

Lesson Objective

To be able to understand what wellbeing means for me.

Lesson 1/6

Equipment Needed

Emotion cards, cones or floor markers, yoga mats or soft mats, beanbags, soft balls, quoits (optional), hoops or buckets for targets, large paper or whiteboard for the Wellbeing Movement Menu, pens or markers

Success Criteria

Children can:

- say what wellbeing means.
- explain one way movement helps my wellbeing.
- notice how being active makes me feel.

EDSTART KNOW

- I can explain what wellbeing means.
- I can notice how my body and mind feel in activity.
- I can understand why being active helps me feel better.

EDSTART GO

- I can try movements that improve my mood.
- I can choose an activity that suits how I feel.
- I can practise calm breathing to relax.

EDSTART SHOW

- I can share how activity makes me feel.
- I can show pride in looking after myself.
- I can celebrate my class's wellbeing together.

Key Question

How can the way we move show how we are feeling? We can change the size, speed, and shape of our movements to show different emotions, such as fast, big movements for excitement and slow, calm movements for relaxation.

Warm Up

WELLBEING WALK: Children move freely around the space using a variety of travelling actions such as walking, jogging, skipping, tiptoeing and gentle marching. On a clear signal (whistle, clap or drum), they stop safely in a space and make a body pose that reflects how they are feeling in that moment. For example, arms stretched wide to show happiness or confidence, curled small to show tiredness or shyness, or sitting tall and cross-legged to show calm and readiness. Emphasise that there are no right or wrong answers and all feelings are welcome. PROGRESSION: Add music with different tempos and moods. Children adapt their movement speed, size and energy to match the music, discussing how fast music makes their bodies feel compared to slow, calm music.

Main Activity

FEELINGS & MOVEMENTS MATCH: The teacher calls out an emotion (e.g. happy, excited, nervous, tired, calm, proud) or shows an emotion card. Children immediately respond with a full-body movement that they feel best represents that emotion. For example, big star jumps for excitement, slow stretching for calm, small cautious steps for nervousness, or strong, wide stances for confidence. Children are encouraged to use different body levels (high, middle, low), speeds and directions. Technique focus is placed on body control, balance, and safe landing positions when jumping (soft knees, heels down, arms used for balance), strong posture in wide confident stances (chest lifted, shoulders back), and smooth controlled transitions between movements. As confidence grows, individual children are invited to lead by choosing an emotion and demonstrating a movement for the class to copy, reinforcing clear demonstration, spatial awareness and leadership. Pair work can then be introduced, with partners creating a short two-move sequence to represent a feeling, for example: excited = three fast jumps into a spin, calm = slow reach up into a controlled balance, nervous = tiptoe walk into a small crouch. Pupils focus on timing, beginning and ending their actions with stillness, and matching energy levels to the chosen emotion. This activity strengthens emotional literacy, confidence, imagination and physical control while reinforcing the link between movement and emotions.

WELLBEING STATIONS: Set up four clear stations around the space, each designed to support a different aspect of wellbeing: **CALM STATION:** Children practise slow, controlled yoga-style poses such as tree, star or mountain. Emphasis is placed on balance, steady breathing and holding still for several seconds. **ENERGETIC STATION:** Children take part in short bursts of high-energy movement such as skipping, hopping, shuttle runs or spotty dogs to raise heart rate and release energy. **FOCUSED STATION:** Children aim beanbags, soft balls or quoits into floor targets, hoops or buckets, developing accuracy, patience and concentration. **POSITIVE STATION:** Children share kind words, compliments or positive messages with a partner (e.g. "You are a good friend", "You tried really hard"), reinforcing relationships and self-esteem. Children rotate every 2-3 minutes, experiencing how different movements affect how their body and mind feel. PROGRESSION: Children work in small groups to design and name their own wellbeing station, choosing the type of movement, equipment and emotional focus, and then demonstrate it to the class. This develops ownership, creativity, teamwork and a deeper understanding of how movement supports emotional wellbeing.

