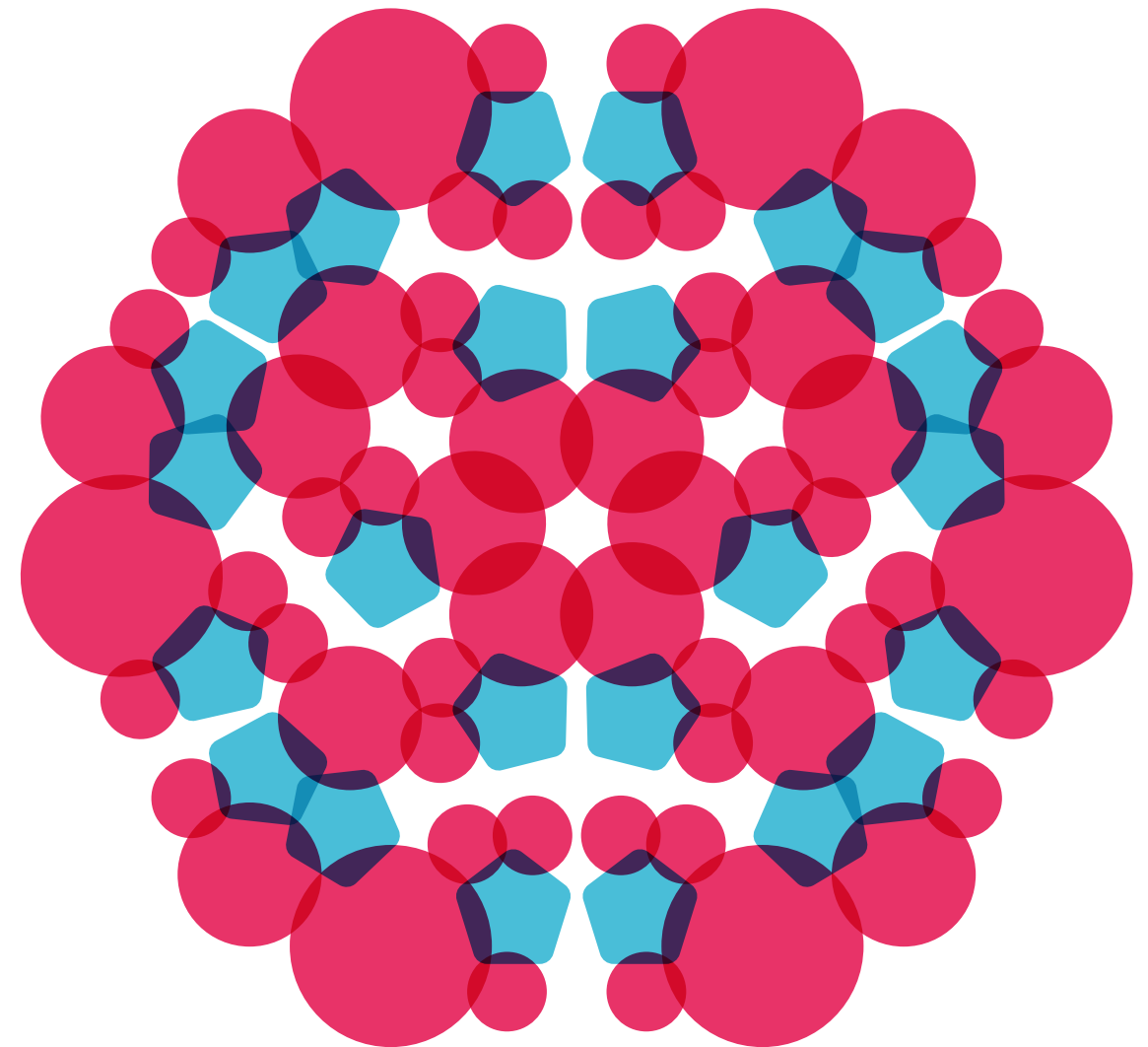


Oxford
International
Curriculum

Wellbeing

Subject Guide



The Oxford Impact Framework is a systematic approach to evaluating the impact of Oxford University Press products and services. It was developed through a unique collaboration with the National Foundation for Educational Research (NFER) and is supported by the Oxford University Department of Education.



