



# Juniper Hill School



## Curriculum and Teaching – Additional Content Areas Wellbeing

At Juniper Hill School we teach the EYFS (Early Years Foundation Stage) curriculum in Reception and the National Curriculum in Key Stage 1 and 2. Our additional curriculum content areas taught through the curriculum ensure our children leave Juniper confident, resilient, respectful individuals ready for secondary school. Our additional content areas are:

- Safeguarding
- Wellbeing
- Online Safety
- Diversity

This document shows where **WELLBEING** is explicitly covered in each year group.

## EYFS- wellbeing

Communication and language	<ul style="list-style-type: none"><li>• Identifying and naming feelings and emotions</li><li>• Teaching children to communicate their feelings and emotions with the help of adult modelling</li><li>• Kagan structures to support social skills, self-esteem, praising peers and valuing contribution</li></ul>
Physical development	<ul style="list-style-type: none"><li>• Promoting healthy routines e.g., washing hands, snack time, movement and self-care</li><li>• Helping to develop gross motor skills during play and PE lessons</li><li>• Teaching fine motor skills that develop self-confidence e.g., fine motor morning and therapy interventions</li><li>• Teaching body awareness and what it physically feels like when experiencing different emotions</li><li>• Incorporating both energetic and calming movement activities to support self-regulation</li><li>• Understanding the importance of spending time outdoors e.g., forest school</li></ul>
Personal, social, emotional development	<ul style="list-style-type: none"><li>• Recognising and managing emotions – teaching self-regulation strategies</li><li>• Recognising strengths and achievements and building self-esteem</li><li>• Celebrating one another (e.g., star of the week)</li><li>• Supporting friendships and turn-taking (use of puppets and social stories)</li><li>• Supporting transitions and changes (e.g., visual timetable)</li><li>• Identifying safe adults</li></ul>
Literacy	<ul style="list-style-type: none"><li>• Stories exploring emotions and resilience e.g., Tilda Tries Again and the Everybody Feels book series</li><li>• Discussing character and problem solving in stories e.g., Tales Toolkit</li></ul>

	<ul style="list-style-type: none"> <li>• Calming reading spaces within the classroom</li> <li>• Stories that relate to children's own life experiences e.g., new baby, moving house</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Routines and structure to support children's security e.g., visual timetable</li> <li>• Use of sand timers for both indoor and outdoor provision and understanding fairness when taking turns</li> <li>• Supporting children with problem solving using in the moment opportunities during continuous provision</li> </ul>
Understanding the world	<ul style="list-style-type: none"> <li>• Understanding and respecting differences and similarities through celebrating a range of religious festivals</li> <li>• Learning about overcoming challenges to achieve goals e.g., Mae Jemison</li> </ul>
Expressive arts and design	<ul style="list-style-type: none"> <li>• Using art as a form of self-expression and self-regulation</li> <li>• Celebrating individuality and creativity e.g., learning walls</li> <li>• Developing pride and self-confidence in work e.g., learning walls/display walls</li> <li>• Singing together to build confidence and connection</li> </ul>

### Year 1 – wellbeing

English	<ul style="list-style-type: none"> <li>• Supertato, Superworm, Superkid, Superhero: promoting self believe self believe and confidence</li> <li>• Lost bear and Lost in the museum: understanding how to feel safe and what to do when getting lost</li> </ul>
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	<ul style="list-style-type: none"> <li>• Snow White, Little Pigs, Goldilocks: friendship and how others can help</li> <li>• Oliver's vegetables, Oliver's fruit salad and Lighthouse Keeper's Lunch: health mind and body</li> <li>• Zog, The Dragon Machine, George and the Dragon: bravery and self believe</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Promoting a growth mindset- learning from mistakes</li> <li>• Celebrating different strategies and answers</li> <li>• Collaborative problem-solving to build social skills and confidence and confidence</li> <li>• Understanding of time</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Seasonal changes e.g., weather and the importance of getting outside.</li> <li>• Healthy food choices and the impact this has on our bodies.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Using electrical devices to self-regulate.</li> <li>• Discussing how online content can affect emotions</li> <li>• Healthy screen times, understanding when to take breaks</li> <li>• Learning about online bullying and how that would make someone feel</li> </ul>
History	<ul style="list-style-type: none"> <li>• To explore identify and belonging.</li> <li>• To help teach the skills of empathy.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Learning about local areas and community support</li> <li>• Discussing how different weather might make us feel</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Responding to artist's work and use emotions to create a final piece e.g., Cezanne and Kandinsky.</li> <li>• Using tools and materials of choice to create final piece.</li> <li>• Going outside and using nature as a stimulus e.g., William Morris and Andy Goldsworthy.</li> <li>• Developing pride in work.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Listening to different music to manage emotions.</li> <li>• Responding to different music artists e.g., pace of music, tone, bass.</li> </ul>