WELLBEING REFLECTION: Children sit together in a calm circle for a short discussion. The teacher invites children to share which station or movement made them feel the best and why. For example, "The calm station made me feel relaxed because my breathing slowed down," or "The energetic station made me feel happy because I could run fast." **Together, the class creates a simple "Wellbeing Movement Menu"** on the board or on large paper, listing movements that help with different feelings such as calming down, feeling happy, waking up their body or helping them to focus. This collective reflection builds emotional vocabulary, listening skills and helps children recognise that different people need different strategies to feel their best.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use big spaces for large emotion movements, small spaces for calm or nervous movements.

TASK

Change from one movement to a short two-move sequence.

EQUIPMENT

Add emotion cards or music.

PEOPLE

Work alone, in pairs, or small groups for sharing emotions.

Key Technical Point

Use soft knees when jumping and landing, maintain strong posture in wide shapes, move slowly and with control for calm actions, and use the whole body to clearly show each emotion.

Cooldown

BODY AND MIND RELAXATION: Children walk slowly around the space, gradually reducing speed from a walk to a gentle stroll, focusing on quiet, controlled movement. They then move into gentle stretches: reaching up tall to the ceiling, folding down to touch toes, wide side stretches, and finally hugging knees to chest while sitting or lying down. Children practise calm breathing using imagery such as "smell the flowers, blow out the candles," breathing in through the nose and out through the mouth. To finish, the teacher asks reflective questions such as, "Which movement helped your wellbeing most today?", "When might you use that movement at school or at home?", and "How does your body feel now compared to the start?" This reinforces self-regulation, calmness and the transfer of wellbeing strategies beyond the PE lesson into everyday life.

Lesson Objective To be able to balance activity and rest.

Lesson 2/6

Equipment Needed Cones or floor markers, yoga mats or soft mats, beanbags or soft balls, skipping ropes, hoops (optional)

Success Criteria Children can:

- notice when my body needs rest.
- keep active without overdoing it.
- explain why balance is important.

EDSTART KNOW

- I can explain why rest is important.
- I can notice signs my body needs a break.
- I can say why balance keeps me healthy.

EDSTART GO

- I can move actively when I have energy.
- I can rest when I feel tired.
- I can change speed and energy when needed.

EDSTART SHOW

- I can share my balance of activity and rest.
- I can encourage my partner to rest or be active.
- I can celebrate using both energy and calm.

Key Question

Why is it important to balance active and calm movements? Balancing active and calm movements helps our bodies recover, stay focused, and manage our energy so we feel ready to learn and play safely.

Warm Up

ENERGY SCALE: Children explore different energy levels by moving around the space at the teacher's call: LOW (walking slowly, tiptoeing), MEDIUM (skipping, jogging lightly), and HIGH (fast runs, energetic jumps). Children must clearly show the difference between each level through speed, size of movement and facial expression. **"Can you show me your best low-energy movement? Now make it twice as fast for high energy!"** **PROGRESSION:** Add music with changing tempos so children must adjust their energy levels without a verbal cue.

Main Activity

ACTIVE-CALM CIRCUIT: Set up paired stations around the hall with one active station followed directly by one calm station so children clearly experience the contrast between high and low energy. For example, children may perform star jumps, quick shuttle runs, hopping or skipping at the active station before moving immediately to a calm station where they hold a yoga pose such as tree, star or mountain, complete a slow stretch, or practise controlled breathing. Children rotate between each paired station every 60–90 seconds. Emphasis is placed on recognising how their heart rate increases during the active phase and how breathing and muscles settle during the calm phase. The teacher continuously reinforces smooth transitions, controlled movement into the calm station, and safe, balanced body positions. **"How does your body feel after the active part? What changes when you move to the calm part?"** **PROGRESSION:** Children work in small groups to design their own active-calm station pair, selecting movements, timing, and explaining what the active part does for the body and what the calm part helps with, before adding it into the class circuit.

