

Health and Well-being

Welsh - Progression 2 Step

of a Curriculum For Circular Economy Curriculum
Complementing the Welsh Framework



This outline, grounded in the Welsh curriculum, provides a foundation for planning teaching, learning, and experiences that promote Circular Economy . It is designed to be flexible, allowing teachers to adapt the learning to meet the needs of their specific cohort. Co-creating learning experiences is encouraged, fostering collaboration between educators and students. This progression pathway aims to support teachers in their planning and implementation of Circular Economy -focused education.

Overarching Objectives for Progression Step 2:

- Encourage curiosity and engagement with the world.
- Develop critical thinking and problem-solving skills.
- Promote personal, social, and cultural development.
- Foster a sense of responsibility for personal health, well-being, and the environment.

The Curriculum of Wales

Expressive Arts	Health and Wellbeing	Humanities (including History, Geography, Religion, Values, and Ethics)	Languages, Literacy, and Communication (including Welsh and International Languages)	Mathematics and Numeracy	Science and Technology
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Expressive Arts Subject Areas: Music, Drama, Art, Dance, Film and Digital Media. Objectives: Develop creativity and imagination. Explore a range of media, techniques, and materials. Express ideas and feelings through different artistic forms. Begin to reflect on their own work and that of others.	Health and Well-being Subject Areas: Physical Health, Mental and Emotional Well-being, Relationships, Healthy Eating, Personal Safety. Objectives: Understand physical health and its connection to well-being. Develop emotional literacy and manage feelings. Learn about making healthy choices (diet, exercise). Build interpersonal skills to foster	Humanities Subject Areas: History, Geography, Religious Education, Business Studies, and Social Studies. Objectives: Understand past and present human experiences, locally and globally. Develop a sense of belonging and identity. Learn about sustainability and the impact of human actions on the planet. Begin to explore ethical questions and different belief systems.	Languages, Literacy and Communication Subject Areas: English, Welsh, Modern Foreign Languages, Literature, Oracy. Objectives: Develop competence in both Welsh and English. Explore the use of language for different purposes (e.g., storytelling, explaining, persuading). Learn to communicate effectively through speech and writing. Engage with a range of literary texts, including Welsh literature.	Mathematics and Numeracy Subject Areas: Number, Geometry, Algebra, Measurement, Data Handling. Objectives: Develop understanding of numbers, patterns, and shapes. Solve practical problems using basic mathematical techniques. Begin to understand and apply mathematical reasoning. Learn to use data to interpret the world around them.	Science and Technology Subject Areas: Biology, Chemistry, Physics, Computer Science, Design and Technology. Objectives: Begin to explore the natural world and understand simple scientific concepts. Engage with technology and develop basic computational thinking. Design, make, and evaluate simple products and systems. Explore sustainability through understanding energy and material use.
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	positive relationships.				
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The Sustainability Curriculum Headings

Understanding the Circular Economy (CIRC1)	Waste Reduction and Recycling (CIRC 2)	Sustainable Consumption (CIRC 3)	Product Lifecycle and Design. (CIRC4)	Repair and Upcycling (CIRC5)	Circular Business Practices and innovation (CIRC6)
Local Economies and Community Engagement (CIRC 7)	Environmental Impact and Resource Conservation (CIRC8)	Citizenship and Global Responsibility (CIRC 9)	Food Systems (Circ 10)	Circular Technologies and Innovation (CIRC11)	Outdoor Learning (CIRC12)

The Sustainability Curriculum Model linked to the Curriculum of Wales - Progression Step 2

Understanding
Circular Economy

(SUS1)

Health and Wellbeing

Learners will begin to understand how circular economy principles—such as reducing waste, sharing resources, and valuing what we use—can support physical health, emotional well-being, and community resilience. They will explore the link between responsible consumption and a healthy lifestyle, including how reusing, repairing, and reducing can improve their environment and well-being.

Curriculum for Wales Objectives Addressed

- Understand **physical health and its connection to well-being**, by exploring the health benefits of cleaner environments and active lifestyles through sustainable choices.
 - Develop **emotional literacy and manage feelings**, by recognising how being part of positive change (e.g., upcycling, growing food) can improve mood and self-worth.
 - Learn about making **healthy choices** in what we consume and use, reflecting on the personal and environmental impact of those decisions.
 - Build **interpersonal skills** by working together on group tasks and sustainability projects that involve shared responsibility and decision-making.
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Global Framework Links

- SDG 3 – Good Health and Well-being
 - SDG 12 – Responsible Consumption and Production
 - SDG 13 – Climate Action
 - UNCRC Article 24 – Right to a clean and safe environment
 - UNCRC Article 29 – Education must develop respect for the natural world
 - UNRMS Principle 1 & 5 – Optimising resource efficiency and responsible stewardship for well-being
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Example Teaching Activities

1. Active Circular Challenge

Activity: Learners take part in a “Repair Relay” – an outdoor or classroom-based physical activity where they sort objects into categories: reuse, recycle, repair.

