



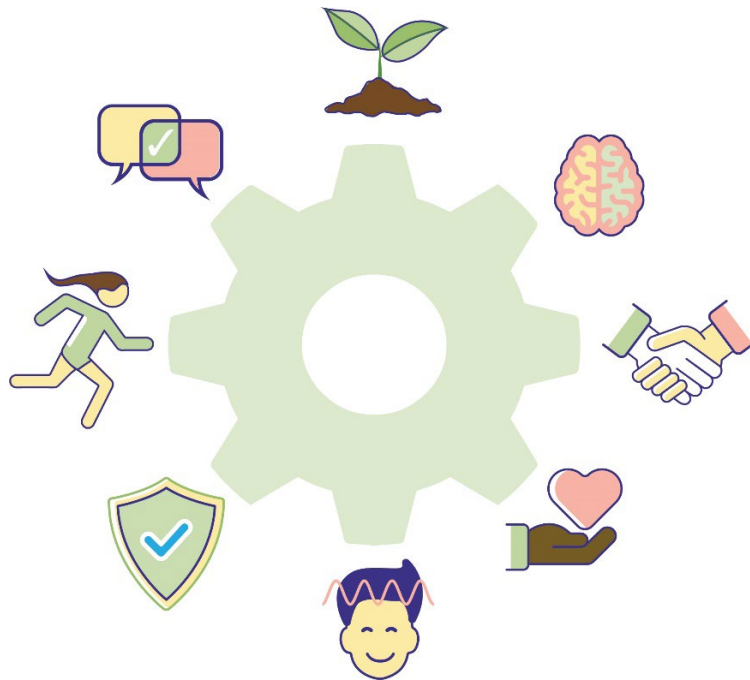
**Cambridge Assessment**  
International Education

# Curriculum Framework

## Cambridge Lower Secondary

### Wellbeing 0859

Published in September 2023.



---

## Why choose Cambridge International?

---

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 3 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.



### Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

© Cambridge University Press & Assessment 2023

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

# Contents

---

<b>1</b>	<b>Why choose this curriculum framework? .....</b>	<b>2</b>
	Key benefits .....	2
	Supporting teachers .....	3
	Progression through the Cambridge Pathway .....	3
	Teaching time .....	3
<b>2</b>	<b>Curriculum overview .....</b>	<b>4</b>
	Aims .....	4
	Overview of the strands .....	6
	Overview of teaching approaches .....	8
<b>3</b>	<b>Learning objectives by stage .....</b>	<b>9</b>
	Overview of learning objectives .....	9
	Learning objective codes .....	9
	Stage 7 to 9 .....	10
<b>4</b>	<b>Glossary .....</b>	<b>14</b>

# 1 Why choose this curriculum framework?

---

## Key benefits

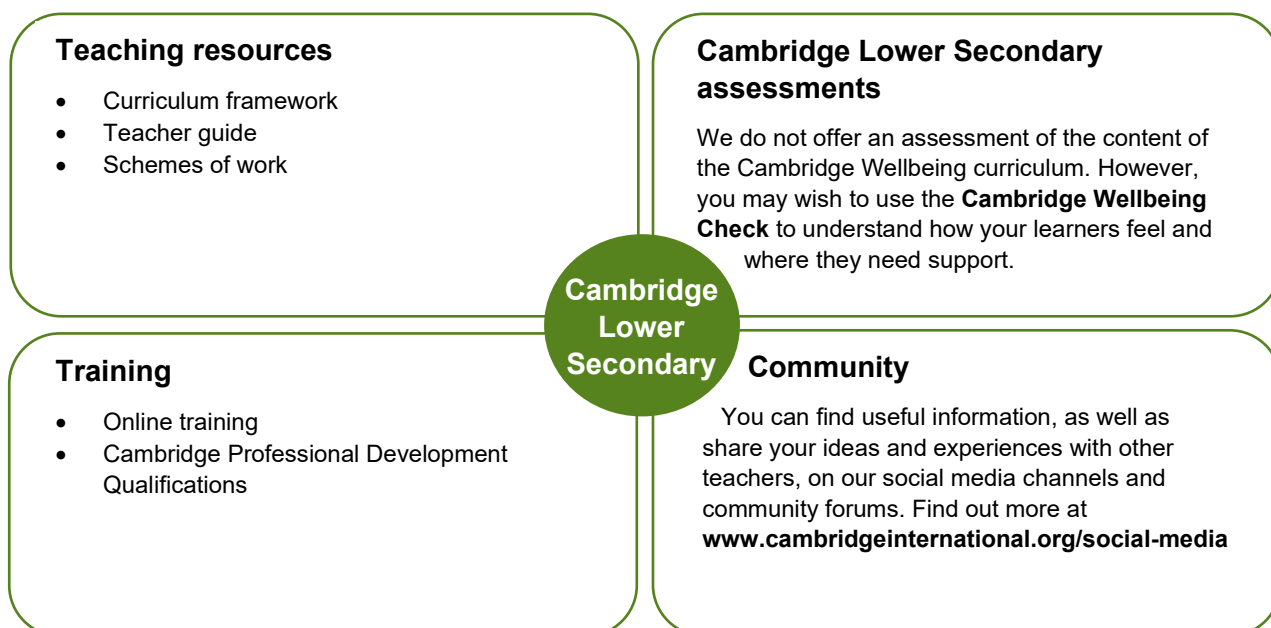
Cambridge Lower Secondary Wellbeing exemplifies a holistic approach to wellbeing underpinned by the research that is in our [Education brief: Learner wellbeing](#). Learners are encouraged to be active participants in the development of their own and others' wellbeing by reflecting on and understanding themselves, fostering positive relationships with others, and being safe and active participants in an ever changing world.

