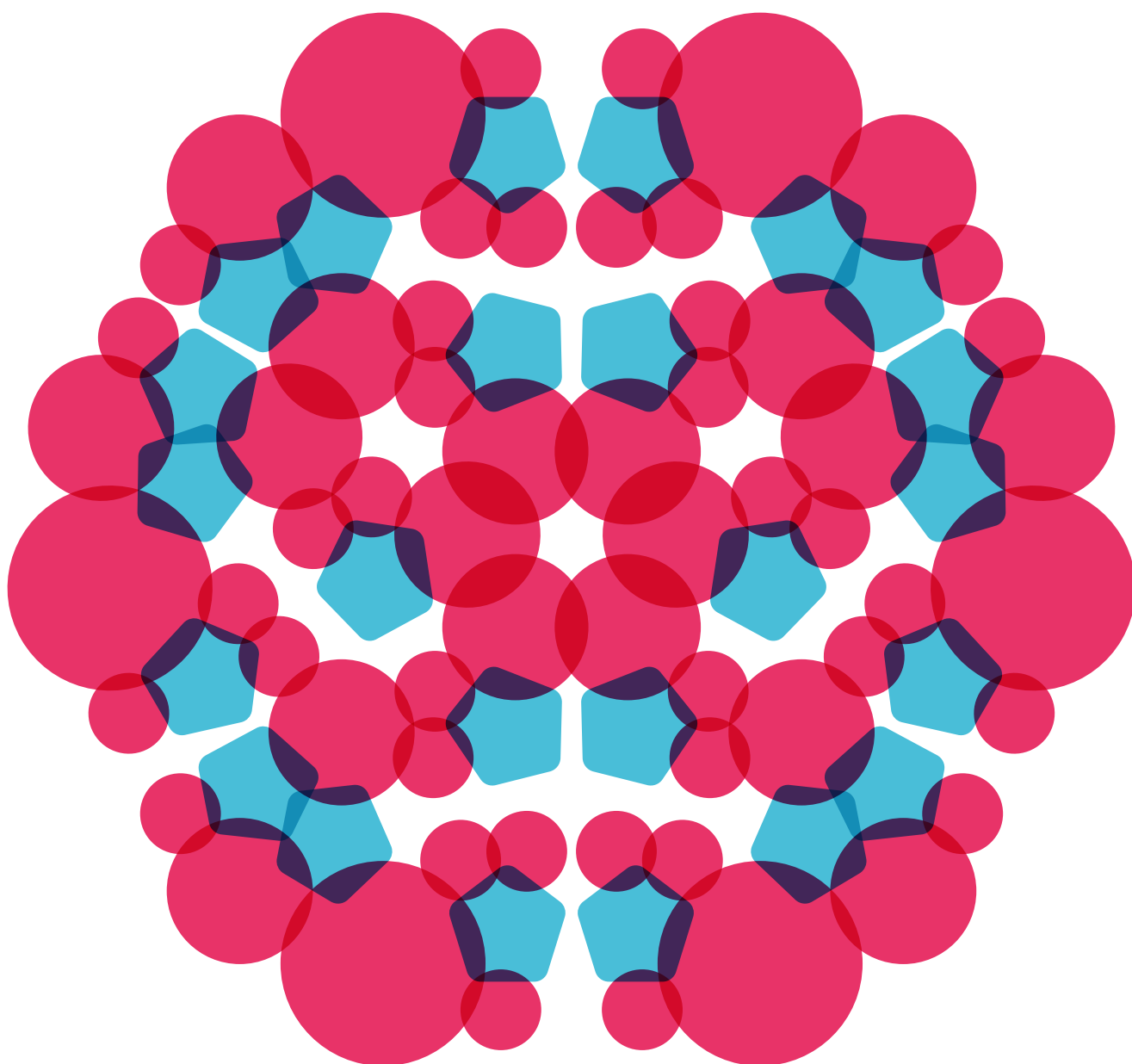


Oxford  
*International  
Curriculum*

Primary & Lower Secondary

# Wellbeing



OXFORD



I see an approach to  
learning that enhances  
the lives of teachers  
and learners



# The joy of learning

Oxford University Press is a department of the university, publishing to further the university's objectives of excellence in scholarship, research, and education.

## **Nurturing creativity, inspiring curiosity, shaping the future**

At Oxford University Press, we are committed to enriching the lives of learners across the world through education by developing the highest quality academic and educational resources and services. That's why we invest 100% of the money we make back into education and research.

As part of the University of Oxford, we combine a deep knowledge and understanding of pedagogy to provide quality resources that impact positively on learning. We are trusted by leaders and practitioners to raise levels of attainment all over the world – this is our passion and motivation.

At Oxford University Press, we recognize that we are living in an ever-changing world, where the way we work, live, learn, communicate and relate to one another is constantly shifting. In this climate, we need to instil in our learners the skills to equip them for every eventuality so they are able to overcome challenges, adapt to change and have the best chance of success. To do this, we need to evolve beyond traditional teaching approaches and foster an environment where students can start to build lifelong learning skills for success. Students need to learn how to learn, how to problem solve, be agile and work flexibly. Going hand in hand with this is the development of self-awareness and mindfulness through the promotion of wellbeing to ensure students learn the socio-emotional skills to succeed.

What's more, a focus on cultivating a growth mindset, where students learn to thrive on challenge and see failure as a way to stretch themselves, will act as a foundation to improve their performance.

