



At IncludEd Learning, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to Level 2 with a range of short course/vocational options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum. We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.

<b>Engaged</b>	A degree of attention, curiosity, interest, optimism, and passion extends to the level of motivation to learn and progress.
<b>Empowered</b>	Fostering a sense of ownership, creating active participants who take responsibility for their own growth and development.
<b>IncludEd</b>	A nurturing environment allowing equal access to educational opportunities where all students are safe, valued, and respected.

### EMOTIONAL WELLBEING CURRICULUM VISION

Our Emotional Wellbeing Curriculum is designed to firstly, help pupils understand that all emotions are valid and should not be viewed negatively. This is done through the discreet teaching of 40 different emotions, using stories to explore each one in turn, enabling pupils to identify the root of the emotion. Following this, pupils reflect on the emotion and try to identify times where they may have experienced it and, if appropriate, identify strategies they could use to manage said emotion.

This approach aligns with our Behaviour Management Policy and the use of Emotion Coaching to support the pupils in managing emotionally charged situations more effectively. Daily check-ins are used to encourage the pupils to practice being aware of and labelling their feelings on a regular basis. Mindfulness sessions are also used to develop pupils' self-awareness and provide moments of calm.

In addition to this, the curriculum provides more in-depth teaching around management strategies for specific areas that our pupils (on the whole) have more difficulty with, such as anger and anxiety.

# EMOTIONAL WELLBEING CURRICULUM MAP

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>KS3 Y1</p>						
	Taming Your Temper	Happy, Sad, Bored	Afraid, Brave, Ashamed	Surprised, Shocked, Nervous	Loved, Lonely, Disappointed	Reflecting & Planning
 <p>KS3 Y2</p>						
	Accepted, Rejected, Intimidated	Generous, Selfish, Alienated	Shy, Arrogant, Bereaved	Guilty, Sorry, Deceitful	Loved, Lonely, Disappointed	Build Self Esteem
 <p>KS3 Y3</p>						
	Misunderstood, Jealous, Frantic	Loyal, Dominated, Home Sick	Impatient, Inferior, Possessive	Stressed, Vain, Confident	Exploring Anxiety	Anxiety Management Strategies
 <p>KS4 Y1</p>						
	Starving the Anger Gremlin	Mindfulness				
 <p>KS4 Y2</p>						
	Improve Own Wellbeing	Life Changing Relationships	Career Opportunities	Improve and Repair Relationships	Interview Skills	

# KS3: Y1 - 2023-2024 - EMOTIONAL WELLBEING FRAMEWORK FOR LEARNING



Preparing for Life in Modern Britain



Careers (CEIAG)



Culture Capital



Enrichment Opportunities



Literacy and Communication

**AUTUMN 1**

**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2-**



**Core Knowledge, Skills & Concepts**

## Taming Your Temper

1. Explore what anger is (sheets 1-2)
2. Develop understand appropriate anger vocabulary (sheets 3-5)
3. Understand that the term anger covers a range of feelings from mild to intense (sheets 6-8)
4. Pupils learn to recognise their own individual triggers. (sheets 9-11)
5. Recognise the physical sensations of anger. Identify strategies to return to a state of calm (sheets 12-14)
6. Identify signs of anger in others. Identify how you show you are (sheets 15-16)

- To recognise and name our own emotions
  - Develop understanding of some causes of feelings and behaviours
  - To begin to manage own behaviour, self-control
  - To learn more positive feelings regarding self
  - To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable
  - Opportunities to practice skills and learn how to problem solve both on their own and with others
  - Develop social and emotional skills in different ways – working individually, with partners and in groups
- Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion.

## Reflecting & Planning

Focus on reflecting on the year looking at successes and difficult situations with a focus on what was learnt from the situations.

It will then look at thinking about possible challenges and how planning for success can help overcome/minimise future challenges.

Feelings to cover:  
1. Happy  
2. Sad  
3. Bored

Feelings to cover:  
1. Afraid  
2. Brave  
3. Ashamed

Feelings to cover:  
1. Surprised  
2. Shocked  
3. Nervous

Feelings to cover:  
1. Loved  
2. Lonely  
3. Disappointed

7. Using 'I' statements to focus on self, not others. Recap unit (Sheets 18-19)

Additional resources available

# KS3: Y2 - 2024-2025 - EMOTIONAL WELLBEING FRAMEWORK FOR LEARNING

**AUTUMN 1**

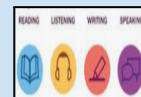
**AUTUMN 2**

**SPRING 1**

**SPRING 2**

**SUMMER 1**

**SUMMER 2**



**Core Knowledge, Skills & Concepts**

- To recognise and name our own emotions
- Develop understanding of some causes of feelings and behaviours
- To begin to manage own behaviour, self-control
- To learn more positive feelings regarding self
- To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable
- Opportunities to practice skills and learn how to problem solve both on their own and with others
- Develop social and emotional skills in different ways – working individually, with partners and in groups

Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion.