Skills Developed: Movement, teamwork, decision-making, sustainability thinking.

2. Eco Emotions Journal

Activity: Pupils reflect on how reducing waste or participating in a litter pick makes them feel. They use emotion wheels or emojis to describe their response.

Skills Developed: Emotional literacy, vocabulary for expressing feelings, self-awareness.

3. Healthy Lunchbox Audit

Activity: In small groups, learners assess fictional lunchboxes for packaging waste, food origin, and healthiness. They redesign them with circular economy ideas (e.g., reusable wrap, local fruit).

Skills Developed: Critical thinking, health and sustainability links, persuasive reasoning.

4. “My Circular Week” Poster

Activity: Learners track how they use and reuse items at home or school (e.g., water bottles, clothes, food). They create a poster showing how circular actions support health and the planet.

Skills Developed: Data collection, self-reflection, presentation.

5. Guided Storytelling and Drama

Activity: Use a story like *"Somebody Swallowed Stanley"* or *"The Journey of a T-Shirt"* to explore how items impact health and the environment. Learners act out different outcomes (e.g., throw away vs reuse).

Skills Developed: Empathy, problem-solving, communication.

Suggested Texts and Resources

- *"One Plastic Bag"* by Miranda Paul – story of women transforming waste into community wellbeing.
 - *"A Planet Full of Plastic"* by Neal Layton – encourages questioning consumption.
 - *"Y Babi Bach Gwyrdd"* (Welsh) – an eco-focused story for younger learners.
 - *"The Journey of a T-Shirt"* (class-made booklet) – linking fast fashion to waste and health.
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Outdoor/Community Extensions

- Set up a "reuse station" in the playground or classroom where children can share unwanted toys/books.
- Create a wellbeing walk where children identify natural places affected by human waste or that show natural circularity (e.g., compost, seasons, seeds).

Health and Well-being

Learners will explore how reducing waste and avoiding harmful chemicals supports human health, emotional well-being, and safer communities. They will begin to make informed, healthy choices about products they use or consume (e.g., cleaning, hygiene, food), and understand how reuse, safer materials, and circular thinking reduce harm to themselves and the planet.

Curriculum for Wales AoLE Objectives Addressed

- **Understand physical health and its connection to well-being:** Learn how some chemicals in everyday products (e.g., cleaners, plastics) may affect air, water, and personal health.
 - **Develop emotional literacy and manage feelings:** Reflect on feelings of responsibility and empowerment when making positive environmental choices.
 - **Learn about making healthy choices (diet, exercise):** Recognise the link between what we consume and waste (e.g., food with unnecessary packaging, synthetic additives) and how to reduce risks.
 - **Build interpersonal skills:** Collaborate in practical projects that encourage care for shared spaces (e.g., school clean-ups, eco-design activities).
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Links to Global Frameworks

- **SDG 3 – Good Health and Well-being**
 - **SDG 6 – Clean Water and Sanitation**
 - **SDG 12 – Responsible Consumption and Production**
 - **SDG 13 – Climate Action**
 - **UNCRC Article 24 – Right to a healthy environment**
 - **UNCRC Article 29 – Education must develop respect for the natural world**
 - **UNRMS Principles 1, 3 and 5 – Sustainable resource management, minimising harm, life-cycle approach**
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Example Teaching Activities

1. "Spot the Safer Choice"

Activity: Learners examine everyday products (toothpaste, soap, packaging) and discuss natural vs synthetic ingredients or reusable vs single-use packaging.

Skills Developed: Decision-making, critical thinking, product literacy.

2. "Green Clean Team"

Activity: Children explore safe DIY cleaning options (e.g., vinegar/lemon cleaner), compare them to chemical-laden ones, and write or perform a safety jingle.

Skills Developed: Understanding labels, health and safety awareness, performance literacy.

3. "Less is More" Poster Campaign

Activity: Learners create posters or short digital messages promoting reduction of chemical use in schools (e.g., air fresheners, excessive cleaning sprays).

Skills Developed: Persuasive language, teamwork, media literacy.

4. "Food Detective Diaries"

Activity: Analyse a packaged snack or drink for ingredients and additives, consider healthier alternatives, and track waste after use.

Skills Developed: Reading comprehension, label analysis, healthy choices.

5. "Plastic-Free Me" Challenge

Activity: Pupils track their plastic use for one day and brainstorm swaps for healthier, reusable, or biodegradable alternatives.
Skills Developed: Habit formation, sustainability tracking, numeracy integration (e.g., tally charts, comparisons).