PARTNER CHOICE: Children work in pairs. One child chooses an active move (e.g. hopping, sprinting, skipping), while the other chooses a rest move (e.g. slow stretch, balance, breathing exercise). Children take turns leading and following so both experience each type of movement. During active movements, pupils focus on soft knees, controlled landings, balanced arm actions and awareness of space when travelling at speed. During rest movements, pupils focus on strong posture, steady breathing, slow controlled transitions and holding still balances with core engaged. Pairs are encouraged to move smoothly from active to calm without rushing. **"Can you make your calm move last as long as your active one? How does it feel to do both together?"** **PROGRESSION:** Pairs combine their two moves into a short routine that clearly switches between active and rest, focusing on timing, clear starts and finishes, and safe, controlled changes of energy level.

GROUP GAME: SWITCH: Children play in small teams within a marked playing area. On the teacher's clear signal, teams switch immediately between active actions (running in different directions, hopping on one foot, quick controlled ball passes) and calm actions (slow stretching, holding balanced shapes, simple yoga poses). Active actions are performed with soft knees, controlled speed changes, and awareness of space to avoid collisions, while calm actions focus on strong posture, stillness, steady breathing and balanced body positions. The game builds teamwork as pupils must listen carefully, respond together, and support one another during each switch. Children are encouraged to notice changes in heart rate, breathing and muscle tension as they move between energy levels. **"Why is it important to change between active and calm in a game? How does it affect your body?"** **PROGRESSION:** Appoint team captains to call "SWITCH" at appropriate times, encouraging leadership, communication, decision-making and responsibility for group regulation.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use large spaces for high-energy actions and small spaces for calm balances and stretches.

TASK

Change between single active moves and linked active-calm sequences.

EQUIPMENT

Add music, cones for stations, or soft balls for active passing.

PEOPLE

Work alone, in pairs, teams, or with a designated leader calling "SWITCH."

Key Technical Point

Use soft knees and controlled landings during active movements, keep strong posture during balances, slow breathing during calm actions, and move smoothly when transitioning between high and low energy.

Cooldown

CALM & REFLECT: Children slow down with gentle walking and light stretches, holding each stretch for a few seconds to allow muscles to relax and lengthen. Movements include slow arm reaches, side bends, and gentle toe touches. Breathing exercises such as "smell the flowers, blow the candles" help to lower heart rate, calm the mind, and return breathing to a steady rhythm. **"Why is it important to balance activity with rest?"** **"When could you use a calm movement in your everyday life—for example, after playtime or before a test?"**

Lesson Objective To be able to connect wellbeing with friendships.

Lesson 3/6

Equipment Needed Cones or floor markers, beanbags or soft balls, balance spots or mats, skipping ropes (optional), hoops (optional)

Success Criteria Children can:

- explain how friends help my wellbeing.
- show kindness in games.
- celebrate my friends' efforts.

EDSTART KNOW

- I can explain why friendships are good for wellbeing.
- I can notice when a friend needs help.
- I can understand that kindness makes everyone feel better.

EDSTART GO

- I can encourage my partner in activities.
- I can work as a team to succeed.
- I can play fairly to help others enjoy themselves.

EDSTART SHOW

- I can clap and cheer for my friends.
- I can thank my partner for their effort.
- I can celebrate the whole group's success.

Key Question

How can working with a partner help us move better and feel happier in PE? Working with a partner helps us balance, communicate, encourage each other, and enjoy moving together, which builds confidence and friendship.

Warm Up

FRIENDSHIP FIND: Children move freely around the space, changing between walking, skipping, hopping, or jogging. On the teacher's call, they must quickly and safely find a new partner and give them a friendly high-five. Each time they repeat the activity, they try to greet someone different to encourage inclusion and positive social interaction. **"How many different people can you connect with today? Can you show kindness with both your actions and your words?"** **PROGRESSION:** Add challenges such as "high-five and say their name" or "high-five and copy their movement."

Main Activity

PARTNER BALANCE: Pairs of children work together to create and hold simple partner balance poses, such as standing side-by-side holding hands, back-to-back sitting balances, or mirror poses where one child copies the other. The focus is on cooperation, trust, communication and stability. Children are taught to use soft, bent knees for balance, tight tummy muscles for core stability, steady breathing, and strong posture with heads up and backs straight. Partners must communicate clearly before moving, apply gentle pressure only, and adjust their feet to find a shared centre of balance. **"How can you support your partner to keep balance?"** **"What makes a good partner in this activity?"** **PROGRESSION:** Children create their own unique partner balances or link 2-3 poses into a short sequence, focusing on smooth transitions, clear start and finish shapes, and maintaining balance throughout.

