



CAMBRIDGE

Creating connections: enhancing community and inclusivity through wellbeing

Insights from our award-winning Wellbeing curriculum for
Primary and Lower Secondary

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June 2025

Presenter

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Today's session

We will explore:

- how building positive relationships and having shared experiences can foster a sense of community and inclusion among learners
- the role of teachers and school leaders in facilitating meaningful connections
- practical strategies to support learners' emotional and social development through the integration of wellbeing practices into teaching and learning.

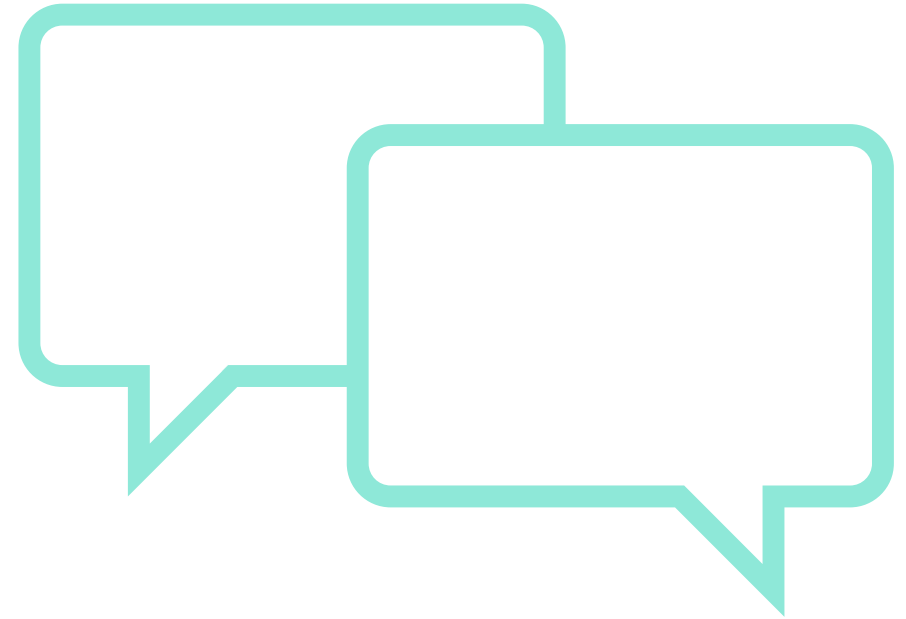
Agenda

Time	Item
10 mins	Introduction and ice breaker
15 mins	Highlighting key aspects of the Cambridge Wellbeing curriculum
10 mins	Creating conditions for inclusivity, practical strategies to support learners' social and emotional development
20 mins	Planning activity and sharing ideas
5 mins	Questions

Icebreaker: Common ground

Pair up with someone you don't know

- Can you find three things that you have in common?
- Can't be "I'm a teacher"!!
- You have 3 minutes



