



**Inclusion** is at the  
**heart** of our trust

# Development and impact of wellbeing curriculum at Elms Bank

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# Engagement & Wellbeing Overview

## Our Values



## Relationship Drivers



## Our 5 Curriculum Pathways



## Wellbeing Curriculum: 5 Steps to Wellbeing



## Outcomes

## Our Students Will



# What is the purpose of having a Well-Being Curriculum at Elms Bank?





# 5 steps to Well-Being

## Wellbeing Curriculum: 5 Steps to Wellbeing

**Give**

**Take  
Notice**

**Be  
Active**

**Keep  
Learning**

**Connect**

"Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life."

# Give



## **NHS guidance suggests:**

- Saying thank you
- Listening to others
- Offering to help
- Volunteering



## **Elms Bank Themes:**

- Appreciation/gratitude
- The Wider Community
- Acts of Kindness
- Learning about others

# Connect



## **NHS guidance suggests:**

- Spend time with family and friends volunteer.
- Have lunch with a colleague.



## **Elms Bank Themes:**

- Getting to know others
- Gratitude/appreciation
- Charity
- Appropriate relationships/connections
- Socialising





# Be Active



## **NHS guidance suggests:**      **Elms Bank Themes:**

- Learning/reading about improving health and fitness
  - Partake in physical activity
  - Find activities that you enjoy
- A healthy start to the day
  - Working as a team
  - Try something new
  - Link between physical health and mental health.



# Take Notice



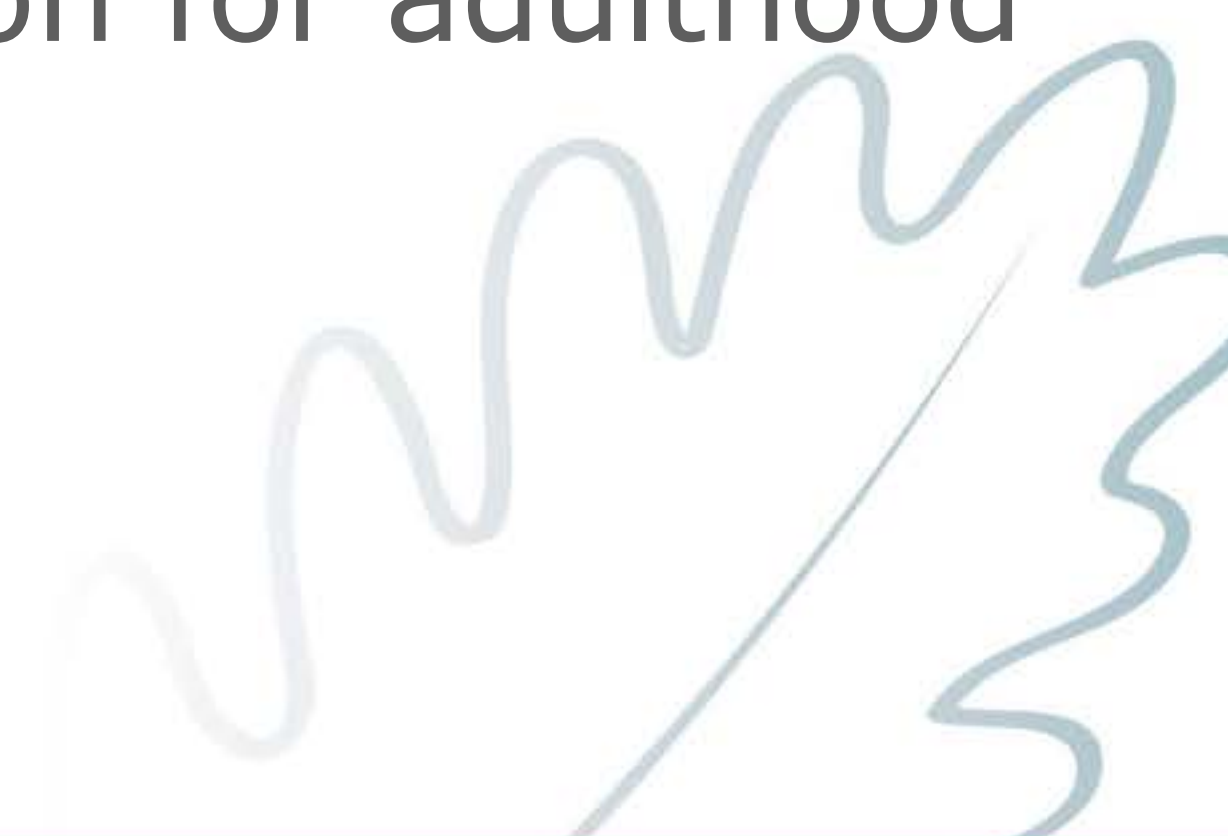
## NHS guidance suggests:

- Pay attention to the present moment
- Take notice of others
- Awareness of your thoughts and feelings,
- your body and the world around you.
- Mindfulness