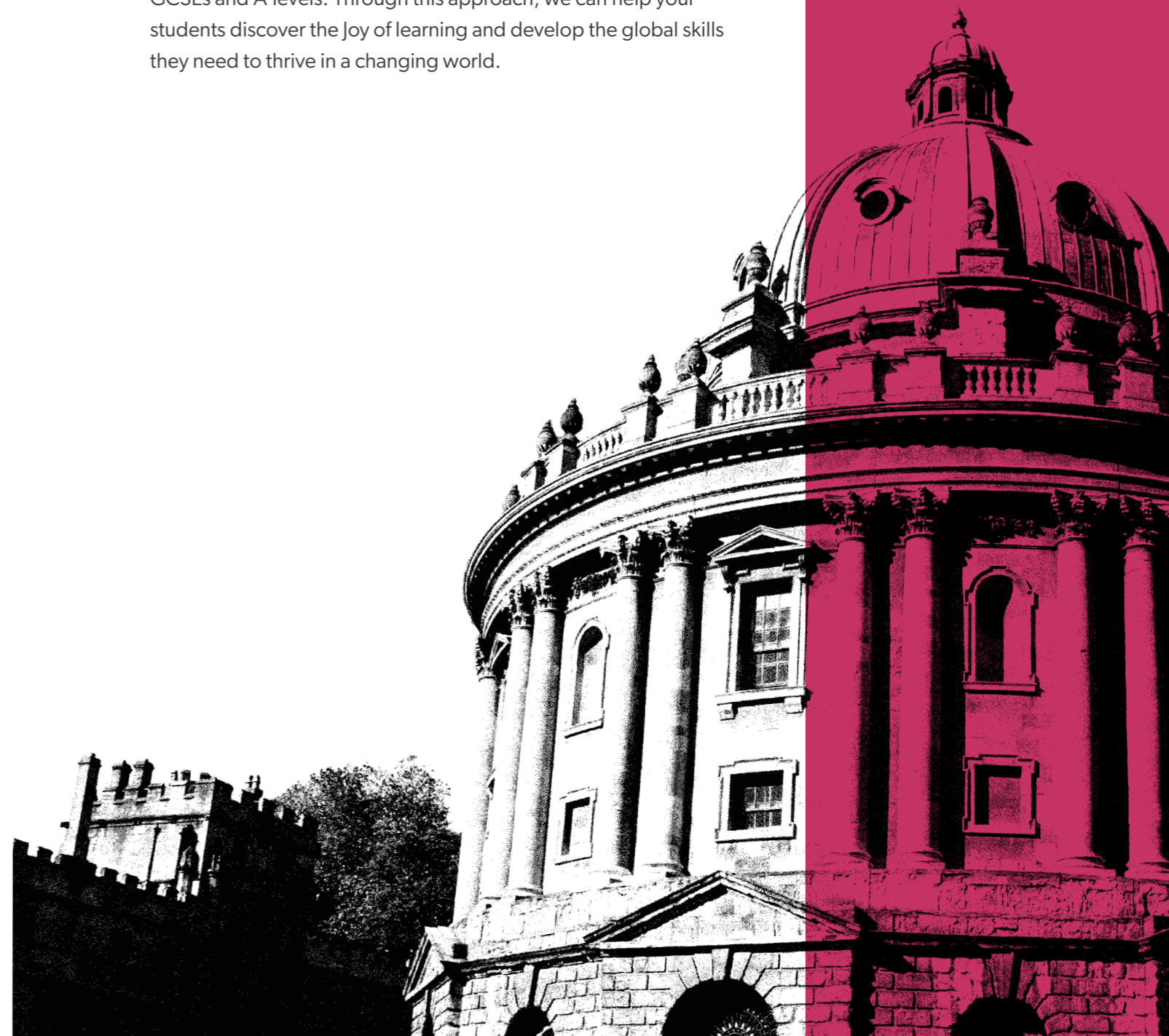
That's why we have developed the Oxford International Curriculum. The curriculum offers a new approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops the global skills your learners need for their future academic, personal and career success.

Through six subjects – English, Maths, Science, Computing, Wellbeing and Global Skills Projects – the Oxford International Curriculum offers your school a coherent and holistic approach to ensure continuity and progression across every student's educational journey, equipping them with the skills to shape their own future and progress seamlessly to studying for International GCSEs and A-levels. Through this approach, we can help your students discover the Joy of learning and develop the global skills they need to thrive in a changing world.

“”