Structure of the Wellbeing curriculum



Understanding myself

- Identifying emotions
- Managing emotions
- Healthy habits

My relationships

- Healthy relationships

Navigating my world

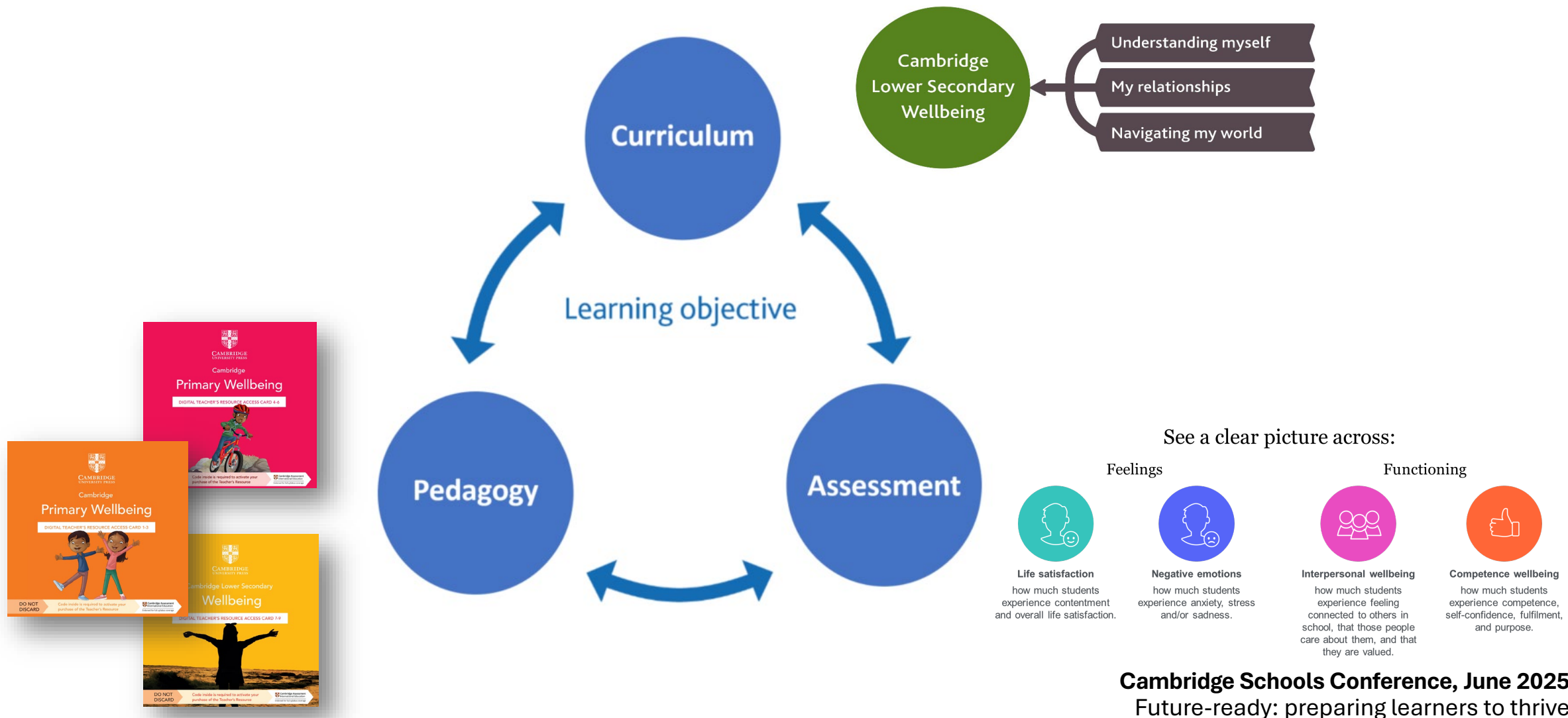
- Staying safe
- Dealing with change
- Making a difference

Curriculum progression

Managing emotions	123Um.01 Know why it is important to talk about their emotions.		
	123Um.02 Explore what makes them feel happy or sad.	456Um.01 Explore triggers for different emotions.	789Um.01 Reflect on things which contribute positively to their lives and discuss the importance of balance in life.
	123Um.03 Consider reasons for their impulses to react in different situations.	456Um.02 Evaluate whether their behaviour is appropriate for a given situation.	789Um.02 Evaluate the impact their words and behaviour can have on their own and others' wellbeing.
	123Um.04 Practise strategies to support emotional self care and identify which make them feel better.	456Um.03 Practise a range of strategies to support emotional self care and identify which they find most useful.	789Um.03 Identify their own emotional self care needs and judiciously choose relevant strategies to support them.
	123Um.05 Practise strategies they can use when self-managing unpleasant or intense emotions.	456Um.04 Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful.	789Um.04 Understand what 'resilience' means and identify strategies which support them to become more resilient.
	123Um.06 Identify their own strengths and what makes them unique.	456Um.05 Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves. 456Um.06 Understand that comparing themselves with others can contribute to an unhealthy mindset.	789Um.05 Explore the relationship between self-esteem and their personal strengths. 789Um.06 Explore the ways in which media can influence body image.