PE	<ul style="list-style-type: none"> <li>• Promoting physical activities and importance of moving our bodies.</li> <li>• Encouraging healthy eating and drinking habits.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Healthy eating e.g., fruit kebabs</li> <li>• Promotion of getting outside with toys through making a kite e.g., Kite making day</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Goals and dreams unit e.g., Learning from mistakes, taking courage,</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Understanding different groups/religions use their faith for a sense of wellbeing.</li> </ul>

## Year 2 – wellbeing

English	<ul style="list-style-type: none"> <li>• Silly Billy: stories that explore feelings</li> <li>• The tiger who came to tea, The Snowman: Writing diaries that include emotions</li> <li>• Discussing characters' feelings and choices</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Promoting a growth mindset- learning from mistakes</li> <li>• Celebrating different strategies and answers</li> <li>• Collaborative problem-solving to build social skills and confidence and confidence</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Understanding of life cycles, understanding the body- healthy lifestyle choices- healthy diet</li> <li>• Teaching hygiene and healthy routines</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Discussing how online content can affect emotions</li> <li>• Healthy screen times, understanding when to take breaks</li> <li>• Learning about online bullying and how that would make someone feel</li> </ul>
History	<ul style="list-style-type: none"> <li>• Learning about people who overcame challenges (Florence Nightingale)</li> <li>• Discussing how people lived in the past, how they felt and how it's different now</li> <li>• Understanding change is part of life (Florence Nightingale, The Great Fire of London)</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Learning about local areas and support within the community (Flackwell Heath sink hole)</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussing how different weather might make us feel</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Expressing feelings through art using colours and shapes</li> <li>• Learning about how different colours match different emotions</li> <li>• Mindful drawing (Sam Cox)</li> <li>• Creating individuality and creativity</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Exploring mood and feelings through music</li> <li>• Singing together to build connection and confidence</li> <li>• Creating music to express emotions</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Looking after yourself during exercise- mood and mental well-being</li> <li>• Encouraging perseverance, resilience and positive self- talk.</li> <li>• Teaching turn taking and fair play.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Developing pride in work</li> <li>• Celebrating individuality and creativity</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Zones of regulation to name and manage emotions</li> <li>• Strategies to use when you feel certain emotions</li> <li>• Understanding how to ask for help and who trusted adults are.</li> <li>• Learning calming strategies (Jigsaw calm me time)</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Emotions through moral stories</li> <li>• Exploring quiet reflection</li> <li>• Right and wrong choices</li> <li>• Understanding respect for others and how different religions promote kindness.</li> </ul>

### Year 3 – wellbeing

English	<ul style="list-style-type: none"> <li>• I want my hat back: Reading stories that explore feelings i.e.: explores getting frustrated and angry and how you overcome conflict.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Stone Age boy: Writing diary entries which link to naming different feelings</li> <li>• Increase the children's emotional vocabulary</li> <li>• Finn McColl, Rhodopis: discuss why the characters in our stories feel the way they do ie:</li> <li>• Using activities such as hearts and minds to deepen children's understanding of feelings and how they affect the body.</li> <li>• Talking about what makes a diary in case the children would like to write one down.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Making sure that the children can speak to a trusted adult when finding a task tricky.</li> <li>• Promoting growth mindset</li> <li>• Working with peers to overcome challenges which link to 5 ways of wellbeing.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Healthy diet because if you feed your body with nutrients, it will help your mind</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Children are reminded about the impact of screen time on your mental health</li> </ul>
History	<ul style="list-style-type: none"> <li>• To explore identify and belonging</li> <li>• Being able to empathise others and how different our lives are now.</li> <li>• Being able to accept that change is always going to happen and can be for the good</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Exploring cultural diversity and inclusion</li> <li>• Builds a sense of connection to the world by making links</li> <li>• Encourages respect, empathy of others and the world</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Children are encouraged to express their feelings and ideas during art lessons.</li> <li>• Children are taught how colours mean different emotions</li> <li>• Celebrating every win and individuality</li> <li>• Created in a calm environment</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Singing brings the feeling of being connected by one and another.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Promoting enjoyment of movement, not just competition</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching cooperation, turn taking and fair play</li> <li>• Encourage preservation and positive self-talk</li> <li>• Links to the 5 ways of connection and being active</li> </ul>
DT	<ul style="list-style-type: none"> <li>• During Sandwich making the children are encouraged to create a healthy meal.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Naming and managing emotions using tools such as feeling thermometer</li> <li>• Learning calming strategies</li> <li>• Building positive relationships and healthy friendships</li> <li>• Giving the children strategies if they are struggling with friendships</li> </ul>
RE	<ul style="list-style-type: none"> <li>• How different religions promote kindness and care, that being part of a religious community can help give you a sense of belonging.</li> <li>• How pray, quiet reflection and mindfulness can help your wellbeing</li> </ul>