Cross-Curricular Opportunities

- **Science and Technology:** Investigate how chemicals affect soil, air and water.
 - **Expressive Arts:** Create eco-themed performances about reducing waste and making safe choices.
 - **Languages and Literacy:** Write persuasive letters to reduce use of harsh cleaners or plastic packaging in school.
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Suggested Texts and Resources

- *"Charlie and Lola: Look After Your Planet"* by Lauren Child – great for starting discussions on waste.
- *"10 Things I Can Do to Help My World"* by Melanie Walsh – includes simple chemical-free choices.
- *"Clean Up!"* by Nathan Bryon – connects pollution and emotional wellbeing.
- *"Plastig Aur" (Welsh)* – child-friendly story about tackling plastic pollution.

Sustainable Consumption

(CIRC 3)

Health and Well-being

Learners will begin to understand how making thoughtful, sustainable choices about what they eat, use, and wear contributes to their personal well-being and the well-being of others and the planet. They will explore how reducing waste, choosing reusable items, and supporting ethical production can promote healthy lifestyles and support circular economy principles.

Curriculum for Wales AoLE Objectives Addressed:

- **Understand physical health and its connection to well-being** – through awareness of where products and food come from and their effects on bodies and minds.
 - **Develop emotional literacy and manage feelings** – by exploring how consuming less and sharing more promotes fairness and care.
 - **Learn about making healthy choices (diet, exercise)** – through understanding the health and environmental impacts of overconsumption and processed goods.
 - **Build interpersonal skills** – by working collaboratively to make sustainable decisions (e.g., shared lunches, swap shops, or class eco-charters).
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Links to Global Frameworks:

- SDG 3 – Good Health and Well-being
 - SDG 12 – Responsible Consumption and Production
 - SDG 13 – Climate Action
 - SDG 2 – Zero Hunger (ethical food choices, reducing waste)
 - UNCRC Article 24 – Right to health and safe food
 - UNCRC Article 29 – Education should develop respect for the environment
 - UNRMS Principles 1 & 9 – Sustainable use of resources and education for resource stewardship
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Example Teaching Activities

1. "What's on My Plate?"

Activity: Pupils create a visual representation of a meal. They then label where items come from (local/global), how they are packaged, and if any can be swapped for a more sustainable option.

Skills: Critical thinking, health awareness, vocabulary development.

2. "The Swap Shop" Role Play

Activity: Pupils bring gently used items and practise polite negotiation and fair exchanges. This introduces reuse and value without waste.

Skills: Communication, relationship-building, emotional regulation.

3. "Snack Audit" and Healthy Eco-Choices

Activity: Learners survey snack packaging in school. They graph results, identify the healthiest and least wasteful options, and design posters encouraging better choices.

Skills: Data interpretation, healthy eating, persuasive writing.

4. "Make-Your-Own Lunch Bag" Project

Activity: Pupils design a reusable lunch bag or food wrapper using fabric scraps, and reflect on why reusables matter for health and Earth.

Skills: Fine motor skills, creativity, environmental responsibility.

5. "Buy Better, Waste Less" Stories

Activity: In small groups, learners write and perform short stories or raps about people learning to make kinder choices (e.g., mending clothes, growing food).

Skills: Oracy, empathy, sustainable mindset.

Suggested Books and Texts

- *"It's a No-Money Day"* by Kate Milner – to spark discussion on needs vs wants.
 - *"A Planet Full of Plastic"* by Neal Layton – introduces the impact of consumption.
 - *"The Story of Stuff"* (youth edition, excerpts) – if age-appropriate.
 - *Welsh texts:*
 - *"Plastig Aur"* – a child-friendly story addressing plastic and waste.
 - *"Deg Peth y Gallaf Wheud i Helpu fy Myd"* (Melanie Walsh, Welsh version)
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Cross-Curricular Opportunities:

- **Science and Technology** – Study materials, food production, product life cycles.
 - **Maths and Numeracy** – Data collection (e.g. packaging audit), comparing product costs and waste.
 - **Languages and Literacy** – Persuasive writing or eco-poetry on buying wisely and reducing waste.
 - **Expressive Arts** – Create wearable art from reused materials to express the message "Use Less, Love More".
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Product Lifecycle and Design.

(CIRC4)

Health and Well-being

Learners will begin to understand how the design, use, and disposal of everyday products affect both personal well-being and the environment. They will explore how innovation—through designing longer-lasting, healthier, and more sustainable products—can support health, relationships, and responsibility to others and the planet.

Relevant Curriculum Objectives:

- **Understand physical health and its connection to well-being**
→ by examining how materials and products (e.g. clothing, food packaging) can affect health.
 - **Develop emotional literacy and manage feelings**
→ by reflecting on how waste and pollution can cause worry and how innovative solutions offer hope.
 - **Learn about making healthy choices (diet, exercise)**
→ by considering how sustainable products contribute to healthier lifestyles.
 - **Build interpersonal skills to foster positive relationships**
→ by collaborating on creative, solution-focused projects that support community and Earth.
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Global Framework Links:

- SDG 3 – Good Health and Well-being
- SDG 12 – Responsible Consumption and Production
- SDG 13 – Climate Action
- SDG 9 – Industry, Innovation and Infrastructure
- UNCRC Article 24 – Right to the highest attainable standard of health and safe environments.
- UNCRC Article 29 – Education must prepare the child to live responsibly.