Feelings to cover:

1. Accepted
2. Rejected
3. Intimidated

Feelings to cover:

1. Generous
2. Selfish
3. Alienated

Feelings to cover:

1. Shy
2. Arrogant
3. Bereaved

Feelings to cover:

1. Guilty
2. Sorry
3. Deceitful

Feelings to cover:

1. Loved
2. Lonely
3. Disappointed


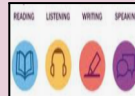

## Building Self Esteem

This unit will look at building the self-esteem of pupils by exploring challenges faced by people and strategies about how to overcome these barriers.






1. Appearance Ideals
2. Media Messages
3. Confront comparisons
4. Banish Body Talk
5. Be the change

# KS3: Y3 - 2025-2026 - EMOTIONAL WELLBEING FRAMEWORK FOR LEARNING

## Core Knowledge, Skills & Concepts

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
  					
<ul style="list-style-type: none"> <li>To recognise and name our own emotions</li> <li>Develop understanding of some causes of feelings and behaviours</li> <li>To begin to manage own behaviour, self-control</li> <li>To learn more positive feelings regarding self</li> <li>To learn about feelings (both own and others) and ways to cope effectively with feelings that are uncomfortable</li> <li>Opportunities to practice skills and learn how to problem solve both on their own and with others</li> <li>Develop social and emotional skills in different ways – working individually, with partners and in groups</li> </ul> <p>Each emotion will be looked at over at least two lessons. The first will focus on identifying the emotion using a distancing story and the second will focus on providing advice to the person from the story and reflecting on the pupils' own experiences of the emotion</p>				<p><b>Exploring Anxiety</b></p> <p>This unit will help pupils gain a better understanding of what anxiety is, how it manifests, how to manage/challenge it and where possible how to break the cycle.</p>	<p><b>Anxiety Management Strategies</b></p> <p>This unit will focus on experiencing different strategies which can be used for managing anxiety including yoga, use of music, meditation.</p>
Feelings to cover: 1. Misunderstood 2. Jealous 3. Frantic	Feelings to cover: 1. Loyal 2. Dominated 3. Home sick	Feelings to cover: 1. Impatient 2. Inferior 3. Possessive	Feelings to cover: 1. Stressed 2. Vain 3. Confident		

# KS4: Y1 - 2023-2024 - EMOTIONAL WELLBEING FRAMEWORK FOR LEARNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
    					
To develop cognitive behavioural therapy principles to manage anger.		Mindfulness may help the young to self-regulate more effectively, manage impulsivity and reduce conflict and oppositional behaviour. It should not, however, be used as a disciplinary tool.			

To identify negative, unhealthy and unrealistic patterns of thoughts, perspectives and beliefs.

To identify unhealthy patterns of behaviour.

To challenge existing patterns of thoughts and behaviours and implement alternative thoughts and behaviours that are constructive, healthy and realistic in order to address problems, manage emotions and improve wellbeing.

**Starving the Anger Gremlin**

1. Recap what anger is and identify own response to anger. (p.16-23)
2. Explore how anger occurs (p.26-30)
3. Controlling anger (p.32-34)
4. Understanding the Anger Gremlin Model (p.36-39)
5. Starving the Anger Gremlin (p.42-59) (2 weeks)
6. Anger Dos and Don'ts and exploring the effects of anger (p.62-74) (2 weeks)

Mindfulness helps to develop a greater awareness of relationships and how to manage them (including difficult ones at home), as well as offering a richer understanding of things like self-esteem and optimism.

Mindfulness trains us to understand and direct our attention with greater awareness and skill. This may improve the capacity of children to concentrate and be less distracted, as well as their working memory and ability to plan.

As well as helping them to recognise worry, manage difficulties and cope with exams, developing a more mindful awareness also helps children and young people to appreciate what is going well and to flourish


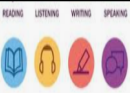



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**30 Days of Mindfulness in the classroom**

- Day 1: Finding Calm Day
- Day 2: Breathe Bubble Day
- Day 3: Moving with Music Day
- Day 4: Resting with Music Day
- Day 5: The Senses Day
- Day 6: Mindful Eating Day
- Day 7: Mental Fitness Day
- Day 8: Meditation Day
- Day 9: Morning Wake Up Day
- Day 10: Squeeze and Release Day
- Day 11: Walking Meditation Day
- Day 12: Soundscapes Day
- Day 13: Breathing Meditation Day
- Day 14: Gratitude Day
- Day 15: Feelings
- Day 16: Reflection
- Day 17: Heartbeat
- Day 18: Afternoon Reset
- Day 19: Counting the Breath
- Day 20: Mindful Bells
- Day 21: Remembering Joy