FRIENDSHIP RELAY: Children take part in small team relays that emphasise encouragement, cooperation and teamwork rather than speed or winning. One child at a time completes the relay course using a chosen method of travel such as skipping, hopping, crawling, jogging or side-stepping while their partner and teammates stand safely at the side offering positive encouragement and support. After completing the course, children swap roles so everyone experiences both running and supporting. Emphasis is placed on safe movement, awareness of space, smooth changes of direction, and positive communication throughout. **"What words of encouragement can you use to help your friends do their best?"** **PROGRESSION:** Add challenges such as moving while linked (holding hands, side-by-side skipping) to promote cooperation and timing, or completing the course with a shared object such as a beanbag, requiring controlled movement, coordination and teamwork.

TEAM WELLBEING ROUTINE: Children form a large circle in teams or as a whole class. In their groups, they work together to design a short "team wellbeing routine" that must include at least one energetic action (such as star jumps, jogging on the spot or skipping), one calm pose (such as a balance, stretch or yoga shape), and one positive gesture (such as a wave, thumbs-up, smile or clap). Children are encouraged to take turns suggesting ideas, agree on the order of movements, and practise performing them in unison with clear timing and control. Each group then performs their routine to the rest of the class, focusing on strong starts, clear shapes, steady transitions and confident presentation. The audience watches respectfully and gives positive feedback. **"How did your group decide which movements to use? Did everyone get a chance to contribute?"** **PROGRESSION:** Groups combine their routines to create one large class sequence, linking movements smoothly together to form a shared performance that celebrates teamwork, cooperation, inclusion and friendship.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use large spaces for relays and travelling, smaller spaces for partner balances and circle routines.

TASK

Change from single partner actions to linked balance sequences and group routines.

EQUIPMENT

Add cones for relays, beanbags for shared challenges, or music for routines.

PEOPLE

Work in pairs, small teams, and whole-class circles to build cooperation.

Key Technical Point

Stand side-on in a balanced stance with the throwing arm relaxed. Swing smoothly in an underarm motion, step forward with the opposite foot, release at hip height, and follow through towards the target to guide accuracy and control power.

Cooldown

PARTNER REFLECTION: Children sit comfortably with their partner and complete a series of gentle stretches such as reaching tall to the ceiling, slowly touching their toes, and twisting side to side to release any remaining tension in the body. Calm breathing exercises are used to help settle both the body and mind, with children encouraged to breathe slowly in through the nose and out through the mouth. Partners then finish the session with a positive gesture such as a thumbs-up, handshake, or friendly wave to reinforce kindness and respect. **"How did your friends help you today?"** **"What could you do to support a friend tomorrow, in PE or in the classroom?"** This reflection time helps children recognise positive friendships, express gratitude, and think about how their actions can support others beyond the lesson.