- UNRMS Principle 9 – Resource governance through innovation and stewardship.
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Example Teaching Activities:

1. “My Favourite Product: What Happens Next?”

Activity: Learners bring in or draw a favourite product (e.g. shoes, lunchbox). They trace its origin, use, and end of life using storytelling or sequencing cards.

Learning Outcome: Encourages awareness of the product lifecycle and links to waste and health.

2. “Healthy Product Redesign”

Activity: Groups redesign an everyday product (like a water bottle or snack pack) to be more durable, reusable, or healthier, using drawings or recycled materials.

Learning Outcome: Develops problem-solving, empathy, and awareness of health and environmental impact.

3. “How Long Does It Last?” Timeline

Activity: Learners estimate and order the lifespan of different materials (plastic bottle, banana peel, cotton t-shirt) and reflect on how we can make better choices.

Learning Outcome: Connects durability, health, and emotional responsibility to the environment.

4. “Innovation Role Play”

Activity: Pupils role-play being eco-inventors who present a pitch to reduce product waste or support community health (e.g. clothes swap booth, compostable food wrap).

Learning Outcome: Builds confidence, oracy, collaboration, and creative thinking.

5. “Local Heroes: Innovation in Our Community”

Activity: Invite or research local businesses or community groups who repair, reuse or create sustainable products. Learners create posters to celebrate them.

Learning Outcome: Encourages global citizenship and recognition of positive community impact.

Suggested Texts and Media:

- “The Tin Forest” by Helen Ward – encourages creativity, hope, and transformation through innovation.
 - “One Plastic Bag” by Miranda Paul – tells the story of a Gambian woman who turns waste into change.
 - “Somebody Swallowed Stanley” by Sarah Roberts – teaches about plastic and reuse.
 - Bilingual/Welsh texts: “*Ble Mae Boc?*” for waste and environmental awareness.
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Cross-curricular Connections:

- Science and Technology – materials, properties, design thinking.
- Mathematics and Numeracy – timelines, comparisons of use, lifespan data.
- Languages and Literacy – persuasive writing (eco-pitch), storytelling, journaling reflections.
- Expressive Arts – product prototyping, drama role-play of innovators.

Repair and Upcycling

(CIRC5)

Health and Well-being

Learners will begin to understand how reusing and repairing items instead of discarding them supports both physical and mental health, fosters a sense of responsibility and connectedness to others, and contributes to healthier environments and communities. They will explore how upcycling can support personal expression, reduce waste, and promote self-esteem through shared, purposeful action.

Aligned Curriculum Objectives:

- **Understand physical health and its connection to well-being**
→ Recognise how clean, safe, and creative environments support healthy living.
 - **Develop emotional literacy and manage feelings**
→ Explore feelings of pride, value, and creativity from transforming or repairing something instead of throwing it away.
 - **Learn about making healthy choices (diet, exercise)**
→ Understand that reducing waste and caring for belongings is part of a healthy lifestyle for people and the planet.
 - **Build interpersonal skills to foster positive relationships**
→ Collaborate with peers on upcycling projects, learning cooperation, empathy, and shared responsibility.
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SDGs, UNCRC, and UNRMS Links:

- **SDG 3 – Good Health and Well-being**
 - **SDG 12 – Responsible Consumption and Production**
 - **SDG 13 – Climate Action**
 - **UNCRC Article 24 – Right to a healthy environment.**
 - **UNCRC Article 29 – Education must encourage environmental respect and sustainability.**
 - **UNRMS Principle 5 – Promotes responsible use of resources, including reducing waste through repair and reuse.**
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Examples of Teaching Activities:

1. "Repair Café Role Play"

Activity: Learners set up a pretend "Repair Café" in the classroom where they "fix" old toys, clothing, or materials brought from home using basic tools, safe fabric glue, or decorations.

Learning Outcome: Promotes collaboration and responsible consumption in a safe, practical setting.

2. "Feel-Good Fixes" Journal

Activity: Learners keep a visual diary of how they repaired or upcycled something at school or home, and how it made them feel.

Learning Outcome: Connects emotional literacy with pride in taking care of things and reducing waste.

3. "Upcycle Challenge"

Activity: Working in groups, learners are given an object (e.g. old t-shirt, yoghurt pot, cardboard box) and must work together to give it a new purpose (e.g. bird feeder, tote bag).

Learning Outcome: Encourages critical thinking, creativity, and team-building.

4. "Healthier Planet, Happier Me" Wall Display

Activity: Learners write or draw ways that upcycling helps the environment and supports their own sense of well-being and care.

Learning Outcome: Builds emotional connection between self, sustainability, and health.

5. Outdoor Application – "Nature Fixes"

Activity: Learners go outdoors and find natural or human-made objects that are broken or discarded and brainstorm ways to

safely reuse or repurpose them.

