Whole School Wellbeing Curriculum (2026-27)

Mission statement:

Guided by our school vision, *"relating education to life,"* our mission is to be committed to fostering a holistic approach to well-being that empowers students to apply their learning to real-life challenges. Our mission is to:

- Embed well-being into daily learning experiences, helping students develop resilience, emotional intelligence, and a healthy mindset.
- Promote a culture of care, respect, and inclusivity where every student feels valued and supported.
- Encourage lifelong healthy habits through mental health awareness, physical activity, and balanced nutrition.
- Provide a safe and nurturing school environment that supports both academic achievement and personal growth.

Purpose

This wellbeing curriculum provides a structured, progressive approach to developing students' emotional, social, physical and digital wellbeing across all phases. It supports student agency, inclusion, safeguarding and life readiness. **Early Years Foundation Stage (Kindergarten)**

Focus	**Key Themes**	**Key Learning Outcome (Students will be able to)**	**Activities**	**Evidence/ Assessment**
Emotional awareness	Identifying and expressing emotions	Name basic emotions (happy, sad, angry, worried	Feelings circle time, Emotion cards and stories Safe and unsafe	-Teacher observations Student work samples behaviour
Safety	Feeling safe and secure at school	Seek help from trusted adults		

Relationships	Building positive relationships	Share, take turns and play cooperatively	touch / body safety	checklist -Student feedback
Routines	Self-care and routines	Follow routines that support wellbeing		

Primary Phase (Grades 1–5)

Focus	Key Themes	Key Learning Outcome (Students will be able to)	Activities	Evidence/ Assessment
Self-awareness	Understanding emotions and trigger	Use simple strategies to regulate emotions	Emotion check-ins - Role play and scenarios - Value education classes - Digital safety discussions - Teaching skills and spreading awareness through weekly assemblies - mindful minutes in class by Counselor	Student reflections Teacher checklists Pastoral records Value Education assessments behaviour checklist -Activity reports Lesson plans
Emotional regulation	Managing big feelings	Regulate emotions in a healthy manner.		
Friendships	Healthy friendships and empathy	Demonstrate empathy and respect		
Resilience	Growth mindset and resilience	Resolve minor conflicts with support		
	Introduction to digital wellbeing	Identify safe and unsafe online behavior		

Middle School (Grades 6–8)

Focus	Key Themes	Key Learning Outcome (Students will be able to)	Activities	Evidence/ Assessment
Identity and self esteem	Self-identity and confidence	Develop a realistic and positive self-concept. Show increased confidence in decision-making and self-expression.	Group discussion during Mindful Minutes by Counselor. Thematic Assemblies. Mental Health campaigns by students.	-Value Education assessments -Pastoral care records SEL checklists. -Activity reports -lesson plans
Peer relationships	Healthy friendships and boundaries	Demonstrate respect for diversity		
Coping strategies	Managing stress and change Help-seeking skills	Apply coping strategies during stress Seek support when needed		
	Responsible digital citizenship -	Make informed choices online -		

Secondary Phase (Grades 9–12)

Focus	Key Themes	Key Learning Outcome (Students will be able to)	Activities	Evidence/ Assessment
Independence	Mental health awareness	Recognise signs of stress and anxiety	Peer-led sessions. Thematic Assemblies. Panel discussions by external experts.	-Attendance -Pastoral care logs. Session records -SEL checklists.
Mental health literacy	Managing pressure and expectations	Use strategies for balance and wellbeing		

Life skills	Healthy relationships and boundaries Digital balance and wellbeing	Demonstrate responsible decision-making	Mental Health Week – activities to promote awareness and self-care	
Purpose	Purpose, values and future readiness	Demonstrate appropriate peer support while recognising when to seek adult help		

Addendum - Distance Learning Support Overview (2026-27)

Area of Support	Provision / Strategy	What It Looks Like in Practice	Impact
Individualized Instruction	Separate small group / 1:1 sessions	Scheduled targeted sessions with Support teacher/ILSA focusing on IEP goals	Improved concept clarity and personalized pacing
Flexible Scheduling	Adapted timetable	Shorter sessions, staggered timings, breaks between sessions	Reduced fatigue, improved engagement
Curriculum Modification	Adapted learning outcomes	Simplified content, prioritized key concepts, alternative learning tasks	Access to curriculum at appropriate level

Reduced Learning Load	Adjusted task volume	Fewer questions, chunked assignments, extended deadlines	Reduced overwhelm and better task completion
Assessment Adjustments	Modified assessments	Oral responses, project-based tasks, reduced duration	Fair demonstration of learning
Assistive Support	LSA / Parent support guidance	LSAs join breakout rooms; parents guided for home support strategies	Consistent scaffolding and support
Wellbeing Support	Emotional check-ins	Regular counselling support, check-ins during sessions	Reduced anxiety, improved emotional regulation
Engagement Strategies	Multi-sensory & interactive tools	Use of visuals, videos, hands-on/off-screen tasks	Increased participation and focus
Monitoring & Feedback	Continuous progress tracking	Weekly reviews, teacher-parent communication, IEP tracking	Timely interventions and progress monitoring
Collaboration	Teacher–Inclusion Team coordination	Joint planning, shared observations via online platforms	Consistency in support delivery