#### Year 4 – wellbeing

English	<ul style="list-style-type: none"> <li>• Where the Wild Things Are: Max has strong emotions and how these feelings could be managed</li> <li>• Paper Caper: The moose is sad and how the characters respond to his emotions. Building positive relationships</li> <li>• Roman Letter: How to support when families are away from each other and different emotions when there are decisions to be made</li> <li>• Light House Keeper's Lunch: Awareness of conflict resolution to connect and learn</li> <li>• Little Beauty: Developing empathy and understanding of the plight of others</li> <li>• How to Train your Dragon: The importance of feeling listened to your mental wellbeing</li> </ul>
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	<ul style="list-style-type: none"> <li>• Butterfly Lion: Conflict resolution to connect and learn. Respecting people's choices</li> <li>• Cloud Tea Monkeys: Taking notice and supporting others</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Coping with challenge and promoting growth mindset.</li> <li>• Learning from our mistakes and strategies to cope with failure</li> <li>• Shared sense of achievement during collaborative problem solving</li> <li>• Persevere and manage frustration when things are difficult</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Lessons promote curiosity and a healthy fascination with the world around them</li> <li>• Lessons support physical wellbeing eg dental hygiene and the importance of a healthy diet</li> <li>• Lessons promote social skills through teamwork during investigations</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Awareness of amount of time spent online can be detrimental to health</li> <li>• Understand the reasons behind why games and apps have age restrictions</li> <li>• Learning about cyberbullying and the emotional impact</li> <li>• Promoting positive online communication</li> </ul>
History	<ul style="list-style-type: none"> <li>• Exploring fairness and how people have overcome adversity</li> <li>• Exploring identity and belonging</li> <li>• Enhances empathy and develops critical thinking</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Exploring cultural diversity and inclusion</li> <li>• Builds a sense of connection to the world</li> <li>• Encourages respect, empathy and global citizenship</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Supports emotional expression and regulation</li> <li>• Builds confidence and self esteem</li> <li>• Nurtures imagination</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Supports emotional expression and regulation</li> <li>• Builds confidence and self esteem</li> <li>• Nurtures imagination</li> </ul>

PE	<ul style="list-style-type: none"> <li>• Developing enjoyment and a love of being physically active – establishing healthy lifestyles</li> <li>• Develop an appreciation that the value of being physically active spans beyond their physical health and impacts positively upon their mental wellbeing eg sense of worth/self-esteem and reducing stress</li> <li>• Development of social wellbeing through being part of a team – promotes a sense of belonging through teamwork, respect for others and learning to play fairly/positively.</li> <li>• Exposure to competition develops resilience and coping strategies when faced with failure</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Builds confidence and self esteem</li> <li>• Nurtures imagination</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Develops self-awareness and a sense of belonging</li> <li>• Promotes positive relationships and social skills</li> <li>• Builds confidence and resilience</li> <li>• Healthy lifestyle choices</li> <li>• Supports mental health and regulation</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Sharing stories from different religions helps support moral development.</li> <li>• How different religions promote kindness and care, that being part of a religious community can help give you a sense of belonging.</li> <li>• How prayer, quiet reflection and mindfulness can help your wellbeing.</li> </ul>

