



# **HEALTH AND WELLBEING CURRICULUM OVERVIEW**

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## 1.0 Curriculum intent

### 1.1 Whole school principles

- We aim to support our learners in their development of emotional regulation, including developing self-help strategies, and in gaining an understanding of how emotion affects decision making and other people.
- We aim to instil a sense of fascination and awe in our learners for the world around them in all its forms in addition to helping our learners make sense of the world and their place in it.
- We aim to help our learners to become self-reliant; to learn how to learn, how to adapt and to develop the confidence necessary to become independent learners in the areas of personal, social and academic growth.
- We aim to foster respect for other people and celebrate diversity and inclusion, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- We aim to teach learners to become effective communicators and to seek help when appropriate and to offer to support others in return.
- We aim to help our learners find and pursue a moral code that allows them to live a fulfilling and meaningful life founded on self-esteem.
- We sincerely hope that our learners are accepting of their own limitations whilst committed to achieving challenging goals for themselves and their communities.
- We aim for our learners to be able to objectively assess thoughts, ideas and theories
- We aim to encourage high aspirations and a sense that anything is possible with the right commitment and resilience.
- We aim to provide experiences and support through which our learners are able to consider and develop their character, aligned to the school's core values which include trust, honesty, respect, kindness, resilience and the promotion of a growth mindset.
- Equip learners with the knowledge and cultural capital they need to succeed in life.
- Guidance and education around healthy relationships, including sexual education (RSE).
- An understanding and appreciation for British values and Institutions.
- Support for learners' spiritual, moral, social and cultural development (SMSC).

Our curriculum aims to deliver the opportunity to be involved in creative activities not linked to formal assessment including writing, art and music.

Equip learners with the knowledge and cultural capital they need to succeed in life.

Opportunities to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.

We aim for our learners to be able to objectively assess thoughts, ideas and theories

Support learners' physical development and responsibility for their own physical and mental health, and enable them to be active and healthy

## 1.2 Department statement

The wellbeing curriculum is central to the ethos of Inclusion School. Student wellbeing is considered before all else - and it is understood to be a fundamental building block for academic and broader life success.

At Inclusion school, we prioritise wellbeing through the explicit teaching of tools and techniques that support those pursuing optimal physical and mental health, through counselling that is valued by our learners and also through joyful activities that help our learners to become present and calm.

It is to this last approach that this curriculum document relates.

We pursue music and art for the sake of music and art.

We pursue physical exercise not for any reason other than the joy that it brings.

We play social games - both competitive and cooperative as a means of learning to play.

In the process, we develop our sense of self-worth and we learn what positive fulfilling peer relationships look like. We overcome our fears of the creative process, become more emotionally literate and we recognise that not all education must be utilitarian.

Music has been an important provision for many of our learners for a long time, with active music making being the "mental equivalent of a full body workout" (<https://www.youtube.com/watch?v=R0JKCYZ8hng>). Music making contributes towards a host of transferable skills and aptitudes that contribute to improved mental wellbeing and social, academic and commercial success. The specific aims of our music provision are several:

- Improve confidence as performers.
- Enjoy making music together.
- Overcome creative blocks.
- Consider, process, regulate and express their emotions (improved emotional literacy).
- Deliver a sense of shared cultural capital.

Finally, we aim to support those who aspire to future specialism in art and design, music, Physical Education and Horticulture.

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The pure expression that we afford through performance, creativity and physical activity at key stage 3 will naturally support such future ambitions.

## 2.0 Implementation

### 2.1 Subject areas and cross curricular opportunities

Across all key stages, the wellbeing curriculum consists, broadly, of the following:

**Creative Expression:** Music, Art and Design, Link to English Literature.

**Physical Expression:** Learners participate in a range of sports and fitness activities, including basketball, football, park gym and table tennis. Physical activity is used to relieve stress and rebalance energy as needed by individual learners.

**Social Games:** A plethora of (offline traditional) games that may support literacy and numeracy in addition to teaching team-work through both cooperation and competition.

**Social discourse and debate:** Learners are encouraged to develop a common cultural capital\* as a basis for a shared positive view of humanity.

**Food preparation:** Learners prepare food, learn about food, enjoy food and do all of these things communally - with adults and peers.

**Gardening and outdoor skills:** Linked to our key stage 3 science curriculum, this provision aims to embed an appreciation for the Earth itself.

*\* Note: Driven partly by the ubiquity of individual connected devices, traditional family social activities (family viewing, meal times and so on) have disappeared for some young people. Finding common cultural capital is harder than it once was. We aim to ensure that all of the learners in our care feel that they belong to a shared cultural heritage.*

### 2.2 Delivery

The wellbeing curriculum is delivered using an alternative to the standard means of delivery within Inclusion School.

Delivery mechanism	
Timetabled 1:1 and 1:2 sessions	Yes
Timetabled group sessions	Yes
Formal Scheme of Work	No
Strengthening and development sessions	No
Assessment	Internal per session impact report (vs. specific knowledge and skills)
Cross-curricular projects / awareness weeks	Yes

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The Wellbeing curriculum is informally delivered. It complements the explicitly taught skills and knowledge around life-long wellbeing that are taught in the structured “The World and You” curriculum.

In addition to timetabled provision, we facilitate regular opportunities throughout each day for learners to engage in physical activity if the need arises.

## **3.0 Impact**

### 3.1 Measuring success

The wellbeing curriculum involves no formal assessment of skills and knowledge. Facilitators do, however, monitor engagement, mood, response and emotional regulation on a day to day basis. They also track progress for the sake of supporting a learners' individual goals.

Student surveys relating to wellbeing support this work.