## Elms Bank Themes:

- Mindfulness
- The Wider Community
- Current affairs
- Dealing with change
- Preparation for adulthood





# Keep Learning



Department  
for Education

Statutory guidance

## Physical health and mental wellbeing (Primary and secondary)

Updated 13 September 2021



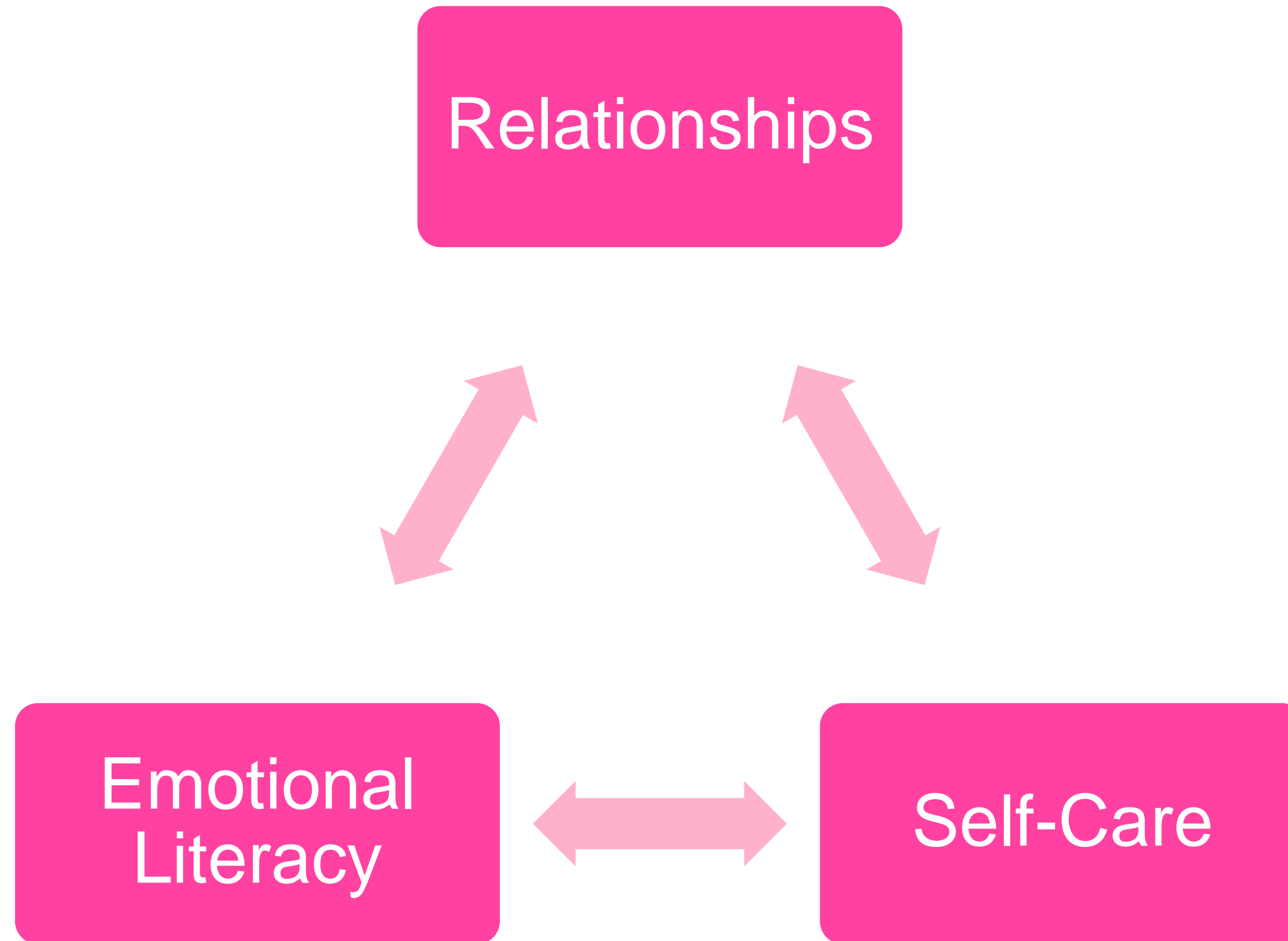
# Keep Learning



- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention



# Keep Learning





# Keep Learning



## Self-care Learning Intentions:

- To recognise what happens to the brain when we are dysregulated
- To explore different ways of calming our nervous system
- To explore different ways to restore relationships after a conflict
- To identify who at home/in school we can ask for help when we are feeling dysregulated
  
- To understand the impact of too much screen time
- To understand the importance of sleep
- To understand how a healthy diet supports my mental wellbeing





