



Wallington
County Grammar School

The Wellbeing Curriculum

Whole School Curriculum Intent:	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e. its subject content, skills content, sequencing and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none">● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers and wider lives.● Depth - We do not want our students to simply study the national curriculum and examination specifications with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	<p>Our broad and rigorous Wellbeing curriculum meets and exceeds the statutory requirements for Relationships Education, Relationships and Sex Education (RSE), and Health Education, as set out in the DfE's updated Jul 2025 guidance. It equips students with critical knowledge of physical health, mental wellbeing, relationships, and online safety, while fostering essential personal attributes like resilience, kindness, respect, integrity, and self-efficacy.</p>
Subject Curriculum Aims:	<p>Across KS3–KS5, students progress through a carefully sequenced, age and stage appropriate curriculum updated to address modern challenges, including:</p> <ul style="list-style-type: none">● Online Safety & Digital Literacy: Comprehensive coverage of online risks, including the impact of AI and generative imagery, the prevalence of deepfakes, and the influence of algorithms.● Relationships & Consent: Developing a nuanced understanding that ethical behaviour goes beyond legal consent, encompassing kindness, care, and an awareness of power dynamics.● Sub-cultures & Influence: Critical engagement with how sub-cultures (e.g., "incels") and online influencers shape sexual ethics and norms.● Personal Safety & Law: Explicit instruction on the criminal nature of strangulation and suffocation, as well as legal rights regarding Gillick competence, HIV, PrEP, and PEP. <p>Uniquely, Year 7 Engage with foundational ideas around masculinity, diversity, and inclusivity through Andrew Hampton's 'Working with Boys' programme. And Year 11, engage in advanced wellbeing themes through the study of <i>The Atlas of the Heart</i> by Brene Brown, developing emotional insight and critical</p>

	reflection to develop an understanding of how to cultivate meaningful connection in their own lives and futures.
GCSE Examination Specifications:	Wellbeing is not a GCSE assessed subject.
A Level Examination Specifications:	Wellbeing is not an A Level assessed subject.

Assessment in Wellbeing is designed to promote reflection, reinforce key knowledge. Assessment uses a blended approach, combining statutory curriculum carousel quizzes to reinforce key knowledge with continuous formative self-reflection and comprehensive student voice surveys to encourage deep thinking and track personal development. and encourage deep thinking, rather than focusing on formal testing or grades.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	Baseline survey covering key concepts and attitudes to be explored, including attitudes to masculinity and school culture.	Statutory RSE and Health carousel quiz covering the relevant themes from the previous term.	Statutory RSE and Health carousel quiz covering the relevant themes from the previous term.		Re-test attitudes to masculinity and school culture to track progress from the baseline.	Conclusion of academic year: Comprehensive student voice reflection on learning survey.
Y8	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Conclusion of academic year: Comprehensive student voice reflection on learning survey.
Y9	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Conclusion of academic year: Comprehensive student voice reflection on learning survey.
Y10	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Self-reflective formative tracking personal progress against the Half-Term's Learning objectives.	Conclusion of academic year: Comprehensive student voice reflection on learning survey.

Y11	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Statutory RSE and Health carousel quiz, covering the relevant themes from the previous term.	Conclusion of academic year: Comprehensive student voice reflection on learning survey.
L6th	Formative self-review throughout, using learning objectives explicitly stated in student course booklets.		Conclusion of academic year: Comprehensive student voice reflection on learning survey.

Key Vocabulary

Consent | Safeguarding | Misogyny | Sexual Violence/Harassment | Gillick competence | Positive masculinity | Self-regulate | Cultures of mutual respect | Microaggressions

Atlas of the Heart Specific Vocabulary

Stress | Overwhelm | Anxiety | Excitement | Dread | Fear | Vulnerability | Comparison | Admiration | Reverence | Envy | Jealousy | Resentment | Schadenfreude | Freudenfreude | Boredom | Disappointment | Stealth | Expectations | Regret | Discouragement | Resignation | Frustration | Awe | Wonder | Confusion | Optimal | Confusion | Desirable | Difficulty | Curiosity | Interest | Information | Gap | Surprise | Amusement | Bittersweet | Nostalgia | Cognitive | Dissonance | Paradox | Irony | Sarcasm | Anguish | Hopelessness | Despair | Sadness | Grief | Complicated | Grief | Disenfranchised | Grief | Compassion | Empathy | (Cognitive | & | Affective) | Pity | Sympathy | Boundaries | Comparative | Suffering | Shame | Guilt | Humiliation | Embarrassment | Self-Compassion | Perfectionism | Love | Heartbreak | BRAVING | (Trust) | Self-Trust | Betrayal | Flooding | Joy | Happiness | Calm | Contentment | Gratitude | Foreboding | Joy | Anger | Contempt | Disgust | Dehumanisation | Hate | Self-Righteousness | Authentic | Pride | Hubris | Humility | Intellectual | Humility | Narcissism

Suggested Reading List

Core Text (Year 11 book-based study)

- *Atlas of the Heart* – Brené Brown (exploring emotions, vulnerability, connection, and resilience)

Suggested Additional Reading (KS4–KS5, recommended but not required)

- *Atomic Habits* – James Clear (small habits for meaningful personal change)
- *The Courage to Be Disliked* – Ichiro Kishimi & Fumitake Koga (philosophy of self-acceptance and freedom)
- *When the Body Says No* – Gabor Maté (understanding stress, health, and emotional wellbeing)

- *Breathe* – James Nestor (the science of breathwork and its role in physical and mental health)

*The Google Classroom for each Year group always contains a selection of articles and **Wider Reading** suggestions that are regularly updated.*