Lower Secondary learners face a critical period of development, marked by rapid cognitive and emotional changes. When learners have a positive sense of wellbeing, they are more likely to feel motivated, engaged and resilient in their learning. This leads to better academic outcomes and overall success in life.

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Lower Secondary Wellbeing.

You will find most of these resources on the Cambridge Lower Secondary support site ([lowersecondary.cambridgeinternational.org](https://lowersecondary.cambridgeinternational.org)). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



## Progression through the Cambridge Pathway

Our lower secondary programme is part of the Cambridge Pathway. This pathway leads seamlessly from early years up to the pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This lower secondary curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Lower Secondary support site.

## Teaching time

For guidance, this curriculum framework is based on learners having 30 hours of Wellbeing per stage (or 90 hours across all of Lower Secondary Wellbeing). Your actual number of teaching hours may vary according to your context.

---

## 2 Curriculum overview

---

### Aims

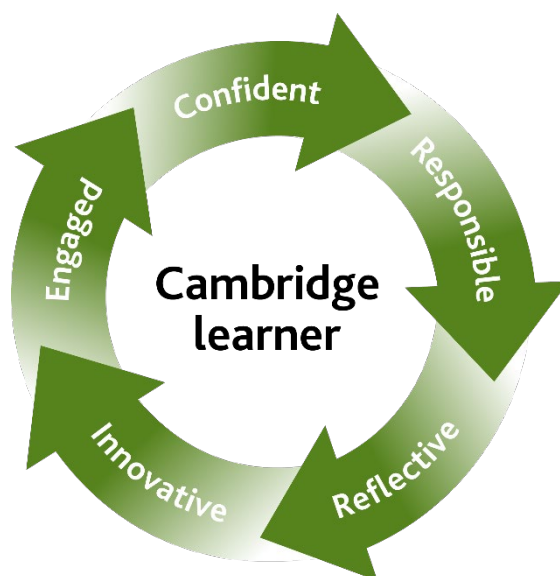
Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary Wellbeing, learners:

- develop their understanding of factors that contribute to their emotional and physical wellbeing
- practise a wide range of strategies for managing their emotional and physical wellbeing
- explore a wide range of interpersonal relationships, including friendships, family, the importance of community and social responsibility
- demonstrate positive expressive and receptive communication skills when interacting with others
- are empowered to manage their own safety and respond to change in a wide range of situations
- explore how they can contribute to the wellbeing of others.

The Cambridge approach encourages learners to be:



Cambridge Lower Secondary Wellbeing supports learners to become:

**Responsible** – Learners take personal responsibility for the care of their own physical and mental health, understand the impact of their words and actions on others, develop skills for resolving conflicts, set boundaries and communicate effectively, recognise and respond to different emotions, and make informed choices that support a balanced and fulfilling life.

**Innovative** – Learners develop their emotional intelligence and resilience, meaning they are better equipped to handle stress and uncertainty, freeing their mind to create new and innovative ideas. Additionally, a focus on self-awareness and self-reflection can help learners understand their own strengths and limitations, allowing them to better collaborate and brainstorm with others.

**Confident** – Learners develop emotional literacy, allowing them to understand and manage their emotions, and promote healthy coping mechanisms for stress and anxiety. By building resilience and a positive self-image, learners can feel more confident in their abilities and in navigating challenges.