**Thinking together so we can act together to make the futures we want.**

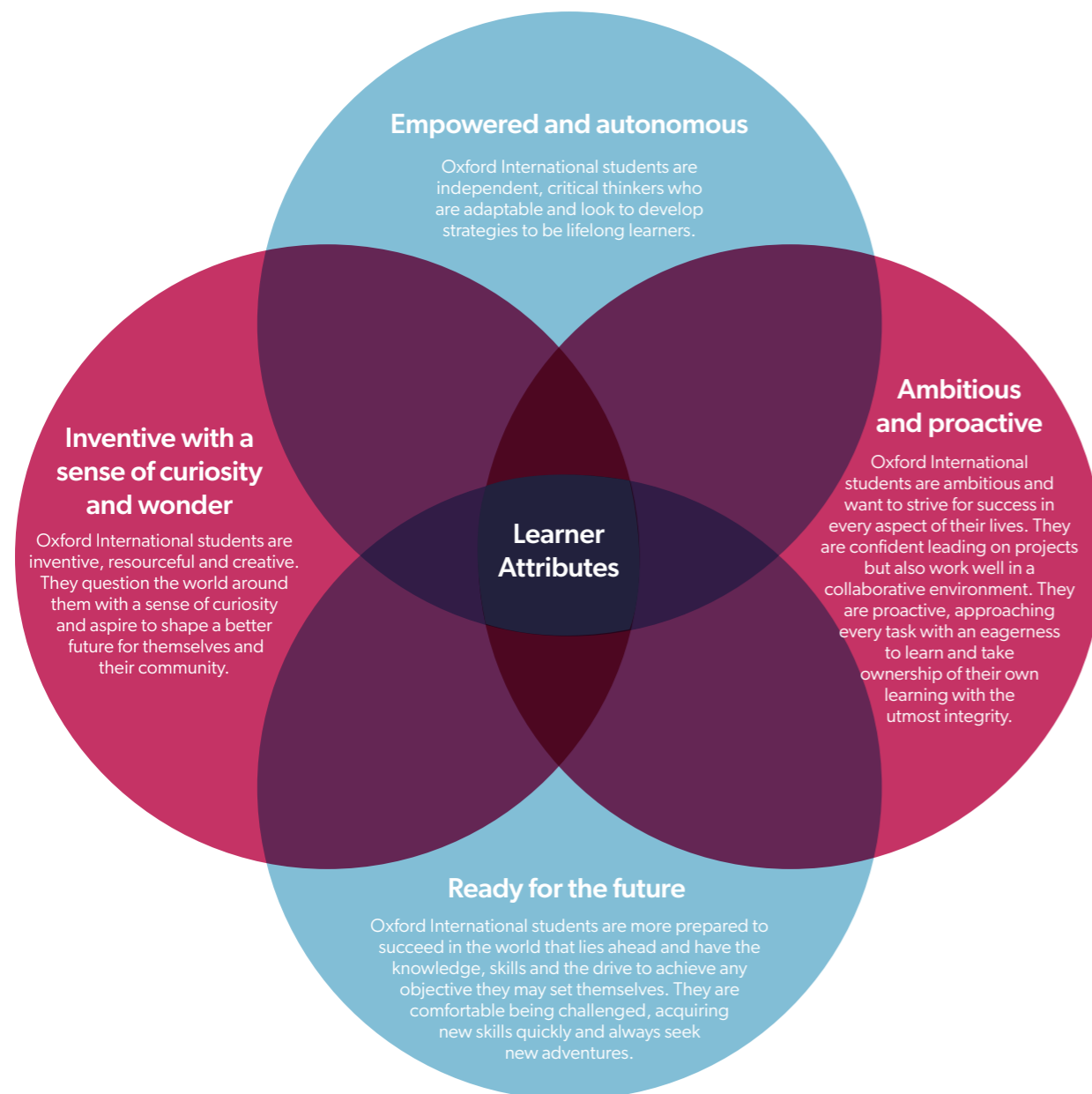
UNESCO Futures of Education initiative



# Challenge seekers, problem solvers, next leaders

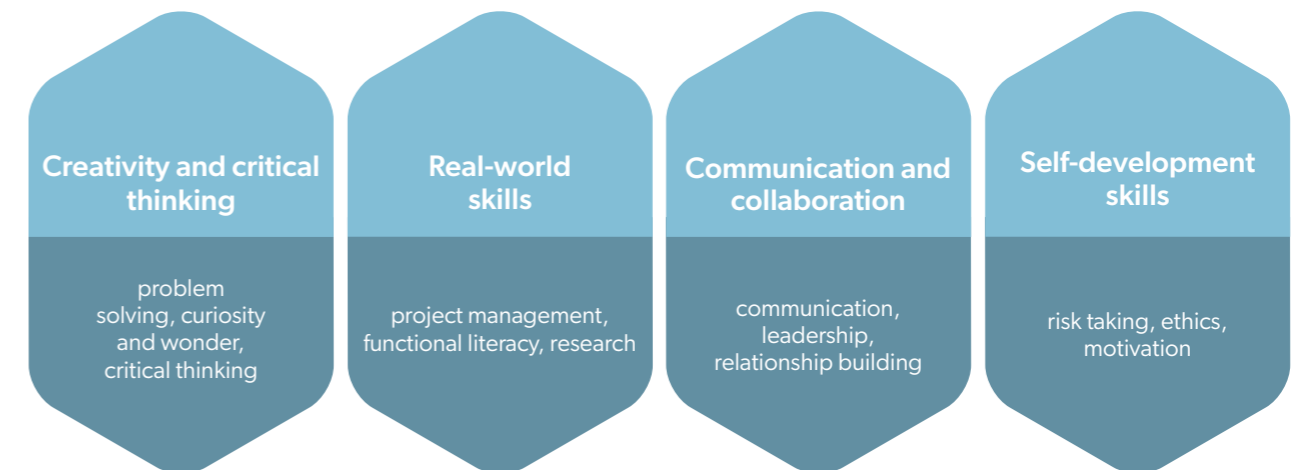
The Oxford International Curriculum aims to deliver the wellbeing and global skills that will be needed in future, to the learners of today, providing them with a firm foundation for future employment and participation in society.

## The Oxford International Curriculum helps to develop:



# A classroom culture that fosters lifelong learning and wellbeing

The Oxford International Curriculum enables students to succeed by recognizing that lasting success is contingent on both academic performance and emotional wellbeing. The curriculum aims to foster a classroom environment where students develop the skills for success:



The Oxford International Curriculum also promotes teachers' and learners' resilience, agency and self-regulation to cope in the world of tomorrow.

This focus on wellbeing aims to promote good mental health to enhance students' lives inside and outside of the classroom. Key themes of wellbeing include:



The Oxford International Curriculum offers a practical, robust and effective continuous professional development programme specifically designed for international schools to support the implementation of its pedagogy.

By promoting wellbeing and developing global life-skills, the Oxford International Curriculum will prepare your students for success in an ever changing world, giving them the springboard to achieve academically and nurturing them to shape a better future.



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## Our curriculum developer:

### Adrian Bethune

Adrian Bethune is a teacher, trainer and author, and the founder of Teachappy, which shares wellbeing-related resources for schools. His books include the award-winning *Wellbeing in the Primary Classroom – A Practical Guide to Teaching Happiness* (2018) and *A Little Guide to Teacher Wellbeing and Self-care* (2020). In 2012, he was awarded a ‘Happy Hero’ medal at the House of Lords for his work on developing wellbeing in schools.

## Our curriculum consultants:

### Dr Hazel Harrison

### Yvonne Biggins

# Preface

Throughout history, humans have grappled with the question of what it means to lead a good life and, importantly, what the purpose of life is itself. The ancient Greek philosopher, Aristotle, believed that, “Happiness is the meaning and purpose of life. The whole aim and end of human existence.” It appears that the attainment of happiness is a distinctly human pursuit.

More recently, the United Nations has formally recognized the relevance of happiness and wellbeing as universal goals and aspirations in the lives of human beings around the world and the importance of their recognition in public policy objectives. In 2012, the International Day of Happiness was announced to celebrate this worthy goal and to state that everyone has the right to lead a happy life, regardless of background or circumstance. In addition, governments have begun to shift the focus of their policies to look at how they can improve the wellbeing of their citizens.

Similarly, policy-makers and school leaders are in a unique position to positively influence their students’ lives in more realms than just academia. The evidence is now extremely compelling that higher levels of wellbeing can lead to better educational outcomes. There is now a real opportunity for schools around the world to seize upon this evidence base and the change in direction of education policy. It is possible for schools to help their students lead happier lives and achieve well academically.

The Global Happiness and Wellbeing Policy Report 2018 states that, “Schools are the primary place where the values of a culture get instilled in young people... To the extent that teachers transmit optimism, trust and a hopeful sense of the future, this will positively influence their students’ perception of the world.”

It reminds us that if we want our future generations to discover a joy of learning and how to be happy and be active participants in society, schools are of fundamental importance. But, an uncertain future means that students today need solid foundations of resilience to go into adulthood with confidence. And the link between increased wellbeing and resilience is clear:

“Positive student wellbeing was associated with a higher proportion of resilient students” (PISA 2019)

However, many schools are at a loss to know how to improve their students' wellbeing, despite understanding that it is crucial to their academic success and future happiness:

"Despite the global interest in students' wellbeing, there is no consensus on which policies or curriculum changes are needed to improve adolescents' quality of life at school." (PISA 2015)

This curriculum aims to provide the tools and training needed to bring positive education to life in schools and enhance the lives of teachers and learners around the world.

The Oxford International Curriculum for Wellbeing is designed to teach students and teachers the skills of wellbeing and show them how to apply these in everyday life. It is an inclusive and practical programme that will leave no one behind.

The key features of the Oxford International Curriculum for Wellbeing curriculum are that it is:

- **Universal:** All learners have the right to be happy and this will give them the knowledge and skills to assist them in that endeavour. Happiness has a large subjective element, so the curriculum will not prescribe exactly how students should lead their lives, rather it will give them tools to use that suit their needs, environment and culture.
- **Evidence-based:** This framework is based on robust empirical research from some of the best academic institutions around the world. Teachers and school leaders can be confident that the materials are based on a solid body of evidence.
- **Challenging:** A curriculum designed to improve student wellbeing is not meant to be easy. Students will study challenging material that will encourage them to continuously reflect and think deeply. The lessons and practices will stretch students and get them to step outside of their comfort zones.
- **Meaningful:** The materials that young learners will encounter will be relevant and meaningful to them. The curriculum will help them learn and understand more about themselves, the people around them and the world at large.
- **Supported:** Alongside the curriculum, Oxford University Press will provide a complete support package of high-quality materials and training for teachers. This will equip them to deliver the wellbeing skills needed for today and in the future.