Lesson Objective	To be able to notice how movement helps my mind.			Lesson 4/6		
Equipment Needed	Cones or floor markers, soft balls or beanbags, skipping ropes (optional), music player or speaker, whistle or clapper, yoga mats or soft floor mats,					
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> notice how my mind feels after moving. use moving to calm or energise my thoughts. explain why my brain feels better after activity. 					
EDSTART KNOW	<ul style="list-style-type: none"> I can explain that activity helps my brain. I can notice when I feel calm or focused. I can understand why movement helps me learn. 		EDSTART GO	<ul style="list-style-type: none"> I can practise moves that calm my thoughts. I can try energisers when I need focus. I can keep moving to help my brain work well. 		
EDSTART SHOW	<ul style="list-style-type: none"> I can share which activities help my mind. I can show calmness after moving. I can celebrate being focused and ready to learn. 					
Key Question	<p>How do different types of movement help our brain to focus? Slow, calm movements help the brain relax and concentrate, while fast, energetic movements wake the brain up and make us feel alert and ready to learn.</p>					
Warm Up	<p>RAIN WAKE-UP: Children begin with simple brain gym movements designed to activate both sides of the body and brain at the same time. Actions include cross-crawls (touching opposite elbow to knee), balance touches (standing on one foot while touching the opposite hand to toe), and large figure-of-eight arm patterns in front of the body. Children focus on slow, accurate movements with good posture, soft knees, steady breathing and controlled balance. These movements support coordination, concentration and alertness by encouraging both sides of the brain to work together. "Can you cross over your body with your arms and legs? How does it feel when both sides are working together?" PROGRESSION: Add rhythm or music so children perform the actions in time, or challenge children to create and demonstrate their own cross-body movement for the class to copy.</p>					
Main Activity	<p>MINDFUL MOVES: Children practise moving slowly and calmly through a short sequence of mindful actions such as controlled walking, stretching tall, curling into a small shape, holding balances, and pausing for deep breathing. Emphasis is placed on slow, even speed, smooth and controlled transitions between shapes, soft knees, relaxed shoulders, and steady breathing in through the nose and out through the mouth. Children are encouraged to focus their attention on how their body feels, noticing where muscles feel tight and where they begin to relax as they stretch. They are also asked to notice how their heart rate and breathing change as they slow down. The teacher models calm movement and a quiet voice throughout to support the atmosphere of focus and relaxation. This activity helps to develop self-regulation, emotional control, balance, coordination, calmness and concentration. "Can you move slowly like you are in slow motion? What happens when you add deep breaths to your movement?" PROGRESSION: Children design their own short mindful sequence of 3–4 actions and take turns to lead a partner through it using calm voices, clear demonstrations, and steady timing, while the partner mirrors the movements with control and focus.</p> <p>ENERGISER GAMES: To re-energise the body and wake up the brain, children take part in a variety of quick energiser games that require short bursts of speed, coordination, reaction time and concentration. Activities may include skipping races, mini shuttle relays, quick-reaction tagging games, or simple catching and throwing challenges using soft equipment. Children are encouraged to start quickly, change direction safely, and stop under control, focusing on soft knees for landing, balanced arm action when running, and keeping eyes up to stay aware of space and others. These games are kept short and sharp to avoid fatigue while still raising heart rate and alertness. The fast pace helps increase oxygen flow to the brain, supporting focus, attention and readiness to learn. "How does your body feel when it is working quickly? Can you notice the difference from the calm, mindful moves?" PROGRESSION: Mix calm and energetic activities back-to-back (e.g. 30 seconds of energiser followed by a short mindful freeze) so children practise switching between high and low energy, developing quick self-regulation and the ability to refocus efficiently.</p> <p>BRAIN BOOST REFLECTION: Children stop and reflect on which movement helped them feel most focused, calm, and ready to learn — the slow, mindful movements or the fast energiser games. They first share their thoughts with a partner, then contribute to a small group or whole-class discussion, using clear examples of how their body felt (heart rate, breathing, muscle tension) and how their brain felt (alert, calm, distracted, focused) during each type of activity. The teacher records key ideas as the class begins to create a shared "Brain Boost Menu", grouping movements into categories such as wake up, calm down, and refocus. This menu becomes a practical toolkit that can be referred to during the school day. "Which type of movement helped your brain feel ready to learn? Why do you think that is?" PROGRESSION: Children vote for their top three "Brain Boost" movements and practise them together as a short whole-class routine, reinforcing ownership, recall, and the idea that movement can be used purposefully to support learning.</p>					
Adapted Learning (Differentiation) (Challenge)	SPACE Use personal space for mindful movements and larger spaces for energiser games.	TASK Change from single calm movements to short mindful sequences and quick reaction games.	EQUIPMENT Add music for rhythm, cones for relays, or soft balls for catching tasks.	PEOPLE Work individually for focus, in pairs for mindful leading, and small groups for energisers.		
Key Technical Point	Use opposite arm and leg for cross-body actions, keep soft knees and strong posture for balance, move slowly and smoothly during mindful actions, breathe steadily through the nose and mouth, and use controlled speed and safe direction changes during energiser games.					
Cooldown	<p>CALM & FOCUS: Children sit quietly with eyes closed and practise slow, controlled breathing, for example "smell the flowers, blow out the candles." Gentle stretches such as reaching arms wide, stretching up tall, and curling into a small ball help the body fully relax. Children are encouraged to notice their heartbeat slowing and their breathing becoming calm and steady. "How does your brain feel now compared to the start?" : "When could you use these brain boost movements during the school day to help you focus?"</p>					