OXFORD IMPACT FRAMEWORK
EVALUATING EDUCATIONAL PRODUCTS AND SERVICES FROM OXFORD UNIVERSITY PRESS

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

The Oxford International Curriculum enables students to succeed by recognising that lasting success is contingent on both academic performance and emotional and mental wellbeing. It has been designed to bring wellbeing to all teaching and learning through all core subjects.

Our holistic approach to wellbeing aims to foster a classroom environment where students develop healthier skills for coping and thriving in life.

The Oxford International Curriculum for Wellbeing is made up of four closely interrelated strands, covering a comprehensive set of knowledge and skills from psychology and the science of wellbeing, that teachers and learners can apply in everyday life now and in the future:

- Taking care of the body
- Taking care of the mind
- Encouraging positive relationships
- Finding meaning

What does the Oxford International Curriculum for Wellbeing offer you?

- The tools and training needed to bring positive education to life in schools and enhance the lives of teachers and learners.
- An evidence-based framework, grounded in robust empirical research from some of the best academic institutions around the world.
- A complete support package of high-quality materials and training for teachers that will equip them to deliver the wellbeing skills needed for today and in the future.
- Challenging material that will encourage students to continuously reflect as they learn and understand more about themselves, the people around them and the world at large.



A holistic approach, grounded in research

OXFORD IMPACT
EVALUATED

“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.

Find out more at: www.oxfordimpact.oup.com/wellbeing-impact-study

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. It is an inclusive and practical programme that will leave no one behind.

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: fostering the belief that intelligence and our abilities aren’t fixed: that they can be grown and that we all can change.
- Mindfulness: paying attention to what’s happening in the mind, body, and external environment with an attitude of kindness and curiosity.

Curriculum at a glance

The Oxford International Curriculum for Wellbeing offers end-to-end teaching and learning support.

The spiral development model means that learning themes are revisited each year, building on previous achievement, and giving coherence and structure to the learning journey.

Wellbeing is taught weekly and integrated into core subjects.

Strand	Year 1	Year 7
1 Taking care of the body <ul style="list-style-type: none"> ■ Sleep and nutrition ■ Exercise ■ Growth mindset 	Students can: 1.1a: Understand what helps them get to sleep 1.1b: Discuss the foods they like to eat 1.1c: Move their bodies in different ways	Students can: 7.1a: Explain how sleep affects memory and learning 7.1b: Understand how diet affects the immune system 7.1c: Recognize the body's stress signs/symptoms and what to do about it
2 Taking care of the mind <ul style="list-style-type: none"> ■ Mindfulness ■ Understanding emotions ■ Thinking optimistically 	1.2a: Start to name common feelings 1.2b: Share the activities that make them feel good 1.2c: Identify people that they trust and who help them feel safe	7.2a: Understand the power of positive emotions 7.2b: Develop realistic and optimistic ways of thinking 7.2c: Pay mindful attention to the body (body scan) 7.2d: Identify role models who exhibit a growth mindset 
3 Taking care of relationships <ul style="list-style-type: none"> ■ Positive relationships ■ Kindness and gratitude ■ Communication 	1.3a: Understand what a family is, and explain who is in their family 1.3b: Practise taking turns and sharing in games 1.3c: Describe the qualities they like about their friends	7.3a: Participate ethically in a digital world 7.3b: Explain how to be more digitally resilient 7.3c: Develop their autonomy online
4 Taking care of the self and the world <ul style="list-style-type: none"> ■ Identifying strengths ■ Finding meaning ■ Appreciating nature 	1.4a: Discuss activities that are important to them 1.4b: List which things in life they wouldn't want to be without 1.4c: Name the natural settings they enjoy visiting	7.4a: Explain the difference between pleasurable and purposeful activities 7.4b: Recognize that meaningful activities are not always pleasurable 7.4c: Reflect on past experiences that have made them more resilient

Sample from Wellbeing Curriculum at a glance, Years 1 and 7

“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?