- **Measurable:** Low-stakes quizzes will be used at the end of teaching units to assess what learners know and to highlight any misconceptions that may need to be addressed. Tools will be provided to track the wellbeing of students during the teaching of this curriculum.
- **Flexible:** The curriculum is designed to be adaptable to suit the needs of the communities it is being taught in.
- **Impactful:** Ultimately, this curriculum has been designed to enhance the lives of its learners. The aim is to improve the happiness and wellbeing of the teachers and young people who explore this curriculum and the measures of wellbeing will be able to highlight the impact of the materials.





# Our approach to Wellbeing

The Oxford International Curriculum for Wellbeing is underpinned by research from psychological science. It draws on research from positive psychology (also known as the 'science of wellbeing') and is based on theoretical frameworks such as the PERMA+ model, the SEARCH framework and the 'Five Ways to Wellbeing'. The concepts of Growth Mindset and Mindfulness are central to the Oxford International Curriculum for Wellbeing approach:

- **Growth Mindset:** Having a growth mindset is about fostering the belief that intelligence and our abilities aren't fixed: that they can be grown and that we all can change. Teaching children that their brains are like muscles, that they can be strengthened through embracing challenges and persisting in the face of setbacks, has been shown to help develop this skill.
- **Mindfulness:** Mindfulness is about paying attention to what's happening in the mind, body, and external environment with an attitude of kindness and curiosity. It is a type of mind training that can, with practice, give students greater control over their attention so they can focus on the things they want to focus on, and let go of other distractions.

## The spiral model

The underlying structure of the curriculum has a spiral development model. This means that each learning theme is analysed into skills areas. These are revisited each year at higher levels of complexity and depth. The spiral development model reinforces learning and builds on previous achievement. It makes it easier for students to develop and gives coherence and structure to the learning journey.

“““

We can only produce a happiness revolution if these topics are taught continuously throughout a child's life – with each topic reinforcing what has gone before.

Prof. Richard Layard, Can We Be Happier?



## A holistic approach

The Oxford International Curriculum for Wellbeing supports schools in taking a whole-school approach to developing wellbeing. This means that everyone in the school community contributes to and benefits from the approach to wellbeing. A useful model adopted by some schools is a four-stage approach which first trains teachers, then supports teachers to realise that approach in their own lives, enables those teachers to pass on that learning to their students, and finally encourages the school to integrate the approach into the school culture more broadly.

- **Train:** High-quality teacher-training will enable teachers to understand: why developing wellbeing is crucial to flourishing and academic success; the science of wellbeing that underpins the Oxford International Curriculum for Wellbeing; how best to bring the curriculum to life in the classroom and the school community as a whole.
- **Model:** This curriculum has been designed to positively impact teacher wellbeing by encouraging teachers to adopt the healthy habits of body and mind that they will be exploring with their students. It is vitally important that the teachers delivering the curriculum do their best to model wellbeing to their students.
- **Teach:** The curriculum provides the structure, lesson plans and resources for teachers to confidently teach the materials to students, allowing them to be learners - interested in their own minds, bodies, relationships and worlds, and what supports their wellbeing and the wellbeing of others.
- **Immerse:** The total experience of school life contributes to the emotional wellbeing of everyone who learns and works there. Wellbeing is embedded via a supportive whole school culture and ethos which crucially involves support and resources for parents.

[internationaljournalofwellbeing.org/index.php/ijow/article/view/645](http://internationaljournalofwellbeing.org/index.php/ijow/article/view/645)

## Improved educational outcomes and academic attainment



An impact study was undertaken to better understand any potential links between promoting wellbeing in schools and improved educational outcomes, in particular, academic attainment.

“ There is strong evidence internationally to support the claim that whole-school approaches to promoting wellbeing can have a positive effect on academic attainment.”

Dr. Ariel Lindorff, Department of Education, Oxford University, drawing on research undertaken as part of an impact study conducted across a wide range of countries.

The impact study found that there is strong international evidence to support the claim that promoting wellbeing can have a positive effect on academic attainment and a wide range of other educational outcomes, including:

- Engagement
- Transition from primary to secondary school
- Mental health
- Self-esteem
- Self-efficacy
- Motivation
- Behaviour
- Decreased probability of dropout.

To read the impact study report and see a video highlighting the key findings by Dr. Ariel Lindorff, please visit [www.oxfordimpact.oup.com/wellbeing-impact-study](http://www.oxfordimpact.oup.com/wellbeing-impact-study)





## The four strands

The curriculum is made up of four closely interrelated strands. These cover a comprehensive set of knowledge and skills from psychology and the science of wellbeing, that learners can apply in their lives today and in the future.

1

### Taking care of the body:

Students will learn how the body and mind are interrelated, and how taking care of their bodies helps them to take care of the overall wellbeing. They will also learn about the brain, focusing on neuroplasticity, and why it is important to understand that intelligence is not a fixed characteristic, but can be developed.

2

### Taking care of the mind:

Students will learn that our thoughts, feelings and emotions affect our how we see the world, and understand that our minds need looking after in the same way that our bodies do. Students will be introduced to skills such as mindfulness, which can help us to train our minds, develop resilience, and respond skilfully in stressful situations.

3

### Taking care of relationships:

Students will learn that a fundamental aspect of a happy life is developing positive relationships, and understand this in the context of our tribal past. The curriculum will also cover how to communicate more effectively with people, how to grow and maintain friendships and relationships with family, and how to navigate through life online in a healthy and sustainable way.

4

### Taking care of the self and the world:

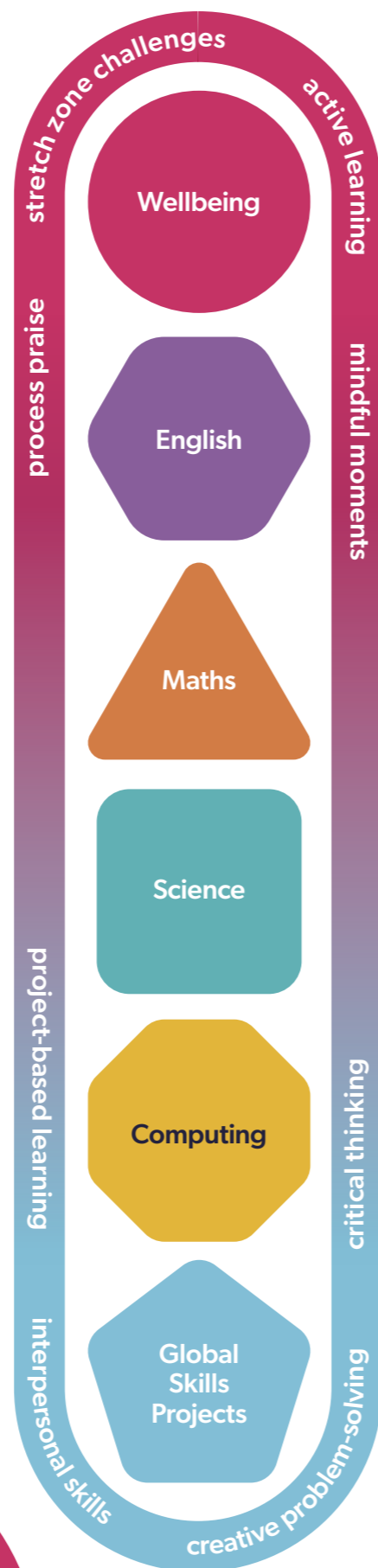
Students will learn that having a clear sense of purpose is about knowing what is important to them and being consciously part of something bigger than themselves. They will reflect on what brings them joy, understand that they have strengths that they can develop, and start to think about their aspirations and set goals. Students will also reflect on the meaning of community and how they can positively contribute to the people and the world around them.