Learning objectives	
789Nd.05 *Demonstrate metacognitive strategies in their learning.	
Suggested teaching activities	Key vocabulary
<p>Ensure learners are aware of a wide range of metacognitive strategies and how they can be applied across the curriculum, for example:</p> <p>Mnemonics</p> <p>These can be word based or visual, for example, ‘Naughty Elephants Squirt Water’ can be used to remember the cardinal directions ‘North, East, South and West’.</p> <p>They can be use in helping learners to swiftly recall information in order to move on with their learning.</p> <p>Thinking journals</p> <p>A thinking journal is a powerful active learning tool that helps students to reflect on how they think. It can encourage a learner to explore, question, connect ideas and persist with their learning. For example, learners can record questions, make predictions, or record reflective notes.</p> <p>Reciprocal teaching</p> <p>This is where the learner takes on the role of teacher and teaches their peers.</p> <p>Metacognitive talk</p> <p>This involves a person saying out loud what they are thinking while they are carrying out a task. Talking out loud can help learners to focus and monitor their cognitive processing as well as helping them to develop a deeper understanding of their own thinking processes.</p> <p>Encourage learners to use these strategies as appropriate across the curriculum. Over time, you should be increasingly building up their independence, for example:</p> <ul style="list-style-type: none"> • Provide support and guidance on which strategy to use and how to use it. • Encourage learners to use a particular strategy and provide support only when required. 	<p>Metacognition</p>
<p>Encourage learners to choose their own appropriate strategy and provide support only when required.</p> <p>Encourage learners to use appropriate metacognitive strategies independently.</p>	
Links	
<p>Other Wellbeing</p> <p>789Rh.20 Evaluate the most appropriate communication method for a range of situations.</p> <p>Cross-curricular</p> <p><u>Art & Design</u></p> <p>R.02 Analyse, critique and connect own and others’ work as part of the artistic process.</p> <p><u>Global Perspectives</u></p> <p>78Rf.04 Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.</p> <p><u>Physical Education</u></p> <p>789TP.05 Evaluate own and others’ movement capabilities to improve individual/group performances in a range of situations and contexts, sharing solutions with other group</p>	
	<p>members in order to achieve a common objective.</p>
Spontaneous teachable moments	<p>The principles of metacognition can be developed in almost every aspect of the curriculum. Therefore, every lesson should incorporate them into the teaching and learning process.</p>
Key points to consider	<p>Teachers are instrumental in shaping the culture of learning in a classroom. By establishing a supportive learning environment that fosters and anticipates metacognitive practices, these practices will become an integral part of the learning process. Check that you are modelling metacognitive practices effectively, giving your learners plenty of opportunity to work collaboratively with their peers, encouraging reflection and evaluating their progress.</p>
Theory	<p>You can learn more about metacognition and implementing it with your learners in Cambridge’s Getting started with Metacognition: https://cambridge-community.org.uk/professional-development/gswmeta/index.html</p>

Curriculum coherence



Supporting community and inclusion

Learning objectives related to inclusion and community

- 789:Rh.02 Reflect upon ways they can demonstrate the traits of a friend
- 789:Rh.03 Understand how connections with others can support a sense of belonging.
- 789:Rh:06 Recognise different types of bullying and the impact these have on themselves and others.
- 789:Rh:07 Explore what it means to be a “bystander” and an “ally”
- 789:Rh:13 Explore different communities which make up society and how these interact together
- 789:Rh.14 Explore the expectations of their role within the communities they are part of.
- 789:Nb.05 Understand the United Nations Convention on the Rights of the Child and explore ways in which they can be actively involved in decision-making and take responsibility in their local communities.
- 789Uh.15 Offer help and suggestions to others to help them manage their wellbeing.
- 789Nb.04 Explore what 'justice' means and what they can do to address inequalities and discrimination.