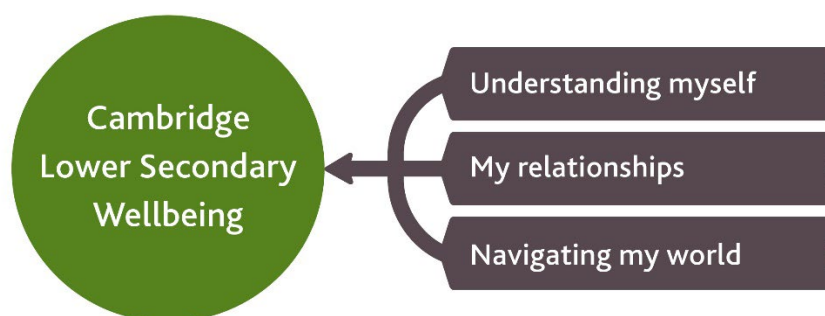
**Engaged** – Learners reflect on and understand their emotions, strengths, and personal needs. This can lead to increased self-awareness and confidence, which can enhance engagement in learning and other activities. Encouraging learners to take a proactive approach to managing their own wellbeing can also foster a sense of agency and ownership over their own learning and life experiences.

**Reflective** – Learners reflect on their thoughts, emotions, and behaviours, and how these impact their own and others' wellbeing. This can involve exploring their values and beliefs, examining their communication skills, and developing self-awareness and empathy towards others. By regularly engaging in reflection, learners can gain a better understanding of themselves and others, leading to increased confidence, engagement, and personal growth.

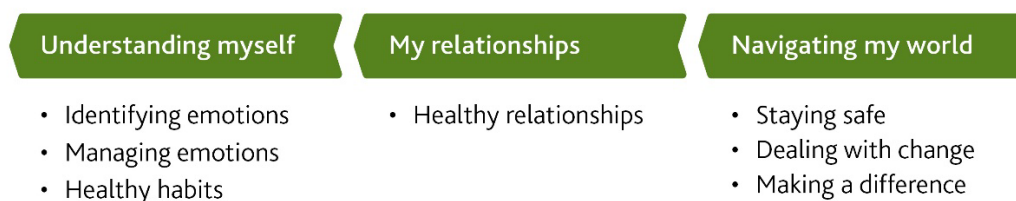
## Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary Wellbeing. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands', which run through every lower secondary stage.



Each strand is further divided into 'sub-strands'. Sub-strands help to identify progression and are useful when designing long-term plans, medium-term plans and other teaching resources.



Below is a brief description of each sub-strand:

### Understanding myself

- **Identifying emotions**

Learners will understand the effects of puberty on emotions and behaviour, identify a wide range of emotions, understand secondary emotions, and recognise different grieving patterns.

- **Managing emotions**

Learners will reflect on positive contributors and the importance of balance in their lives, and evaluate the impact of words and behaviour on wellbeing. They will identify personal emotional self-care needs, understand resilience and build strategies, explore self-esteem and personal strengths, and examine media's impact on body image.

- **Healthy habits**

Learners will understand the importance of preventative health care and accessing health services, and evaluate their routine to promote good sleep, rest and overall wellbeing. They will also explore the benefits of exercise and nature, and the impact of unhealthy diet and substances.



## **My relationships**

- **Healthy relationships**

Learners will understand the traits of healthy relationships, and how to resolve conflicts, navigate peer pressure and respect boundaries, while communicating effectively in different situations.

## **Navigating my world**

- **Staying safe**

Learners will know how to stay safe and respond in emergency situations. They will develop first aid skills and know how to handle online safety and extreme weather conditions. They will recognise 'risky behaviours' and have strategies for managing their own safety.

- **Dealing with change**

Learners will discuss how to handle the impact of positive and negative changes, and understand the potential long-term benefits of short-term challenges. They will evaluate choices and demonstrate metacognitive skills to learn from mistakes.

- **Making a difference**

Learners will explore sustainability and its impact on wellbeing, ethically sourcing everyday items, and protecting and improving the local environment. They will understand the concept of justice and the United Nations Convention on the Rights of the Child, and explore how to address inequalities and take responsibility in local communities.

## Overview of teaching approaches

Cambridge Lower Secondary Wellbeing has been designed with flexibility of implementation in mind. It can be used as a standalone subject, integrated within other subjects, the basis for activities outside of the formal curriculum or a mixture of some or all of these. During your planning you will need to decide which approach will enable you to address each learning objective most effectively.