# How the curriculum works

## Six subjects, one approach

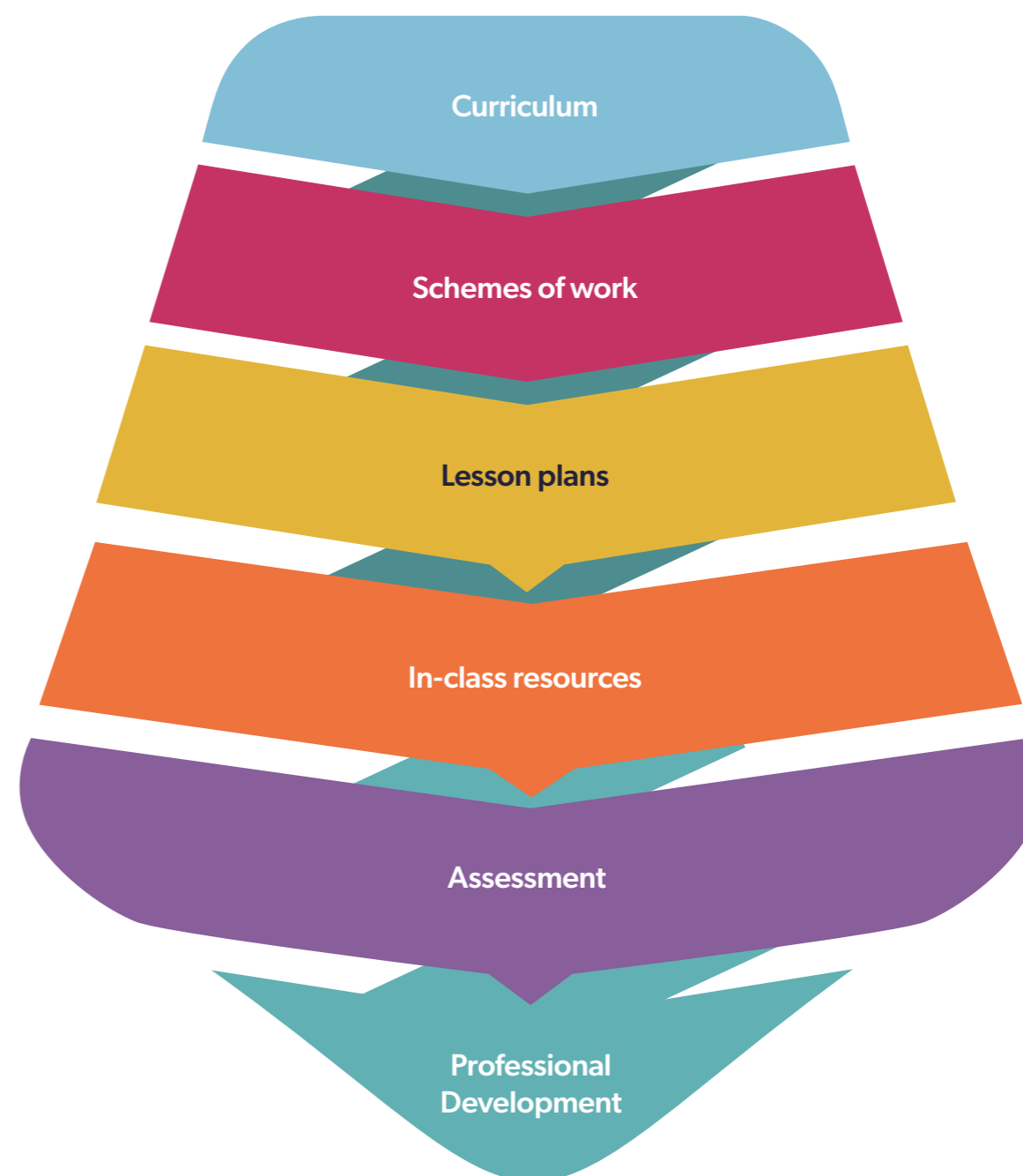
The Oxford International Curriculum spans six subjects, which all have the same approach to the 'Joy of learning'. Wellbeing and Global Skills Projects are at the heart of the four core subjects of English, Maths, Science and Computing, and the development of the Oxford International Curriculum for Wellbeing has been guided by the wellbeing and global skills philosophy. Lesson plans highlight points at which the Global Skills Projects and Wellbeing curricula can be integrated into the teaching of core subjects. The curriculum takes a spiral approach, revisiting key topics to consolidate and support progression in learning.



## Building the curriculum

The Oxford International Curriculum for Wellbeing offers end-to-end teaching and learning support, and is composed of:

- Curriculum at a glance: a year-on-year progression of learning outcomes for every year group
- Schemes of work: overview and detailed schemes of work provide timetabling options by year group, and week-by-week teaching suggestions
- Lesson plans: provide a blueprint for each lesson, ensuring coverage of specific learning outcomes; the plans link to recommended resources and worksheets where relevant
- Worksheets: accompany lesson plans where appropriate to aid teaching





# Resources

The Wellbeing curriculum is designed to be adaptable to the specific needs, resources, and culture of each school. Teachers will be provided with lesson plans for each class exercise, with worksheets for students. Teaching notes will include suggestions for supporting students who are struggling with a skill, and ideas for how students who are already comfortable with a skill might be stretched. Each lesson plan will list any additional resources teachers might need such as: puppets, coloured paper, cameras, space for group work, and so on.





# Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
<b>1 Taking care of the body</b> <ul style="list-style-type: none"> <li>■ Sleep and nutrition</li> <li>■ Exercise</li> <li>■ Growth mindset</li> </ul>	<b>1.1a:</b> Understand what helps them get to sleep <b>1.1b:</b> Discuss the foods they like to eat <b>1.1c:</b> Move their bodies in different ways	<b>2.1a:</b> Understand why they need sleep <b>2.1b:</b> Explain what a balanced diet consists of <b>2.1c:</b> Understand why they need to move their bodies regularly	<b>3.1a:</b> Explain what helps them sleep well <b>3.1b:</b> Measure the sugar content in various foods <b>3.1c:</b> Measure the effects of exercise on their bodies <b>3.1d:</b> Understand that the brain is like a muscle	<b>4.1a:</b> Explain what happens to the body during sleep <b>4.1b:</b> Discuss the importance of staying hydrated <b>4.1c:</b> Explore how exercise affects their moods <b>4.1d:</b> Understand how neurons in the brain form connections when they learn new things
<b>2 Taking care of the mind</b> <ul style="list-style-type: none"> <li>■ Mindfulness</li> <li>■ Understanding emotions</li> <li>■ Thinking optimistically</li> </ul>	<b>1.2a:</b> Start to name common feelings <b>1.2b:</b> Share the activities that make them feel good <b>1.2c:</b> Identify people that they trust and who help them feel safe	<b>2.2a:</b> Be curious about feelings and emotions and begin to name them <b>2.2b:</b> Identify and use helpful self-soothing strategies <b>2.2c:</b> Use simple relaxation techniques to help them feel calm	<b>3.2a:</b> Express gratitude and appreciation for good things in their lives <b>3.2b:</b> Challenge themselves by stepping outside the comfort zone <b>3.2c:</b> Identify activities to reduce stress levels	<b>4.2a:</b> Understand the brain's negativity bias and why it exists <b>4.2b:</b> Savour good things to rewire the brain's negativity bias <b>4.2c:</b> Explain why expressing gratitude can help them feel healthier and happier <b>4.2d:</b> Describe what mindfulness is and what it isn't (autopilot)
<b>3 Taking care of relationships</b> <ul style="list-style-type: none"> <li>■ Positive relationships</li> <li>■ Kindness and gratitude</li> <li>■ Communication</li> </ul>	<b>1.3a:</b> Understand what a family is, and explain who is in their family <b>1.3b:</b> Practise taking turns and sharing in games <b>1.3c:</b> Describe the qualities they like about their friends	<b>2.3a:</b> Discuss what makes a good friend <b>2.3b:</b> Discuss the positive qualities of a good team <b>2.3c:</b> Identify adults in and out of school that they trust	<b>3.3a:</b> Understand that moods can be contagious between people <b>3.3b:</b> Discuss how to share positive emotions <b>3.3c:</b> Recognize what empathy is and how it helps people understand each other	<b>4.3a:</b> Understand the scientific reasons why people are kind to others <b>4.3b:</b> Carry out random acts of kindness <b>4.3c:</b> Describe the positive qualities of the people in their lives who they appreciate
<b>4 Taking care of the self and the world</b> <ul style="list-style-type: none"> <li>■ Identifying strengths</li> <li>■ Finding meaning</li> <li>■ Appreciating nature</li> </ul>	<b>1.4a:</b> Discuss activities that are important to them <b>1.4b:</b> List which things in life they wouldn't want to be without <b>1.4c:</b> Name the natural settings they enjoy visiting	<b>2.4a:</b> Discuss why humans feel good when they belong to a group <b>2.4b:</b> Use teamwork in group activities <b>2.4c:</b> Describe the positive qualities of friends and classmates	<b>3.4a:</b> Understand their place within and connection to the natural world <b>3.4b:</b> Experience awe when witnessing an inspiring natural setting <b>3.4c:</b> Look after and maintain a natural setting	<b>4.4a:</b> Identify their main strengths <b>4.4b:</b> Explain how to use their strengths in everyday life <b>4.4c:</b> Recognize strengths in others

Year 5	Year 6	Year 7	Year 8	Year 9
<b>5.1a:</b> Explain how screen time affects sleep <b>5.1b:</b> Create a healthy menu for meals and snacks <b>5.1c:</b> Create an exercise routine to use at home <b>5.1d:</b> Understand that struggle and challenge can help the brain to grow	<b>6.1a:</b> Design a healthy sleep hygiene routine <b>6.1b:</b> Design and taste recipes using unfamiliar healthy foods <b>6.1c:</b> Describe the body's stress response and understand why it exists <b>6.1d:</b> Explain how neural connections strengthen and weaken	<b>7.1a:</b> Explain how sleep affects memory and learning <b>7.1b:</b> Understand how diet affects the immune system <b>7.1c:</b> Recognize the body's stress signs/symptoms and what to do about it	<b>8.1a:</b> Explain how sleep affects emotional regulation <b>8.1b:</b> Explain how a healthy diet helps gut health <b>8.1c:</b> Design a short workout that increases muscle strength <b>8.1d:</b> Explain how exercise affects the brain and its ability to learn and grow	<b>9.1a:</b> Explain what circadian rhythms are, and how to positively affect them <b>9.1b:</b> Identify unprocessed wholefoods to increase in their diets <b>9.1c:</b> Use a variety of techniques to help relax the body (stretching, body scans, deep breathing) <b>9.1d:</b> Identify times when they have exhibited a growth mindset in challenging circumstances
<b>5.2a:</b> Understand the stress response (fight, flight, freeze) and when they might experience it <b>5.2b:</b> Understand what 'flow' is and when they experience it <b>5.2c:</b> Learn how to let thoughts go and pay attention to the breath <b>5.2d:</b> Recognize when the mind begins to worry and how they can respond	<b>6.2a:</b> Be flexible with thoughts and beliefs about challenging events <b>6.2b:</b> Recognize how thoughts and emotions show up in the body <b>6.2c:</b> Move their bodies mindfully	<b>7.2a:</b> Understand the power of positive emotions <b>7.2b:</b> Develop realistic and optimistic ways of thinking <b>7.2c:</b> Pay mindful attention to the body (body scan) <b>7.2d:</b> Identify role models who exhibit a growth mindset	<b>8.2a:</b> Understand the difference between helpful and unhelpful types of thinking <b>8.2b:</b> Identify common thinking traps and how to avoid them <b>8.2c:</b> Reframe thoughts and experiences <b>8.2d:</b> Pay attention to thoughts and emotions with acceptance and curiosity	<b>9.2a:</b> Understand how difficult experiences can help them grow <b>9.2b:</b> Journal to help them make sense of their experiences <b>9.2c:</b> Design a routine that incorporates healthy habits of body and mind
<b>5.3a:</b> Send good will and positive thoughts towards others <b>5.3b:</b> Understand what altruism is and learn from the altruism of others <b>5.3c:</b> Demonstrate how to see things from another person's perspective	<b>6.3a:</b> Explain what 'rupture and repair' is in relationships and why it is important <b>6.3b:</b> Forgive others <b>6.3c:</b> Understand how to resolve conflicts more effectively	<b>7.3a:</b> Participate ethically in a digital world <b>7.3b:</b> Explain how to be more digitally resilient <b>7.3c:</b> Develop their autonomy online	<b>8.3a:</b> Recognize how important relationships are for wellbeing <b>8.3b:</b> Communicate more skilfully with others <b>8.3c:</b> Explain why trusting and being trustworthy are important in relationships	<b>9.3a:</b> Identify how to nurture important relationships <b>9.3b:</b> Handle difficult conversations with others more skilfully <b>9.3c:</b> Express gratitude to important people in their lives
<b>5.4a:</b> Describe situations where they used their strengths effectively <b>5.4b:</b> Identify which activities give them 'flow' <b>5.4c:</b> Describe their role models' strengths	<b>6.4a:</b> Describe achievements that they are proud of <b>6.4b:</b> Set goals for the future <b>6.4c:</b> Plan steps to help achieve their goals	<b>7.4a:</b> Explain the difference between pleasurable and purposeful activities <b>7.4b:</b> Recognize that meaningful activities are not always pleasurable <b>7.4c:</b> Reflect on past experiences that have made them more resilient	<b>8.4a:</b> Describe the things that are important to them and explain why <b>8.4b:</b> Volunteer in the community with their friends <b>8.4c:</b> Raise money for worthy causes	<b>9.4a:</b> Find meaning in difficult experiences <b>9.4b:</b> Make responsible and ethical decisions <b>9.4c:</b> Describe the meaningful work they would like to do in the future