Learning Outcome: Strengthens connection to the environment and practical problem-solving skills.

Cross-curricular Extension Ideas:

- **Expressive Arts:** Create upcycled wearable art or sculptures.
- **Science & Technology:** Explore material properties and which are best for upcycling.
- **Literacy:** Write step-by-step guides or persuasive posters encouraging others to repair items.

Circular Business Practices and innovation
(CIRC6)

Health and Well-being

Learners will begin to understand how businesses and social enterprises can help people and the planet by designing for reuse, reducing waste, and supporting community well-being. They will explore how innovation in circular business models contributes to a healthier environment and fosters individual confidence, empathy, and responsible decision-making.

Aligned Curriculum Objectives:

- **Understand physical health and its connection to well-being**
→ Recognise that sustainable businesses can support healthy communities (e.g., clean air, safe food).
- **Develop emotional literacy and manage feelings**
→ Understand how helping others through ethical innovation builds self-worth and a sense of purpose.

- **Learn about making healthy choices (diet, exercise)**
→ Explore how responsible products and services (e.g., food co-ops, zero-waste shops) influence healthier choices.
 - **Build interpersonal skills to foster positive relationships**
→ Collaborate on team projects to design a mini-enterprise with a sustainable purpose.
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Linked Global Frameworks:

- SDG 3: Good Health and Well-being
 - SDG 8: Decent Work and Economic Growth
 - SDG 12: Responsible Consumption and Production
 - UNCRC Article 29: Education must develop respect for others and the environment.
 - UNCRC Article 24: Right to the best health and a clean environment.
 - UNRMS Principle 6: Encourages innovation for sustainable use of resources and community benefit.
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Examples of Teaching Activities:

1. Mini Enterprise Challenge

Activity: In small groups, learners design a simple circular business (e.g. making reusable bags, upcycled bookmarks, a lunchbox refill station).

Learning Outcome: Learners apply problem-solving and teamwork skills while exploring health-conscious, low-waste innovation.

2. My Eco-Business Storyboard

Activity: Learners create a storyboard that tells the journey of a product in a circular business – from idea to use and reuse.

Learning Outcome: Develops understanding of sustainable cycles and encourages empathy for workers, consumers, and the environment.

3. Interview a Community Changemaker

Activity: Learners talk to a local sustainable business owner or staff member about how their work supports health and the environment.

Learning Outcome: Builds oracy and interpersonal skills and deepens understanding of real-world impact.

4. Design a Healthy Circular Snack Stand

Activity: Learners imagine a snack stall that uses local foods, compostable packaging, and reduces waste. They work out quantities and costs.

Learning Outcome: Promotes healthy eating, community responsibility, and numeracy through enterprise.

5. Emotional Check-In Journal: "How I Help"

Activity: Learners reflect in writing or drawing about how helping others or designing for the environment made them feel.

Learning Outcome: Connects emotional well-being to social innovation and action.

Cross-Curricular Extension:

- **Languages & Literacy:** Pitching their ideas in Welsh and English, creating slogans and persuasive writing.
- **Science & Technology:** Exploring the materials used in circular products.
- **Expressive Arts:** Designing packaging or branding for their innovation.

Health and Well-being

Learners will begin to explore how local producers, services, and community initiatives contribute to health, well-being, and sustainability. They will understand the emotional and social benefits of working together to support others, and how making local, ethical choices can build stronger, healthier communities.

Curriculum for Wales – Health and Well-being Links:

- **Understand physical health and its connection to well-being**
→ Recognise how locally grown food and walkable communities promote physical health.
 - **Develop emotional literacy and manage feelings**
→ Reflect on feelings of pride, connection, and responsibility through helping others in the local community.
 - **Learn about making healthy choices (diet, exercise)**
→ Explore how choosing local and seasonal food supports personal and planetary health.
 - **Build interpersonal skills to foster positive relationships**
→ Work with peers, families, and community members on small collaborative projects.
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Global Education Framework Links:

- SDG 3 – Good Health and Well-being
- SDG 11 – Sustainable Cities and Communities
- SDG 12 – Responsible Consumption and Production
- UNCRC Article 12 – Right to express views and be involved in decisions.
- UNCRC Article 24 – Right to a healthy environment.

- UNRMS Principle 9 – Promote inclusive, participatory resource management that benefits communities.
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Example Teaching Activities:

1. Community Helpers Map

Activity: Learners create a large map or mural of their community, identifying and celebrating local farmers, shopkeepers, waste collectors, nurses, etc.

Learning Outcome: Understand how many roles support community health and well-being.

2. Healthy Local Food Picnic

Activity: Learners help plan a picnic with mostly local or seasonal foods. Invite a local grower or community chef to talk about healthy eating.

Learning Outcome: Connects food choice to well-being, environmental care, and supporting others.