Lesson plans and worksheets

YEAR 1, Term 2, Unit 3: My friends and family
Week 4, Lesson 1: My special friends
Learning outcome: 1.3c

Context
 This lesson focuses on the topic of friendship. It builds on the previous lesson where children learned how to share and take turns in order to play games with their friends. Children will reflect on what makes a good friend and why friendships are important. They will think about specific friends and what qualities they like about them.

Children who have supportive friends:

- have higher levels of wellbeing
- are healthier
- handle difficult situations better and make the most out of life's opportunities
- are less likely to develop a mental illness.

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.

Equipment
 Flipchart paper, pens, colouring pencils, safety scissors, glue

Vocabulary
 Friends, friendship

Resources
 Access to the internet
 Year 1 Term 2 Week 4 Worksheet

Lesson summary
 Children will reflect on what makes a good friend and why friendships are important. They will think about specific friends and what qualities they like about them.

Joy of Learning
 Global Skills Projects

- **1.3a:** Feel able to share their ideas with others and listen to their ideas
- **1.3c:** Know how to be kind and make new friends

Children who have good friends are happier!

Wellbeing

Introductory activity

- Explain that today's lesson is all about friendship.
- Ask the children to discuss what a friend is. Listen to their answers and explain that although we can be 'friendly' to everyone, a friend is someone special who we know well and care about.
- Watch a video about friendship, such as the YouTube video 'Little voices: What makes a good friend?' (<https://www.youtube.com/watch?v=ReMa3KX8F9g>).
- Ask the children what they think makes a good friend and write their ideas on a flipchart or on the board.
- Ask the class to share with a partner why they think having friends is important.
- Explain that friends are people who we know well, spend lots of time with, and care about. When we have friends that want to play with us and look after us, it helps us feel special and happy.

Main activity

- Hand out the worksheet to the children.
- The children can draw a picture of their friend at the bottom of the page.
- The things they like about their friend.
- The teacher can check their work and provide feedback.
- Children can write a short letter to their friend.
- It is important to write to someone who does not like them.
- If you notice any children who are struggling, you can provide extra support.

Additional tasks

- Children can write a letter to their friend.
- Children can draw a picture of their friend.

Learning review

- Friends are people who we know well and care about.
- Friends are important to us.
- Our friends help us.
- We can make new friends.

Differentiation

- The teacher can provide extra support to children who are struggling.

Extension task

- Children can draw a picture of their friend.

YEAR 1, Term 2, Unit 3: My friends and family

YEAR 7, Term 2, Unit 3: Getting along online
Week 5, Lesson 1: Check what you know
Learning outcomes: 7.3a, 7.3b, and 7.3c

Context
 Students have been learning about the importance of taking care of their relationships online (learning outcomes 7.3a, 7.3b, and 7.3c). This lesson acts as a review of the learning from the four previous lessons to bring together everything that has been taught. Students will complete a short reflective activity and then a short multiple-choice quiz. Teachers will have the opportunity to correct any misunderstandings and revisit any material necessary. 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.

Equipment
 Paper, pencils, pens

Vocabulary
 Digital, resilience, autonomy, wellbeing, technology, balance

Lesson summary

Wellbeing

Introductory activity

- Ask students to think about the last four lessons and what they have learned about doing the right thing online, digital resilience, digital autonomy, and digital wellbeing.
- In small groups of 3 or 4, on a blank piece of paper, ask students to write down some of the key things they have learned from the previous four lessons.
- Ask some of the groups to present what they can remember. Mention anything that students have left out.

Main activity

- Explain that the students are going to complete a short quiz about the things they have learned so far.
- Make it clear that this is not to give them a grade or a score but just to check what they know.
- Give them the worksheet for Week 5 (Check what you know). Explain that students need to read the questions and the multiple-choice answers carefully, and then circle the answers they think are correct.
- Remind students that you want to check what they know, so they should not look at anybody else's answers.

Additional tasks

- Go back through the quiz, giving students the correct answers and get them to mark their own work. 1 mark = 1 correct answer, out of a total score of 14.
- If there are any misunderstandings about what has been taught, deal with these when you mark the quiz.