# Schemes of work

Schemes of work provide a clear structure for the delivery of the curriculum in each academic year, mapping out scope and sequence, and providing a teaching route which students can follow. They are available at both an overview (week-by-week) and detailed (lesson-by-lesson) level.

Oxford International Curriculum Wellbeing

### SCHEME OF WORK: YEAR 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Introduction and wellbeing survey	Taking care of the body: I eat, I move, I sleep				Check what you know	Taking care of the mind: I notice how I feel					Check what you know
Taking care of relationships: My friends and family					Check what you know	Taking care of the self and the world: My special places and things					Check what you know
Taking care of the body: I eat, I move, I sleep	Taking care of the mind: I notice how I feel			Check what you know	Taking care of relationships: My friends and family		Taking care of the self and the world: My special places and things			Check what you know and wellbeing survey	

Oxford International Curriculum Wellbeing

### SCHEME OF WORK: YEAR 7

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Introduction and wellbeing survey	Taking care of the mind: Thinking positively				Check what you know	Taking care of the body: Listening to my body					Check what you know
Taking care of relationships: Getting along online					Check what you know	Taking care of the self and the world: Pleasure and purpose					Check what you know
Taking care of the mind: Thinking positively	Taking care of the body: Listening to my body			Check what you know	Taking care of relationships: Getting along online		Taking care of the self and the world: Pleasure and purpose			Check what you know and wellbeing survey	

#### Curriculum aligned

Every learning objective mapped on to a week-by-week, lesson-by-lesson teaching plan

#### Multiple views

Schemes of work provided at both weekly and lesson-by-lesson level, for ease of planning

#### Lesson plans

Lesson titles link in to individual lesson plans

## SCHEME OF WORK: YEAR 1

Week	Lesson title	Learning outcomes
1	Introduction and wellbeing survey	
<b>Taking care of the body: I eat, I move, I sleep</b>		
2	Sleeping well	<b>1.1a:</b> Understand what helps them get to sleep
3	Foods I like to eat	<b>1.1b:</b> Discuss the foods they like to eat
4	Moving my body	<b>1.1c:</b> Move their bodies in different ways
5	Keep on moving	
6	Check what you know	
<b>Taking care of the mind: I notice how I feel</b>		
7	Naming feelings	<b>1.2a:</b> Start to name common feelings
8	Feel-good activities	<b>1.2b:</b> Share the activities that make them feel good
9	People I trust	<b>1.2c:</b> Identify people that they trust and who help them feel safe
10	When I feel safe	
11	Opposite feelings	
12	Check what you know	
<b>Taking care of relationships: My friends and family</b>		
13	What is a family?	<b>1.3a:</b> Understand what a family is, and explain who is in their family
14	This is my family	<b>1.3b:</b> Practise taking turns and sharing in games
15	Playing games	<b>1.3c:</b> Describe the qualities they like about their friends
16	My special friends	
17	Being a good friend	
18	Check what you know	
<b>Taking care of the self and the world: My special places and things</b>		
19	Things I like to do	<b>1.4a:</b> Discuss activities that are important to them
20	My special things	<b>1.4b:</b> List which things in life they wouldn't want to be without
21	Places I like to go	<b>1.4c:</b> Name the natural settings they enjoy visiting
22	Let's go outside	
23	Art outside	
24	Check what you know	
<b>Taking care of the body: I eat, I move, I sleep</b>		
25	Work up a sweat	<b>1.1a:</b> Understand what helps them get to sleep
26	Eat and rest	<b>1.1b:</b> Discuss the foods they like to eat
		<b>1.1c:</b> Move their bodies in different ways
<b>Taking care of the mind: I notice how I feel</b>		
27	How are you feeling?	<b>1.2a:</b> Start to name common feelings
28	People who make me feel good	<b>1.2c:</b> Identify people that they trust and who help them feel safe
29	Feeling safe	
30	Check what you know	
<b>Taking care of relationships: My friends and family</b>		
31	Your turn, my turn	<b>1.3a:</b> Understand what a family is, and explain who is in their family
32	Playing games with my family	<b>1.3b:</b> Practise taking turns and sharing in games
<b>Taking care of the self and the world: My special places and things</b>		
33	The things I am grateful for	<b>1.4a:</b> Discuss activities that are important to them
34	The places I am grateful for	<b>1.4b:</b> List which things in life they wouldn't want to be without
35	Expressing gratitude	<b>1.4c:</b> Name the natural settings they enjoy visiting
36	Check what you know and wellbeing	

# Lesson plans

Oxford International Curriculum **Wellbeing**

**YEAR 1** Unit 1: I eat, I move, I sleep  
 Week 2, Lesson 1: Sleeping well  
 Learning outcome: 1.1a

**Context**

- Children will learn why sleep is important for their health and wellbeing. They will start to think about their sleep routine (the things they do every night to prepare for bed).
- They will learn that they need to feel safe, calm, and relaxed to go to sleep. They will think about and discuss the things that help them get a good night's sleep.
- Some of the benefits of sleeping well are:
  - greater control of your emotions and responses
  - stronger immune system
  - ability to pay attention for longer
  - increased ability to learn and remember.
- The lesson has been designed so that timings are flexible, but we suggest you take between 45 minutes and an hour to deliver this lesson.

**Lesson summary**  
 Children are introduced to why they need sleep, how sleep benefits their minds and bodies, and what helps them get a good night's sleep.