3. "Kindness in Action" Project

Activity: Plan a small project (e.g., card-making for a care home, collecting items for a food bank, planting flowers in a shared space).

Learning Outcome: Builds empathy, teamwork, and a sense of responsibility for local wellbeing.

4. Feelings Reflection Wall

Activity: After participating in a community or local economy activity, learners draw or write about how it made them feel.

Learning Outcome: Supports emotional literacy and strengthens a sense of connection.

5. Local Business Interview or Visit

Activity: Interview a local entrepreneur or visit a social enterprise that contributes to the community (e.g., refill shop, repair café, community garden).

Learning Outcome: Introduces learners to responsible innovation and how local action supports health and well-being.

Cross-Curricular Integration:

- **Languages, Literacy and Communication:** Writing thank-you letters or interviewing local business leaders.
 - **Expressive Arts:** Creating posters or performances about how local businesses help communities thrive.
 - **Humanities:** Mapping community change over time and discussing local identity.
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)Environmental Impact and Resource Conservation

(CIRC8)

Health and Well-being

Learners will begin to understand how protecting and conserving nature supports our health and happiness. They will develop empathy for living things, make connections between the environment and their own well-being, and take part in simple conservation activities that promote responsibility, cooperation, and positive choices.

Curriculum for Wales – Health and Well-being Links:

- **Understand physical health and its connection to well-being**
→ Explore how clean air, access to green space, and time outdoors promote physical activity and mental health.

- **Develop emotional literacy and manage feelings**
→ Reflect on feelings of calm, wonder, and responsibility when interacting with nature and animals.
 - **Learn about making healthy choices (diet, exercise)**
→ Discuss how choices (e.g., walking instead of driving, eating less processed food) help both the planet and ourselves.
 - **Build interpersonal skills to foster positive relationships**
→ Work together on environmental conservation projects to develop teamwork and empathy.
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Global Education Framework Links:

- SDG 3 – Good Health and Well-being
 - SDG 13 – Climate Action
 - SDG 15 – Life on Land
 - UNCRC Article 24 – Right to the best possible health and a clean environment.
 - UNCRC Article 29 – Education must develop respect for the natural environment.
 - UNRMS Principle 1 & 8 – Protect and restore ecosystems and encourage responsible use of natural resources.
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Example Teaching Activities:

1. Nature Walk and Well-being Diary

Activity: Take a local walk and ask learners to record or draw how being in nature makes them feel.

Learning Outcome: Builds connections between the outdoors and mental/emotional well-being.

2. Mini-Guardians of Nature Pledge

Activity: Learners create a classroom “pledge wall” for small actions they can take to reduce harm (e.g., recycling, using less plastic, planting flowers).

Learning Outcome: Promotes agency and a sense of responsibility for Earth’s resources.

3. Litter-Pick and Reflect

Activity: Organise a class litter-pick in a local area and discuss the impact of waste on wildlife and people.

Learning Outcome: Reinforces understanding of environmental impact and collaboration.

4. "My Green Space" Posters

Activity: Learners design a poster showing their favourite natural space and explain why it matters to them.

Learning Outcome: Encourages emotional connection and advocacy.

5. Compost and Garden Care

Activity: Set up a simple compost bin or care for plants in an outdoor space or classroom.

Learning Outcome: Encourages patience, understanding of cycles, and responsibility for living things.

Cross-Curricular Integration Ideas:

- **Science and Technology:** Explore the role of plants and trees in ecosystems.
- **Languages and Literacy:** Create poems or letters to local council members about keeping green spaces safe.
- **Expressive Arts:** Build sculptures using recycled materials that highlight nature and conservation.

Health and Well-being

Learners will begin to understand how their actions affect others locally and globally. They will explore the importance of fairness, kindness, rights, and responsibilities in building healthy communities and contributing to a more sustainable world.

Curriculum for Wales – Health and Well-being Links:

- **Understand physical health and its connection to well-being**
→ Learn how safe, fair communities and clean environments support health worldwide.
 - **Develop emotional literacy and manage feelings**
→ Explore empathy by learning about children's lives in different countries and discussing fairness and justice.
 - **Learn about making healthy choices (diet, exercise)**
→ Understand how access to healthy food and clean water varies across the world.
 - **Build interpersonal skills to foster positive relationships**
→ Practise teamwork, listening, and cooperation through class projects and local action.
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Global Education Framework Links:

- **SDG 10 – Reduced Inequalities**
 - **SDG 16 – Peace, Justice and Strong Institutions**
 - **SDG 12 – Responsible Consumption and Production**
 - **UNCRC Article 12 – Right to have your say and be listened to.**
 - **UNCRC Article 29 – Education should prepare children to live responsibly and peacefully.**
 - **UNCRC Article 27 – Right to a standard of living that allows full development.**
 - **UNRMS Principle 2 & 9 – Ensure equitable access and fair benefit-sharing of resources, empowering communities.**
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Example Teaching Activities:

1. "Our Rights, Our Voices" Circle Time

Activity: Read a simplified version of the UNCRC and have learners choose a right to draw or write about.