Learning review

- When we spend time online we should behave in a way that is appropriate, kind, and morally right.
- Digital resilience is about learning how to handle difficult situations online and making the most of technology.
- Comparing ourselves to others online can lower our wellbeing, so we should be aware when we are doing it.
- Digital autonomy is about learning how to be in control of technology so that it doesn't take control of us.
- Using technology, online platforms, and apps can be beneficial to our wellbeing, but using them too much can be harmful. So digital wellbeing is about finding the right balance for us.

Differentiation

- Read questions and multiple-choice answers aloud (giving helpful explanations of words and phrases) for students who need extra support with the English language.

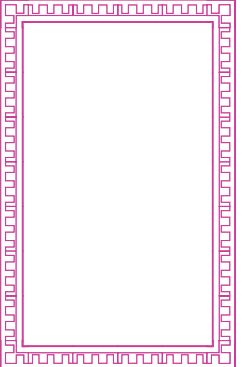
Extension task

- When going through the quiz answers, choose students to share their answers and their reasons behind them. This will help them develop their reasoning and communication skills.

My special friends

Think about one of your good friends. Draw a picture of them. What are some of the things you like about them? Cut out the key words at the bottom of the page and choose the ones that describe your friend. Use glue to stick these words around the picture frame.

My special friend's name is _____



kind, caring, lovely, brave, funny, fair

Wellbeing

Check what you know

This is a short quiz about taking care of relationships online. Read the questions and the possible answers carefully. Circle the answers that you think are correct.

- What does doing the right thing online mean? Circle two answers.
 - It means behaving appropriately.
 - It means doing what we feel like.
 - It means making rude comments.
 - It means engaging respectfully.
- What can we do if we make the wrong choices online? Circle two answers.
 - We can hide our mistakes.
 - We can speak to someone we trust.
 - We can apologize.
 - We can pretend it didn't happen.
- How can spending time online help us? Circle two answers.
 - We can play games for hours.
 - We can distract ourselves from schoolwork.
 - We can stay connected with others.
 - We can research and learn new things.
- When can spending time online be harmful to us? Circle two answers.
 - When it stops us doing things we enjoy.
 - When we connect with friends.
 - When it affects our wellbeing negatively.
 - When we are doing our homework.
- What is social comparison? Circle two answers.
 - It is good for our wellbeing.
 - It is when we compare ourselves to others.
 - It can harm our wellbeing.
 - It helps us feel good about ourselves.

YEAR 7, Term 2, Unit 3: Getting along online

Step-by-step guidance navigates through the delivery of the lesson, with differentiation suggestions provided.

Every lesson highlights the learning outcomes it covers, linking back to the curriculum-at-a-glance document.

Worksheets are provided for every lesson.

Wellbeing surveys and quizzes

Find out more at
oxfordinternationalcurriculum.com

Oxford International Curriculum Wellbeing

How are you feeling?

How happy do you feel? Put a mark close to the smiley face if you feel very happy. Put a mark close to the sad face if you feel very sad. If you don't feel very happy or very sad, you can put a mark somewhere between the two faces. Remember that however you feel right now is OK. If you need to speak to your teacher about how you feel, let them know after this lesson.

How happy am I?

How happy am I at home?

How happy am I at school?

How happy am I with my friends?

Year 1 Term 1 Week 1 Worksheet
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YEAR 1, Term 2, Unit 3: My friends and family

Informal quizzes at the end of teaching units assess what learners know and highlight any misconceptions that may need to be addressed.

Students complete wellbeing surveys twice a year (at the start and end of the academic year) to track and monitor changes to their wellbeing.

Oxford International Curriculum Wellbeing

Wellbeing survey

Tick the box that matches how you feel about each area.

0 = very unhappy 10 = very happy 5 = neither happy nor unhappy

- How happy are you with your life? Tick one box.

Very unhappy					Not happy or unhappy						Very happy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10	
- How happy are you with your relationships with your family? Tick one box.

Very unhappy					Not happy or unhappy						Very happy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10	
- How happy are you with the things that you have (like money and the things you own)?

Very unhappy					Not happy or unhappy						Very happy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10	
- How happy are you with your health? Tick one box.

Very unhappy					Not happy or unhappy						Very happy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	5	6	7	8	9	10	

Year 7 Term 1 Week 1 Worksheet
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