### Year 5 – wellbeing

English	<ul style="list-style-type: none"> <li>• Sports Commentaries unit focuses on the “be active” part of the “5 ways to wellbeing” where mental health is promoted through being active.</li> <li>• Teaching children how to write diaries – a tool they could easily apply to cope with day-to-day challenges in their own lives.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Children are encouraged to listen to one-another and to discuss topics respectfully. Being heard is a vital aspect of one's own wellbeing</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Highlight the importance of having a growth mindset in maths and giving everything a go, even if it is a challenge.</li> <li>• Regularly refer to real life problems in maths to make it relevant to the children, they in turn can create their own real-life problems using different maths calculations</li> <li>• Children work together and support each other to solve problems, using their mixed ability shoulder partners and Kagan teams.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Encourage children to “keep learning” as this is one of the 5 ways to wellbeing.</li> <li>• Apply scientific knowledge to everyday life, so children can apply new knowledge.</li> <li>• Explore how a healthy body links with having a healthy mind</li> <li>• Highlight the importance of a healthy diet.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Children are encouraged to consider how much screen time is good for their mental health</li> <li>• Children consider images critically, understanding that many online images may have been altered by AI.</li> <li>• Children need to understand age-appropriate apps.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Highlight good and bad consequences to actions and behaviours in history i.e. Lord Shaftesbury taking an interest in working conditions in mines and petitioning to improve working conditions and education for children by taking an interest in working conditions in mines and petitioning to improve working conditions for children.</li> <li>• Discuss the negative impacts of the working conditions of children in Victorian times, on their physical and mental wellbeing.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Children consider the negative impact pollution may have upon a community</li> <li>• During our Brazil- and Biomes topics, children have opportunities to discuss the impact of environmental issues on the world – they can openly discuss what they believe has an impact on their rights and the world they live in.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils consider the impact living in the ‘favelas’ might impact on a family's well-being and link to families in the UK that might live under the poverty line.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Consider the benefits of being creative and using different media to express our emotions and ideas.</li> <li>• As final pieces are designed in a calm environment, this helps to promote mental wellbeing and mindfulness.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Reflect upon how music can improve our wellbeing and help us regulate our emotions</li> <li>• Singing together brings the culture of being connected, as this is one of the 5 ways of wellbeing.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• 5 steps to wellbeing – Be active</li> <li>• Highlight the importance of exercise and keeping healthy and how this links to our mental health</li> <li>• Children are reminded when changing together, not to comment on each other’s bodies and to mindful of sensitivities around developing bodies.</li> <li>• Children are reminded about self-hygiene, regarding keeping their clothes washed and clean, their use of deodorant and showering.</li> <li>• Through team games, children develop communication, problem-solving and leadership skills which promotes healthy wellbeing.</li> <li>• Children’s self-esteem and confidence improves when they learn a new skill.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Children learn about the positive impact bridges, and the chair making industry might have on a community</li> <li>• Highlight the importance of healthy eating (Biscuits) and how this is important for our mental wellbeing</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Children consider emotions and regular opportunities are given for children to share how they feel. Children can use the Zones of Regulation word bank to facilitate a conversation about how they are feeling.</li> </ul>

RE	<ul style="list-style-type: none"> <li>• Children consider how feeling safe within a religious community can be good for someone wellbeing</li> <li>• Looking at the unit of Pilgrimage, discussion is made about impact of going on a pilgrimage could have upon a person and what benefits it can give you.</li> <li>• As many religions have a charitable focus within their communities, the act of “giving” (or tithing as per Christianity, Islam and Judaism) is discussed in detail. As this is one of the “5 ways to wellbeing”, this can be applied on children’s own lives</li> </ul>
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### Year 6 – wellbeing

English	<ul style="list-style-type: none"> <li>• Children have opportunities to explore difficult themes and their emotions during whole class reading and Guided Reading sessions and role-play.</li> <li>• Children are given opportunities to express themselves through writing diaries, poems and discussions in Kagan groups.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Children are reminded that learning looks different for everyone and mistakes help us to do better next time.</li> <li>• Children are encouraged to use and find different strategies that work for them.</li> <li>• Children are reminded that learning looks different for everyone and mistakes help us to do better next time.</li> <li>• They are given opportunities to collaborate and to build social skills.</li> <li>• Children are reminded that they are only in competition with themselves, to continuously strive to improve their learning.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• When learning about healthy bodies, we discuss the importance of diet and exercise in developing a healthy lifestyle and mindset. We highlight the dangers of different substances on our blood, brain and bodies.</li> </ul>