You can find more information and ideas for teaching and learning activities in the *Cambridge Lower Secondary Wellbeing Teacher Guide* and schemes of work available on the Lower Secondary support site ([lowersecondary.cambridgeinternational.org](http://lowersecondary.cambridgeinternational.org)).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Lower Secondary Wellbeing contains:

- at least one suggested teaching activity for each learning objective
- a list of subject-specific language that will be useful for you and your learners
- guidance on where Wellbeing learning objectives can be integrated into the teaching and learning of other Cambridge Lower Secondary subjects
- examples of spontaneous teachable moments that can be used to reinforce each learning objective
- key points to consider for your planning and teaching and learning
- references to any relevant theories that underpin the activities for each learning objective.

You do not need to use the ideas in our schemes of work to teach Cambridge Lower Secondary Wellbeing. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each lower secondary stage.

We work with a range of publishers to provide high-quality endorsed resources to support our curriculum frameworks. In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources with varying approaches. If a resource is endorsed, you can be confident that all the learning objectives are covered.

### *Language of instruction*

The *Cambridge Lower Secondary Wellbeing Curriculum Framework* and support materials are all written in English. However, depending on your context and the needs of your learners, you may choose to teach part or all of the curriculum through a different language.

---

## 3 Learning objectives by stage

---

### Overview of learning objectives

There is one set of learning objectives covering Stages 7 to 9. This gives you the flexibility to decide when it is most appropriate to cover each learning objective with your learners. You also have the choice about whether to cover a learning objective only in one stage, spread the content across multiple stages, or revisit and reinforce learning across multiple stages.

Most of the learning objectives are unique to Lower Secondary. However, some learning objectives repeat themselves from Primary. This is either because the learning objectives require longer to develop fully across a range of contexts or because it is an ongoing area of development for learners. These learning objectives are marked with an asterisk.

To support effective development of all, you should try to plan lessons that include learning objectives from more than one strand. The scheme of work helps you to identify links between the strands.

### Learning objective codes

Each learning objective has a unique code, e.g. **789Ui.01**. These codes appear in the schemes of work, teacher guide and other Cambridge Primary resources. Each learning objective code includes:

- the stage number, e.g. **789**
- a reporting code that reflects the strand and sub-strand titles, e.g. **Ui** – the capital letter aligns to the strand (i.e. **U**nderstanding myself) and the lowercase letter aligns to the sub-strand (i.e. **I**dentifying emotions)
- a number reflecting the order of the learning objectives in the sub-strand for the stage, e.g. **01** is the first learning objective.

## Stages 7 to 9

### Understanding myself

#### Identifying emotions

- **789Ui.01** Identify a wide range of emotions in themselves and others using appropriate and sensitive vocabulary.
- **789Ui.02** Understand the effects of puberty on their emotions and behaviours.
- **789Ui.03** Understand what secondary emotions are and how they can affect the understanding of their own and others' behaviour.
- **789Ui.04** Recognise how people may grieve in different ways.

#### Managing emotions

- **789Um.01** Reflect on things which contribute positively to their lives and discuss the importance of balance in life.
- **789Um.02** Evaluate the impact their words and behaviour can have on their own and others' wellbeing.
- **789Um.03** Identify their own emotional self-care needs and judiciously choose relevant strategies to support them.
- **789Um.04** Understand what 'resilience' means and identify strategies which support them to become more resilient.
- **789Um.05** Explore the relationship between self-esteem and their personal strengths.
- **789Um.06** Explore the ways in which media can influence body image.

#### Healthy habits

- **789Uh.01** Explore the importance of preventative health care.
- **789Uh.02** Know how and when to access health services.
- **789Uh.03** Explore the impact of vitamins and minerals on the body and the brain.
- **789Uh.04** Explore the connection between emotions and disordered eating.
- **789Uh.05** Explore the impact of an unhealthy diet on their wellbeing.
- **789Uh.06** Understand the ways in which exercise can support cardiovascular and joint health.
- **789Uh.07** Understand the connection between inactive lifestyles and poor health.
- **789Uh.08** \*Identify at least one physical activity they enjoy and practise regularly.
- **789Uh.09** Know how to effectively manage their own personal hygiene.

- **789Uh.10** Explore the effects of poor quality or limited rest on the brain.
- **789Uh.11** Explore the effects of poor quality or limited sleep on the brain.
- **789Uh.12** Evaluate their personal routine and change if necessary to promote good sleep and rest.
- **789Uh.13** Explore the physical and mental benefits of spending time outside and in nature.
- **789Uh.14** Understand the risks of using substances that have not been prescribed to them.
- **789Uh.15** \*Offer help and suggestions to others to help them manage their wellbeing.