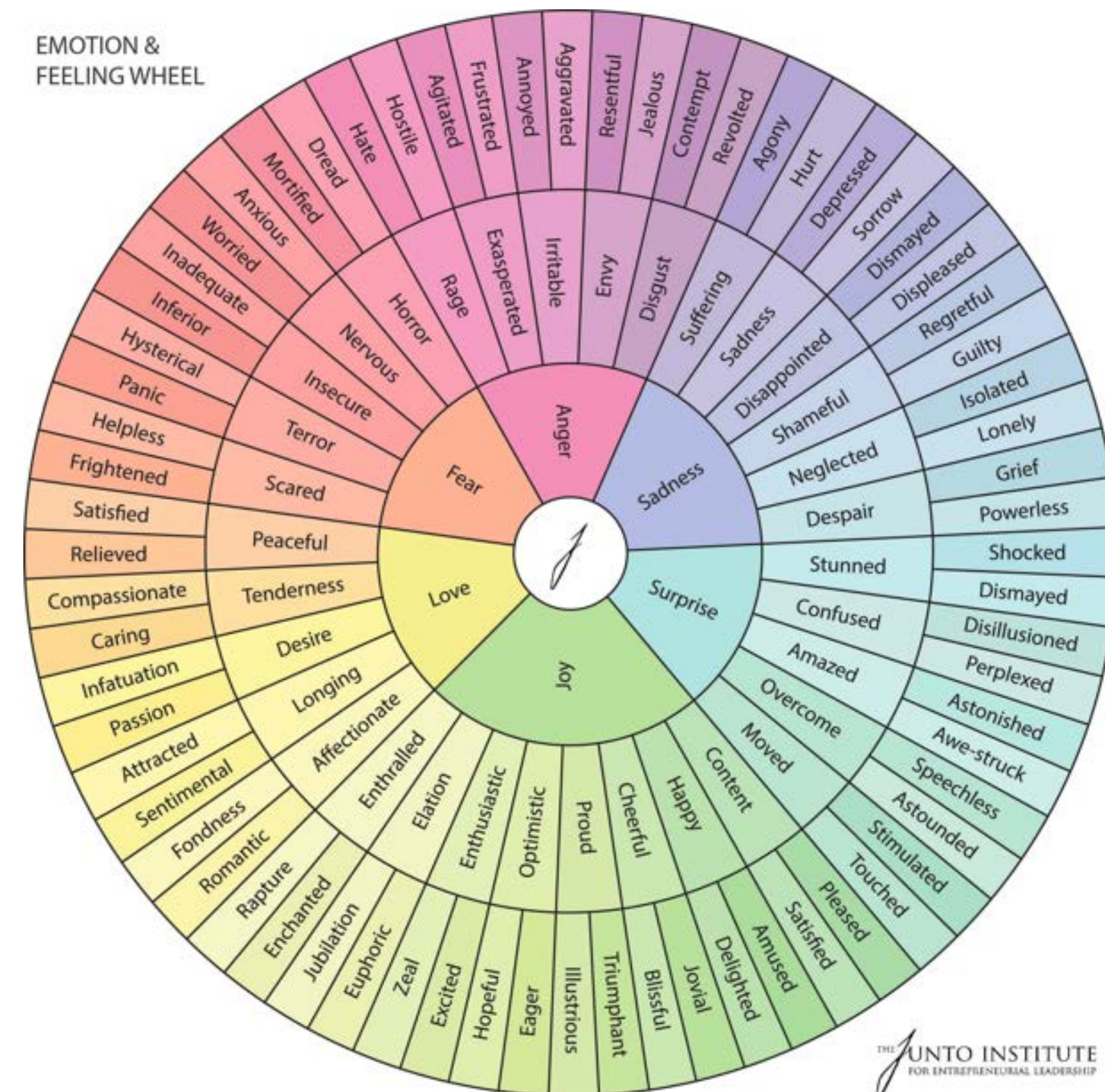
# Keep Learning



Emotional Literacy Learning Intentions:

- To understand a series of emotions e.g. happy, sad, angry, disgusted, surprise
- To explore a series of emotions e.g. contentment, loneliness, insecure, jealous, annoyed

Next step - Zones of Regulation









# Keep Learning



## Relationships & Friendships Learning Intentions:

- To understand the importance of being a good friend
- To reflect on how being a good friend makes you and others feel (the impact on well-being)
- To identify what bullying is compared to when someone is being mean or rude
- To explore the negative effects that bullying has on well-being
- To understand the difference between online and real life friends
- To understand the risks and benefits of meeting people online
- To be able to identify when online relationships become problematic and how to seek help



# Keep Learning



Relationships & Friendships Learning Intentions (Thrive & Discover):

- To identify who our friends are
- To identify/experience ways to be a good friend
- To experience being a kind friend
- To practice my listening skills with a friend
- To spend quality time with my friends



Positive impact on staff well-being - Reduction in workload

Positive impact on staff well-being - Reduction in workload

Reduction in behaviour points, positive handling and use of calm rooms

Increased engagement with intervention; students are starting to self-refer!

## What is the impact?

Increased awareness and empathy of others

Consistent language across school and college

Support for parents – parental workshops, sharing of strategies

Increase in students' ability to self-regulate independently



# Any questions?

