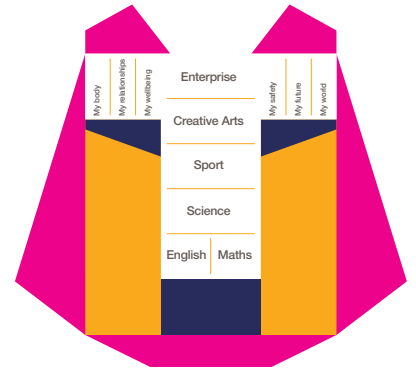


My Wellbeing



The 'My Wellbeing' curriculum is part of Progress's commitment to nurturing the whole child and putting their welfare at the forefront of our curriculum offer. 'My Wellbeing' consists of three steps.

Build

In the 'Build' stage students will develop knowledge of how to understand and speak about their emotions and become more confident to try new things. They will learn about the five ways to wellbeing and take part in activities designed to improve their confidence, mental health and sense of community.

Grow

At the 'Grow' stage, students will learn more about self-expression and gain a deeper understanding of types of mental ill health and their symptoms, as well as knowledge of the teenage brain.

Launch

By the time students complete 'Launch' stage they will have a confident understanding of how to access support services and institutions when required to support their wellbeing, and will see the importance of protecting the needs of others in a successful community. They will have more resilience, confidence and empathy

Build

The knowledge and skill to:

- › Knowledge of how to understand their own emotions in order to develop the ability to talk about their feelings.
- › Knowledge of the five ways to wellbeing and opportunities to practise activities that fall within these strands.
- › Knowledge of what “mental health” means and the skill to differentiate between thriving, coping, surviving and unwell.
- › Knowledge of what their hobbies and interests are and the opportunity to take part in a variety of new activities.
- › Knowledge of what it means to be part of a community including by taking part in team-building activities and activities that involve them in their local community.

The attitudes of a student who can speak about their feelings calmly and clearly and feel confident to try new things.

Grow

The knowledge and skill to:

- › Knowledge of what self-expression is and the skills to express themselves through a variety of means.
- › Knowledge of strategies they can use to put into practice the five ways to wellbeing strands.
- › Knowledge of common types of mental ill health and the skills to identify potential symptoms of these issues.
- › Knowledge of how our behaviour can positively or negatively affect our mental health and the mental health of others.
- › Knowledge of the teenage brain and how it impacts our emotions as well as the skill to talk about their emotions.
- › Knowledge of what stress is, including when stress can be healthy or unhealthy, as well as the skill to manage stress levels.
- › Knowledge of how to improve the sense of community in their school and in their local community through leading and taking part in team-building activities.

The attitudes of a student who can speak intelligently about mental health and mental ill health in an informed way. This student can use wellbeing strategies to improve their sense of wellbeing and take an active role in building a sense of community within their school.

Launch

The knowledge and skill to:

- › Knowledge of a variety of common mental health issues, the meaning of “mental health” and the stigma surrounding some mental health areas. The skill to challenge and tackle stigma in polite and creative ways.
- › Knowledge of what stress is, including when stress can be healthy or unhealthy, as well as the skill to manage stress levels including, particularly, exam-related stresses and stress relating to the future.
- › Knowledge of how self-expression can positively impact mental health and wellbeing and the opportunity to try new ways of expressing themselves.
- › Knowledge of why considering the needs of others may be important in society as well as the skill to recognise how others may be feeling in any given moment.
- › Knowledge of why “community” matters and the skill to take part in community activities including within and outside of school.
- › Knowledge of what resilience is, why it matters and the skill to take part in activities that build resilience over time.
- › Knowledge of the institutions and services that can support with your mental health and wellbeing and the skill to seek support and find out information in order to support their own wellbeing.

The attitudes of a student who is tolerant and respectful when discussing mental health concerns or issues and speaks expressively about stress, emotions and wellbeing. This student will be able to interact with others in a team-spirited way and will have an understanding of what hobbies and interests they enjoy as well as the resilience to try new hobbies.