Learning Outcome: Develops understanding of human rights and empathy.

2. Global Snack Day

Activity: Explore different healthy foods from around the world. Discuss food justice and where ingredients come from.

Learning Outcome: Encourages healthy eating while exploring fairness and access.

3. Class Eco-Citizen Pledge

Activity: Learners create group pledges (e.g. reduce single-use plastics, walk to school, be kind).

Learning Outcome: Connects personal choices to community and global impact.

4. Role Play: Problem-Solvers Around the World

Activity: Learners take on roles of children facing different challenges (e.g., water scarcity, pollution, conflict) and brainstorm solutions.

Learning Outcome: Builds empathy, communication, and critical thinking.

5. "Kindness Chain" for the Community

Activity: Each learner performs one kind act (at home or school) and documents it for a kindness display.

Learning Outcome: Encourages positive community contribution and reflection.

Cross-Curricular Integration Ideas:

- **Languages and Literacy:** Write letters or stories about “a day in the life of a child in another country.”
- **Expressive Arts:** Create a “Global Garden” collage showing people, plants, and places from around the world.
- **Humanities:** Explore how people live in different parts of the world and what fairness means in different communities.
- **Science and Technology:** Investigate how clean water, waste management, or access to electricity affects health and wellbeing globally.

Food Systems (Circ 10)

Health and Well-being

Learners will begin to understand where food comes from, how it is produced and shared, and what happens to it after use. They will explore how food choices and habits impact personal health, emotional well-being, communities, and the environment.

Curriculum for Wales – Health and Well-being Links:

- **Understand physical health and its connection to well-being**
→ Recognise the benefits of eating seasonal, local, and less processed food for health.
- **Develop emotional literacy and manage feelings**
→ Reflect on the emotional impact of sharing meals and caring for others’ access to food.
- **Learn about making healthy choices (diet, exercise)**
→ Learn to plan healthy meals using ingredients that reduce environmental impact.
- **Build interpersonal skills to foster positive relationships**

→ Collaborate in food-related activities such as cooking, growing, or food waste reduction.

Global Education Framework Links:

- SDG 2 – Zero Hunger
 - SDG 12 – Responsible Consumption and Production
 - SDG 13 – Climate Action
 - UNCRC Article 24 – Right to nutritious food.
 - UNCRC Article 27 – Right to a standard of living adequate for development.
 - UNRMS Principle 3 & 10 – Efficiency in the use of natural resources; support community participation.
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Example Teaching Activities:

1. “From Farm to Fork” Story Map

Activity: Learners create a visual map of the journey of a common food (e.g., apple or oat biscuit), including where it's grown, how it's processed, how it's sold, and how it's disposed of.

Learning Outcome: Understands food systems and environmental footprints.

2. Healthy Plate, Local Plate

Activity: Learners build a balanced plate using local or seasonal foods and discuss how this supports both health and the local economy.

Learning Outcome: Connects diet to physical health and sustainability.

3. Lunchbox Waste Audit

Activity: Learners audit their lunchbox waste for a week and discuss how to reduce, reuse, or compost food and packaging

waste.

Learning Outcome: Develops responsibility for food waste and connects behaviour to impact.

4. Grow and Share Project

Activity: Plant fast-growing herbs or greens and share them in a recipe or with another class.

Learning Outcome: Builds empathy, teamwork, and understanding of food systems.

5. Feelings and Food Circle

Activity: Learners share how different meals or food traditions make them feel, using art or drama.

Learning Outcome: Develops emotional connection to food, culture, and sharing.

Cross-Curricular Integration Suggestions:

- **Science and Technology:** Explore how composting helps soil health and reduces waste.
- **Languages and Literacy:** Write instructions or stories about growing and preparing food.
- **Humanities:** Explore farming and fishing communities in Wales and their contribution to local food systems.
- **Expressive Arts:** Create a mural or performance based on the journey of food and its importance to people and the planet.

Health and Well-being

Learners will begin to understand how circular technologies (e.g., renewable energy, smart recycling, water filtration, or food preservation tools) can help people and the planet. They will explore how innovation supports well-being by reducing waste, improving access to resources, and enabling safe, healthy environments.

Curriculum for Wales – Health and Well-being Links:

- **Understand physical health and its connection to well-being**
→ Learn how technology supports access to clean water, clean air, and healthy food.
 - **Develop emotional literacy and manage feelings**
→ Reflect on how innovation can help solve problems and inspire hope for the future.
 - **Learn about making healthy choices (diet, exercise)**
→ Explore how innovations in food packaging, preservation, and growing support healthier diets.
 - **Build interpersonal skills to foster positive relationships**
→ Collaborate to design or test sustainable technologies (e.g., solar ovens, composters, water filters).
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Global Education Framework Links:

- **SDG 3 – Good Health and Well-being**
 - **SDG 9 – Industry, Innovation, and Infrastructure**
 - **SDG 12 – Responsible Consumption and Production**
 - **UNCRC Article 24 – Right to health and a safe environment.**
 - **UNCRC Article 29 – Education should develop respect for the environment.**
 - **UNRMS Principles 3 & 10 – Sustainable resource use and community participation in innovation.**
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Example Teaching Activities:

1. "Tech for Health" Hunt

Activity: Learners explore everyday items that improve health and sustainability (e.g., refillable water bottles, lunch boxes, low-energy appliances, bike lights) and map their use in home and school life.