	<ul style="list-style-type: none"> <li>• When carrying out investigations, children are reminded to adhere to hygiene rules to ensure safety for children with allergies and to prevent them spreading materials across the school. E.g., when testing different ingredients in yeast.</li> <li>• When learning about shadows in our Light unit, children are reminded to treat each body and person with sensitivity.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Children are reminded about the importance of healthy screen time and the impact blue light has on their sleep.</li> <li>• Children are reminded about the age restrictions on different apps and why they are there, and how to behave when using different social apps. Children are aware of who to talk to when discovering something inappropriate.</li> <li>• Children are aware of what cyber-bullying looks like and what to do if it happens to them.</li> <li>• Children are reminded not to compare themselves to what they see online and manage their expectations realistically.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Children explore what it was like to be a child during WW2 and have opportunities to discuss their feelings, to help develop their empathy and gratitude.</li> <li>• During our Crime and Punishment unit, children have opportunities to discuss what they believe to be fair and unfair treatment of others and of their current rights. Children discuss and develop understanding about their own Moral Code of Conduct.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• During our Galapagos unit, children develop a connection and appreciation for our diverse world when exploring unique species and habitats.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Children are reminded that opportunities to be creative are part of their '5 ways to Wellbeing'.</li> <li>• Children are encouraged to express their feelings through art, especially within their final pieces.</li> <li>• During the Keith Haring unit, using repetitive patterns helps to focus and calm the children.</li> <li>• Their final pieces are celebrated to help give them a sense of achievement and promote their self-esteem.</li> </ul>

Music	<ul style="list-style-type: none"> <li>• Children discuss the different moods and feelings different compositions can convey.</li> <li>• Children confidence is strengthened through singing together and building connections.</li> <li>• Giving children opportunities to use instruments allows for rhythm and movement to be explored, which helps with regulation.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Children are reminded when changing together, not to comment on each other's bodies and to be mindful of sensitivities around developing bodies.</li> <li>• Children are reminded about self-hygiene, regarding keeping their clothes washed and clean, their use of deodorant and showering.</li> <li>• Through team games, children develop communication, problem-solving and leadership skills which promotes healthy wellbeing.</li> <li>• Children's self-esteem and confidence improves when they learn a new skill.</li> <li>• We use rules in games to help teach children self-control and goal setting.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Children's final pieces and work are celebrated to foster individuality and creativity.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Children are taught additional lessons such as, Nudity and Sexting, Misandry and Misogyny, Knife Crime, Self-Harm, Muling.</li> <li>• Children are given extra transition sessions in the summer term to support their upcoming changes.</li> <li>• Children discuss their changing relationships with each other and themselves and how to manage these positively and how to develop and create new relationships.</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Children discuss and develop understanding about their own Moral Code of Conduct and develop their British values of tolerance and respect.</li> <li>• We look at many individuals who have overcome challenges and provide children with opportunities to reflect on their own experiences.</li> <li>• Children work in teams to discuss who they admire and why.</li> </ul>

## The Nest (SEMH Unit) – wellbeing

English	<ul style="list-style-type: none"> <li>• Being able to read and enjoy time reading, reduces stress and helps relaxation</li> <li>• Being able to communicate well with others supports friendships and promotes a sense of belonging.</li> <li>• For children who enjoy writing, journaling / writing a diary helps children to organise their thoughts, name their emotions and supports self-regulation.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Knowing how to read the time, this gives children confidence to manage their lives, e.g., knowing when break is etc.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Science lessons help the children to understand their bodies and environment, linking physical health to mental wellbeing, and gives the children tools to make informed decisions, e.g., drinking water, the power of sleep.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Digital wellbeing – teaching the children to develop healthy screen time habits</li> <li>• To understand the impact online content can have on your feelings.</li> </ul>
History	<ul style="list-style-type: none"> <li>• To explore identity and belonging.</li> <li>• To help teach the skills of empathy.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Builds a sense of connection of the world – we are all part of a wider world</li> <li>• To teach the children how we can live sustainably.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Creating pieces of artwork are good for mental health, they enable children to be creative and express their feelings.</li> <li>• Children can feel proud of their work, this improves self-esteem and confidence.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• For the children to understand music can be calming and help regulation</li> </ul>
PE	<ul style="list-style-type: none"> <li>• To recognise that regular, physical activity is good for wellbeing and mental health.</li> <li>• Being outside, connecting with the environment is good for wellbeing.</li> </ul>

DT	<ul style="list-style-type: none"> <li>• Crafting and creative activities are good for mental health because they reduce stress, and anxiety, improve mood by releasing dopamine.</li> <li>• Children can feel proud of their DT work, this helps improve self-esteem and confidence.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Naming and managing emotions using tools like a feeling's thermometer.</li> <li>• Learning calming strategies – Mindful Kids (breathing, mindfulness and movement)</li> </ul>
RE	<ul style="list-style-type: none"> <li>• How different religions promote kindness and care, that being part of a religious community can help give you a sense of belonging.</li> <li>• How pray, quiet reflection and mindfulness can help your wellbeing</li> </ul>