## My relationships

### Healthy relationships

- **789Rh.01** Understand the characteristics of healthy relationships.
- **789Rh.02** Reflect upon ways they can demonstrate the traits of a friend.
- **789Rh.03** Understand how connections with others can support a sense of belonging.
- **789Rh.04** Know a range of strategies which can be used to resolve conflict.
- **789Rh.05** Explore how they can manage the end of friendships in a positive way.
- **789Rh.06** Recognise different types of bullying and the impact these have on themselves and others.
- **789Rh.07** Explore what it means to be a 'bystander' and an 'ally'.
- **789Rh.08** Examine how to navigate peer pressure.
- **789Rh.09** Explore the relationships between stereotyping and discriminatory practices.
- **789Rh.10** Explore the ways in which families can change over time.
- **789Rh.11** Discuss traditions they celebrate or observe with their family.
- **789Rh.12** Explore the differences between friendships and attraction and how their feelings may change over time.
- **789Rh.13** Explore different communities which make up society and how these interact together.
- **789Rh.14** Explore the expectations of their role within the communities they are part of.
- **789Rh.15** \*Communicate their own boundaries to others.
- **789Rh.16** \*Respect other people's boundaries.

- **789Rh.17** Identify ways in which they can respectfully articulate their thoughts and attitudes, even when they differ to others.
- **789Rh.18** Explain how national and global laws can influence the ways in which people and societies behave.
- **789Rh.19** \*Understand and demonstrate why active listening skills are important.
- **789Rh.20** Evaluate the most appropriate communication method for a range of situations.

## Navigating my world

### Staying safe

- **789Ns.01** \*Know how to respond safely in interactions with strangers.
- **789Ns.02** \*Identify who they can ask for help if they feel unsafe or uncomfortable in some situations.
- **789Ns.03** Develop first aid skills, including practising CPR.
- **789Ns.04** Recognise the importance of permissions online and the risks associated with sharing images and information with others.
- **789Ns.05** Know how to stay safe in a range of environments.
- **789Ns.06** Recognise when a situation may be escalating into something dangerous or makes them feel unsafe, and know how to respond.
- **789Ns.07** Identify 'risky behaviours' and how to mitigate those risks.
- **789Ns.08** Understand the effects of extreme weather conditions and how to mitigate them.
- **789Ns.09** Explore opportunities and strategies for managing their own personal safety.

### Dealing with change

- **789Nd.01** Discuss how to manage the possible effects of positive and negative changes.
- **789Nd.02** Understand that some changes can make you feel worse short-term but better longer-term.
- **789Nd.03** Evaluate choices available to them in school.
- **789Nd.04** \*Explore how mistakes can become positive learning experiences.
- **789Nd.05** \*Demonstrate metacognitive strategies in their learning.

### Making a difference

- **789Nb.01** Explore how sustainability can impact wellbeing.
- **789Nb.02** Explore ways to ethically source things they use or buy every day.

- **789Nb.03** Identify ways they can protect or improve their local environment.
- **789Nb.04** Explore what 'justice' means and what they can do to address inequalities and discrimination.
- **789Nb.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.

---

## 4 Glossary

---

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

**Ally** – a person who helps and supports someone else.

**Bystander** – a person who is standing near and watching something happen, but does not get involved in it.

**Community** – a group of people considered a unit because of a commonality. This commonality could include common interests, social groups, nationality, etc.

**Justice** – fairness in the way people or a situation is dealt with.

**Learning objectives** – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

**Media** – this can include social media and print, audio and visual sources, both in hard and soft copy.

**Metacognition** – knowledge and understanding of your own thinking.

**Mindset** – a person's way of thinking and their opinions.

**Relationships** – any interpersonal connections, for example, friendships, families, teacher-learner.

**Resilience** – the ability to be happy, successful, etc. again after something difficult or bad has happened.

**Scheme of work** – support materials for Cambridge Lower Secondary Wellbeing. Each scheme of work contains suggested teaching and learning activities.

**Secondary emotions** – feelings you experience either after or because of a primary emotion, for example, you may feel anger as a secondary emotion to the primary emotion of being hurt.

**Self-care** – the practice of caring for your own physical and mental health.

**Self-esteem** – belief and confidence in your own ability and value.

**Strand** – a collection of learning objectives in the curriculum framework that forms an area of learning.

**Sub-strand** – sub-sections in the curriculum framework which divide the strands into more specific areas for teaching and learning.

**Sustainability** – the quality of causing little or no damage to the environment.



**Teacher guide** – the document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road,  
Cambridge, CB2 8EA, United Kingdom

t: +44 (0)1223 553 554

[www.cambridgeinternational.org](http://www.cambridgeinternational.org)