**Materials and resources**  
 Paper, colouring pencils, pens, flipchart paper or whiteboard  
 Year 1 Week 2 Worksheet

**Joy of Learning**  
 Global Skills Projects  
 1.1b: Ask questions about causes and consequences

**Vocabulary**  
 Body, mind, sleep, relax, calm, bedtime, routine

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**Curriculum aligned**  
 Every lesson highlights the learning outcomes it covers, linking back to the curriculum at a glance document

**Flexible**  
 Indicative timings are given, but additional activities allow for customization, and differentiation suggestions are provided

**Step-by-step**  
 Guidance structured to navigate through the delivery of the lesson

**Joy of learning**  
 Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted

Oxford International Curriculum **Wellbeing**

**Introductory activity**

- Ask the children why they think animals and humans need to sleep. Let them discuss in pairs and share their ideas with the class.
- Explain that there are lots of reasons why we need sleep. The main reasons are:
  - Rest – so our bodies and brains can rest after being used all day.
  - Growing – our bodies actually grow a bit when we sleep.
  - Health – sleep helps us stay healthy and become ill less often.
  - Learning – we learn better when we have slept well.
  - Happiness – our mood is better after a good night's sleep.
- Ask what they think would happen if they didn't get enough sleep. Use the list of benefits above and encourage them to discuss what the opposite effects would be.

**Main activity**

- Explain that we need to feel calm, safe, and relaxed to help us get to sleep.
- Some people have a bedtime routine. Explain that routine means the things we do every day in a certain order to help us prepare for something.
- A bedtime routine can look something like this:
  - a warm bath in the evening
  - dress in bedtime clothes
  - brush teeth
  - read a story with a grown-up
  - cuddle a favourite soft toy or teddy.
- Ask the children to think of the things they do before bedtime that help them feel relaxed. Share these with a partner before sharing them with the class.
- The teacher can write some of the ideas on a flipchart or whiteboard.
- This links to 'personal awareness' and children learning more about themselves and the things that help them feel calm and relaxed in order to get a good night's sleep.

**Additional task**

- Give children the worksheet for Week 2 (Sleeping well) and ask them to draw and label the things they do that help them get to sleep. If necessary, explain that the instruction 'label the pictures' means to write what each picture shows on the line below.
- If there are things that other people have shared that they might like to try, they can write a few of these down too.

**Learning review**

- All animals need to sleep, including humans.
- Sleep helps us to rest, to grow, to be healthy, to learn, and to feel happy.
- The things we do leading up to our bedtimes can help us get a good night's sleep.
- Doing things that help us feel calm are very good for sleep.

**Differentiation**

- The teacher can work with a small guided group of children to support them with drawing and labelling their worksheets.

**Extension task**

- Children can think about the things that *stop* them from getting to sleep easily (for example, playing on electronic devices, having arguments, eating sugary food and drinks).

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# Worksheets

Worksheets are provided for every lesson, and are fully aligned to the Oxford International Curriculum for Wellbeing.


Oxford International Curriculum **Wellbeing**

## How are you feeling?

How happy do you feel? Answer the questions below by putting a mark on the line between the two faces.

**How happy am I?**

**How happy am I at home?**




Year 1 Week 1 Lesson 1 Worksheet  
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Oxford International Curriculum **Wellbeing**

## Sleeping well



What helps you to relax before bedtime so you can get a good night's sleep? Draw four pictures. Label the pictures.



Year 1 Week 2 Lesson 1 Worksheet  
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# Assessment information

## Quizzes

At the end of each unit, students will complete a multiple-choice quiz to informally assess their knowledge. The quizzes are designed to be fun, short and to make students think hard about what they have learned. The aim is not to give the students a grade or ranking but to help them learn the content better. This approach has three main benefits. Students are assessed in an informal way without feeling like they are being judged as either 'good/bad' at wellbeing; It allows teachers to discover student misconceptions and address these in future lessons; and students benefit from the 'testing effect' which cognitive science shows strengthens memory recall and knowledge retention in long-term memory.

## Wellbeing surveys

Students will complete wellbeing surveys to fill in twice a year (at the start and end of the academic year) to track and monitor changes to their wellbeing. This will allow schools to see how the curriculum is having a positive impact and if any students may need more support for their wellbeing.

### Year 1 to Year 3

From years 1 to 3, a simple survey will be completed by students by making a mark for each answer on a line, from a smiley face to a sad face. Wellbeing surveys below the age of nine are not considered to be very reliable, so the aim of these surveys is to get students used to reflecting on their lives and their wellbeing building skills that they will use as they progress through the curriculum.

### Year 4 to Year 9

From Year 4 onwards, students will complete wellbeing surveys which will ask them selection of questions about themselves and their lives. Students will be asked to rate their levels of happiness (life satisfaction), health, quality of relationships, and experiences of school life. The surveys should take around 15 to 20 minutes to complete and will be anonymous. Teachers will be able to track how their class is doing as they progress through the curriculum.





# Glossary

**Creative skills:** skills that foster students' innate curiosity and creativity

**Curriculum at a glance:** a table-format overview providing a snapshot of learning outcomes for every year group

**Differentiation:** the creation of varied learning pathways through the curriculum, to enable teaching that caters to the needs of all learners

**Emotional intelligence:** the ability to understand one's own feelings and emotions, and also those of others, and regulate them skilfully

**Enquiry-based learning:** an approach to learning which invites students to actively shape their learning journeys, placing problem-solving and real-world applications at the heart of the curriculum

**Functional literacies:** the numerical, digital, and language literacy our students need to succeed in the 21st century

**Global Skills Projects:** a project-based, interdisciplinary course that seeks to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in a changing world

**Growth mindset:** a belief that your intelligence and abilities can be developed by embracing challenges, sustaining effort, and trying new strategies – a growth mindset leads to greater motivation and achievement

**Interpersonal skills:** skills which support lifelong learning, through developing communication, relationship-building and leadership skills

**Joy of learning:** an approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops global skills needed by learners to thrive throughout their lives

**Learning outcomes:** clear statements which describe what a student is expected to be able to do or understand after a specific period of study

**Lesson plans:** a programme of study for any given lesson, aligned to specific outcomes within the curriculum

**Mindful moments:** opportunities for students to refocus their attention on the present moment

**Pedagogy:** the approach to teaching and learning, guiding the way in which the curriculum is taught to students

**Positive education:** a combination of academics, character and wellbeing

**Process praise:** praising how students work, rather than only praising the outcome, for example, praising effort, perseverance, resilience, teamwork and strategies

**Project-based learning:** an active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories

**Real-life skills:** skills which support lifelong learning, including project management, functional literacies and research

**Resilience:** possessing the inner resources and the ability to withstand and overcome adversity and difficulties

**Scheme of work:** a week-by-week, lesson-by-lesson plan which details how to deliver the learning outcomes within the curriculum

**Self-development skills:** skills which support lifelong learning, including critical thinking, ethics and self-motivation

**Spiral approach:** the model by which underlying learning themes of the curriculum are revisited each year at higher levels of complexity and depth – the spiral development model reinforces learning and builds on previous achievement

**Stretch zone:** a visual metaphor to help explain that we learn the most when we do challenging work

**Wellbeing:** both a curriculum subject and guiding principle, which supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners, giving them skills that can apply in their lives today and in the future

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