i>Topic(s):</i></p> <p>First Aid Mental Health .b Revisit-Rewiring the Brain</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b Revisit-Me and my Device Metacognition Emotions</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>Hygae Growth Mindset Communication</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>Virtues and Values Relationships</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>.b revisit-Becoming Unstuck Kindness and Compassion.</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>	<p><i>Topic(s):</i></p> <p>Happiness Bringing it all together.</p> <p><i>Assessment:</i> Wellbeing reflection sheet.</p>



### 3. PROGRESSION IN KS3: WELLBEING

<b>5/6</b>	I am starting to understand what affects my wellbeing both positively and negatively. I understand that I have to take care of my physical health and my mental health. I am starting to learn mindfulness practices to aid my wellbeing. I am beginning to understand “.b” philosophy and trying to put into practice the course’s advice and techniques. I am beginning to understand the importance of self-awareness and how that helps my wellbeing.
<b>6/7</b>	I am having a go at what I am learning in wellbeing lessons at home to aid my own wellbeing. I am understanding the part I play in establishing good levels of mental health. I understand the responsibility I have to myself to take care of myself. I am using techniques from the “.b” course and use the philosophy when making decisions and interacting with others. I have an open mind to trying new things and trying to foster change and growth within myself.
<b>7/8</b>	I am secure in understanding what can affect my physical and mental health and what to do if I am aware I am not ok. I am aware the affect I may have on others wellbeing both negatively and positively and take this into account when making decisions. I am using my wellbeing lessons to help build my inner wisdom and personal growth. I can make positive steps to improve my wellbeing. I know what steps to take when I identify my wellbeing levels are low. I am working on fostering an attitude of change and growth.
<b>8/9</b>	I am confident in understanding the part I play in making my own decisions and interacting with others. My self-awareness levels are high and I have a very good understanding of what I need to do to take care of my physical and mental health so that I have high levels of both. I know a range of strategies to put in place if I am struggling with my wellbeing levels and mental health. My inner wisdom and personal growth are building so that I can be a “well being”.

## 4.Feedback and assessment

---

This is an area which is continually being developed within in the wellbeing programme. How do you assess and feedback to students on a programme that is designed for their personal development and growth? What do we want as outcomes for our students? And how do we get them there? What does progress look like in wellbeing? What part does assessment play in such a unique subject area?

Students receive verbal feedback and a predicted grade equivalent, this data feeds into the reporting system. Whilst students won't take a GCSE in wellbeing the grade equivalents are applicable to track and monitor progress.

Students will complete a reflection log, so they can self assess and build a bank of learning points to return to and work to throughout the year.

Students will have and will be using self-assessment points throughout the year to see where they are within the assessment framework and what their next steps are which will be checked by staff.

Example follows-

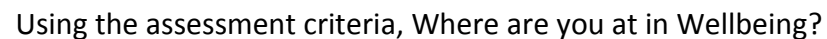
## 6. End of Year learning Summaries

---

By the end of Year 7 students will **know** how to establish a mindfulness practice, know about aspects of mental and physical health and how to take care of themselves and will **be able** to reflect, self-develop, build emotional resilience and begin to become self-aware.

By the end of year 8 students will **know** about a range of self-care techniques including, hygge, metacognition, kindness and compassion and will **be able** to, recognise opportunity to self-develop and build on self-awareness, plan, set targets and seek help and support.





How am I doing in Wellbeing?	Date-	5/6	6/7	7/8	8/9
How do you know?			Teacher Check		
Next steps..					
How am I doing in Wellbeing?	Date-	5/6	6/7	7/8	8/9
How do you know?			Teacher Check		
Next steps..					
How am I doing in Wellbeing?	Date-	5/6	6/7	7/8	8/9
How do you know?			Teacher Check		
Next steps..					
End of year focus...					

## Wellbeing Lesson Reflection

[illegible]