Learning Outcome: Learners recognise how simple technologies can support well-being.

2. Solar Oven Snack Challenge

Activity: In groups, learners design and build simple solar ovens using recyclable materials to heat snacks (like melted cheese on toast).

Learning Outcome: Understands how clean energy supports healthy living and resource conservation.

3. Circular Tech Inventors

Activity: Learners imagine and draw inventions that help reduce waste, keep people safe, or grow healthy food in a circular way. They pitch their ideas to classmates in a 'Dragon's Den' style.

Learning Outcome: Develops creativity, confidence, and team collaboration.

4. Smart Choices Role Play

Activity: Learners take on roles (e.g., eco-designer, farmer, food scientist, parent) and discuss the pros and cons of different innovations such as plant-based packaging, digital health apps, or composting bins.

Learning Outcome: Builds empathy and reasoning skills in exploring real-world issues.

5. Feel Good Futures Wall

Activity: Learners add to a shared display showing how innovations in transport, food, water, or buildings help us feel safe, healthy, and hopeful about the future.

Learning Outcome: Builds emotional resilience and awareness of sustainable change.

Cross-Curricular Integration Suggestions:

- **Science & Technology:** Build mini composters or test biodegradable materials.
- **Literacy & Communication:** Write a news article or explanation text about a circular tech innovation.
- **Humanities:** Explore examples of circular innovation in local Welsh businesses or global farming.
- **Maths & Numeracy:** Compare data on energy or material savings from using circular vs. linear systems.

Outdoor Learning and Circularity of Nature Circ 11)

Health and Well-being

Learners will explore natural systems outdoors and begin to recognise how circular processes (e.g. plant growth, composting, water cycles) support healthy environments, people, and communities. They will reflect on how time in nature supports their own well-being, sense of responsibility, and connection to the world around them.

Curriculum for Wales – Health and Well-being Links:

- Understand physical health and its connection to well-being
→ Recognise how being active in natural spaces promotes movement, relaxation, and better sleep.
- Develop emotional literacy and manage feelings

- Explore how nature helps them feel calm, connected, and resilient.
 - **Learn about making healthy choices (diet, exercise)**
 - Engage in outdoor food growing or movement-based activities that promote health and care for the environment.
 - **Build interpersonal skills to foster positive relationships**
 - Take part in group nature-based tasks such as building habitats, litter-picking, or storytelling circles.
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Global Education Framework Links:

- SDG 3 – Good Health and Well-being
 - SDG 12 – Responsible Consumption and Production
 - SDG 15 – Life on Land
 - UNCRC Article 24 – Right to a healthy environment.
 - UNCRC Article 31 – Right to rest, play, and participate freely in cultural life and the arts.
 - UNRMS Principle 10 – Community engagement in nature-based, circular solutions.
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Example Teaching Activities:

1. Nature's Cycles Walk

Activity: Learners go on a sensory walk and identify examples of circular processes in nature (e.g. leaves falling and decomposing, new buds growing, birds using twigs for nests).

Learning Outcome: Understands how nature renews itself and its link to human well-being.

2. Garden to Table

Activity: Learners plant fast-growing vegetables or herbs and track their growth. They then use the food in a simple snack (e.g., salad, wrap, herb butter). Compost is used for waste.

Learning Outcome: Connects food, health, and nature's circularity.

3. Feelings and Forest Floor

Activity: Learners choose a spot outdoors and use drawing, movement, or story to express how it makes them feel.

Learning Outcome: Builds emotional awareness and appreciation for green spaces.

4. Circular Habitat Challenge

Activity: Groups build mini habitats for insects or animals using only natural or reused materials.

Learning Outcome: Encourages teamwork and empathy toward other living beings.

5. 'Me and Nature' Reflection Circle

Activity: Learners sit in a circle after an outdoor session and describe one way nature helped them feel better that day (calm, happy, energised).

Learning Outcome: Develops language for emotions and encourages mindful reflection.

Cross-Curricular Integration Suggestions:

- **Science & Technology:** Observe and record composting, wormeries, or water cycle demonstrations outdoors.
- **Languages, Literacy & Communication:** Create a nature journal or write persuasive letters about protecting green spaces.
- **Humanities:** Explore how Welsh communities have traditionally lived in harmony with the land.
- **Expressive Arts:** Make land art using fallen natural materials that reflects circular themes.