- Day 22: Loving Kindness
- Day 23: Quiet Time
- Day 24: Sky Gazing
- Day 25: Focus Training
- Day 26: Weather Report
- Day 27: Body Scan
- Day 28: Ocean Breathing
- Day 29: Visualise Your Goals
- Day 30: Letter to Your Future Self

# KS4: Y2 - 2024-2025 - EMOTIONAL WELLBEING FRAMEWORK FOR LEARNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	    					
Core Knowledge, Skills & Concepts	<p><b>Be able to take action to improve own wellbeing</b></p> <ul style="list-style-type: none"> <li>● Identify strategies you could use to support your own mental health</li> <li>● Give examples of how you could support your own mental health</li> <li>● Give an example of an organisation or person who could provide information, advice or support for your wellbeing</li> <li>● Plan activities that will support your wellbeing</li> </ul> <p><b>Career Planning Be able to</b></p>	<p>Relating and reflecting on emotional pain and how to process this. It will provide ways of heightening awareness as steps towards grieving well.</p> <p>To find ways to work through the pain of losing someone.</p> <p>Develop language for grief, describing common and natural feelings resulting from loss.</p> <p>To be aware of attachment protests and to normalise these.</p>	<p><b>Be able to recognise suitable jobs or training opportunities</b></p> <ul style="list-style-type: none"> <li>● Identify job vacancies or training opportunities relevant to a chosen career option</li> <li>● Outline the possible steps needed to reach one of your career options</li> </ul> <p><b>Understand how to apply for jobs or training opportunities</b></p> <ul style="list-style-type: none"> <li>● State different methods of applying for jobs</li> <li>● Produce a CV which highlights own skills,</li> </ul>	<p>Implementing key skills and resources to achieve long-term, satisfying relationships both emotionally and socially.</p> <p>Working in pairs will build, improve and repair relationships. These skills will become a potent resource for working in teams and individually</p> <p>To support strengths and consider weaknesses that they bring to relationships.</p> <p>To establish connections with other people.</p>	<ul style="list-style-type: none"> <li>● <b>Be able to take part in an interview</b></li> <li>● State what to consider when preparing for an interview</li> <li>● Identify ways and give examples</li> <li>● Explain how to create a good impression to an interview</li> <li>● Prepare potential responses to given interview questions</li> <li>● Give examples of questions you might pose at interview</li> </ul>	<p style="font-weight: bold; font-size: 1.2em;">Revision &amp; Exams</p>

	<p><b>recognise suitable jobs or training opportunities</b></p> <ul style="list-style-type: none"> <li>• Give an example of a career option relevant to own skills and interests</li> <li>• Give examples of sources of information about career options</li> <li>• State skills and qualities required for chosen career option</li> <li>• Give examples of career options relevant to own skills and interests</li> <li>• State/list/describe an advantages and a disadvantage/s of the chosen career option</li> <li>• Identify and give examples of job vacancies or training opportunities relevant to chosen career</li> </ul>	<p><b>Life Changing Relationships</b></p> <ol style="list-style-type: none"> <li>1. Disappointing relationship or futile quest for perfect mate? (p.41-42)</li> <li>2. People you've been flying with: (p.47-49)</li> <li>3. Flying together as a Group: (p.50 &amp; 51)</li> <li>4. Collecting moments, not things: (p.52-53)</li> <li>5. Oh, how we laugh! (p.54-55)</li> <li>6. Knights (posing as people) (p.56-57)</li> </ol>	<p>experience and achievements</p> <ul style="list-style-type: none"> <li>• Complete an application to an appropriate standard for submission</li> <li>• Produce a covering letter</li> </ul>	<p>To explore positive and negative ways of relating.</p> <p><b>Tools and Techniques to Improve and Repair Relationships</b></p> <ol style="list-style-type: none"> <li>1. The art of relationship: (p.133-135)</li> <li>2. The unfinished sentence exercise: (p.138-139)</li> <li>3. The like/don't like it game: (p.140-141)</li> <li>4. The empathy game: (p.142)</li> <li>5. Our best and worst Times: (p.143-144)</li> <li>6. Theories of Motivation: (p.145-146)</li> <li>7. Paper conversations: (p.147-148)</li> </ol>	<ul style="list-style-type: none"> <li>• Obtain feedback on own performance in a real or simulated interview</li> <li>• Review own performance at interview to identify personal strengths and areas for improvements</li> </ul>	
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