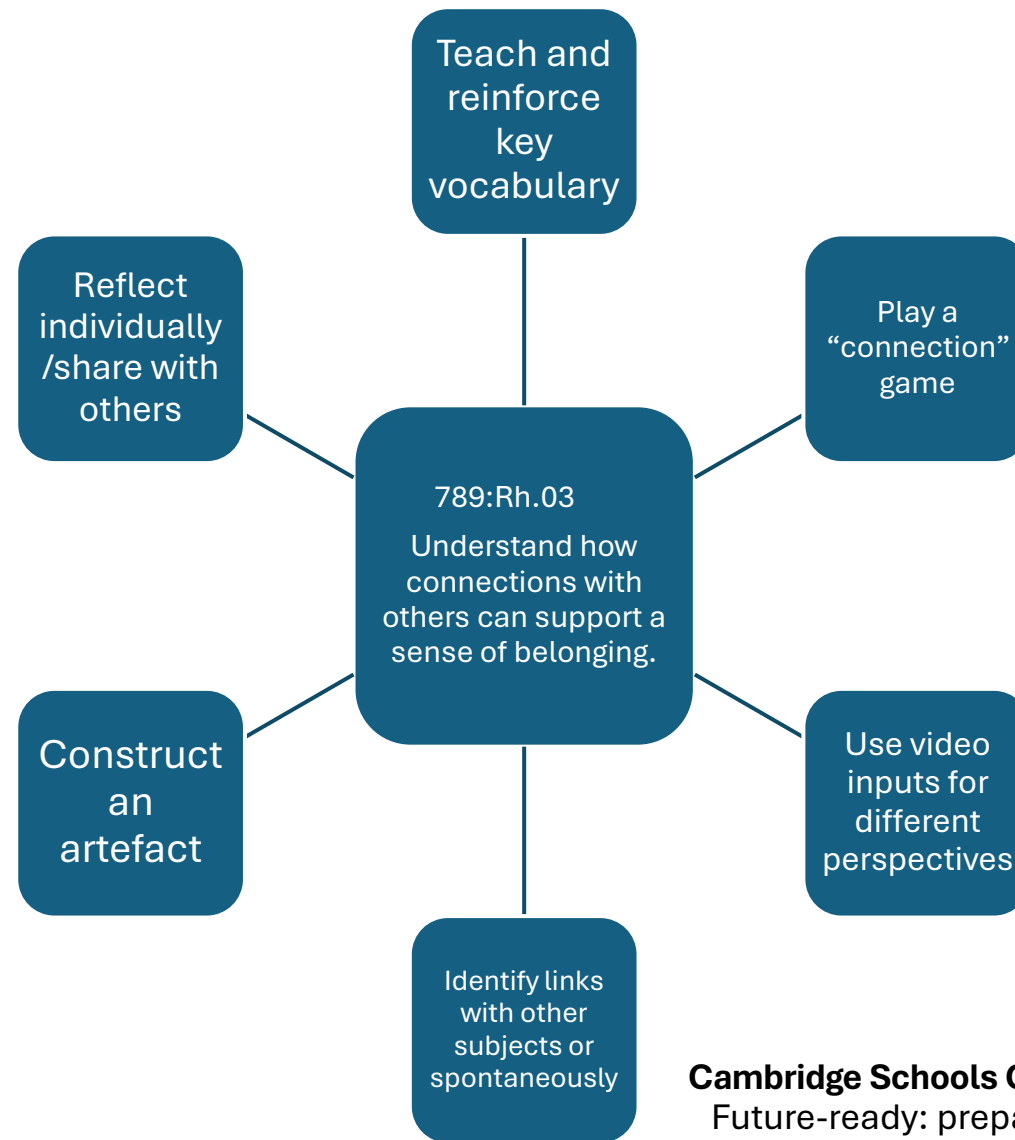
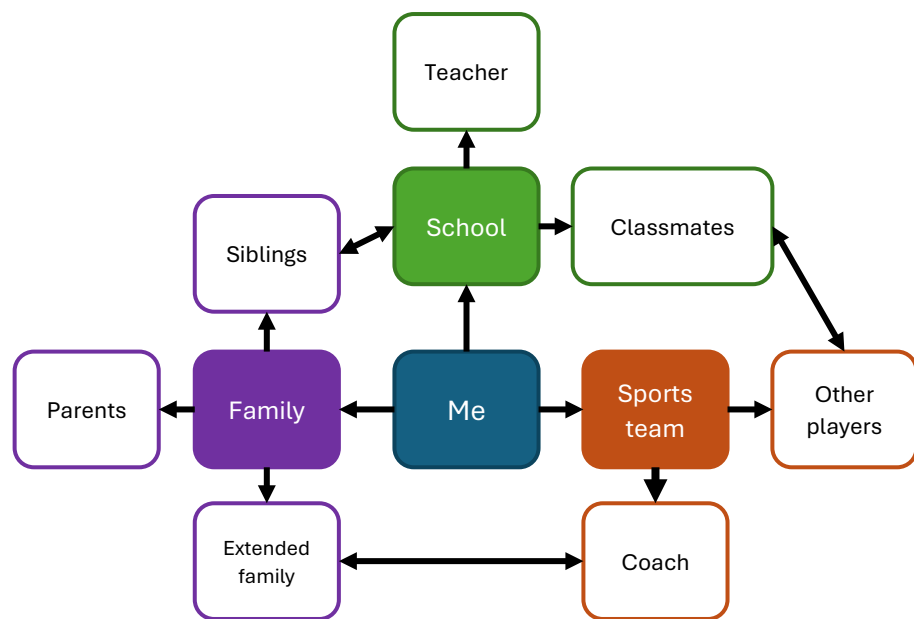
Discuss in pairs...

Describe to each other a time when you felt included

What made you feel that way?



Classroom strategies and activities



Over to you: time to plan

- Choosing one of the learning objectives, plan how you could integrate this in your teaching.
- Write your plan so it can be understood / used by others
- Prepare for a learning walk



Plenary

- Please share a question, reflection or comment on one of the plans.
- What are you looking forward to doing as a result of this session?



Any questions?

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Future-ready: preparing learners to thrive

Thank you!

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Your feedback

Please let us know your
views on this session

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feedback with us