Lesson Objective	To be able to use movement to feel confident.			Lesson 5/6			
Equipment Needed	Cones or markers, beanbags or soft balls, balance spots or floor markers, low benches or mats, music player						
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> perform movements confidently. try new challenges bravely. show pride in what I achieve. 						
EDSTART KNOW	EDSTART GO	EDSTART SHOW					
<ul style="list-style-type: none"> I can explain what confidence means. I can understand how movement helps me feel brave. I can notice when I feel proud of myself. 	<ul style="list-style-type: none"> I can perform a movement confidently. I can try something new with bravery. I can keep practising until I improve. 	<ul style="list-style-type: none"> I can share my movement with the class. I can celebrate my confidence by smiling and clapping. I can support friends to feel confident too. 					
Key Question	How can moving confidently help us feel more confident in ourselves? When we move with strong posture and positive energy, it sends a message to our brain that we are capable, which helps us feel more confident in our body and in ourselves.						
Warm Up	<p>CONFIDENCE PARADE: Children take turns moving confidently across the space in a way that makes them feel strong, proud, or confident. This might include marching tall with lifted chest, skipping with energy, running with purpose, or holding a bold balance shape at the end. As each child crosses the space, the rest of the group stands to the side and claps, cheers, and offers positive encouragement to celebrate effort and confidence. Emphasis is placed on tall posture, strong arm actions, controlled movement and clear facial expression to show confidence through the whole body. "How can you move to show confidence in your body? Can you stand tall, use strong arms, or show a big smile?" PROGRESSION: Children cross the space in pairs or small groups, creating and performing a shared 'confidence move' together using teamwork, timing, and supportive communication.</p>						
Main Activity	<p>CONFIDENCE CHALLENGES: Set up several simple challenge stations around the space that allow children to practise skills and celebrate what their bodies can do. Examples include balancing on one foot or in pairs, jumping for distance or height, and throwing beanbags at targets. Children rotate through the stations, focusing on personal improvement, effort, and self-belief rather than competition. At the balance station, pupils focus on soft knees, eyes fixed on a still point, arms out for balance, and a tight core. At the jumping station, pupils use a strong knee bend, two-footed take-off, arm swing for power, and soft, quiet landings. At the throwing station, pupils use side-on body position, opposite foot forward, eyes on the target, and a smooth follow-through. Children are encouraged to notice small technical improvements such as holding a balance for longer, jumping further with better control, or throwing with greater accuracy. "Which challenge makes you feel most confident? How can you improve it to feel even stronger?" PROGRESSION: Children set their own personal targets at each station and aim to improve across two or three attempts, learning that confidence grows through practice, effort, and persistence.</p> <p>SMALL PERFORMANCE: Children choose one movement or action that they feel proud of — for example, a jump, a stretch, a balance, or a travelling movement — and perform it to a partner. The performer focuses on strong posture, eyes up, controlled speed, and a clear confident finish, holding their final shape for a few seconds to show control. During jumps, pupils use a strong knee bend, arm swing for lift, and soft, quiet landings. During balances, pupils use arms for stability, tight core muscles, and focused breathing. During travelling actions, pupils use purposeful arm movements, smooth direction changes, and good spatial awareness. The partner watches carefully and gives specific positive feedback linked to technique and effort such as, "I liked how you kept your balance steady," or "Your arm swing made your jump really powerful." Partners then swap roles so both children practise performing and encouraging. "What do you want to show that makes you feel confident? How can you give your partner encouragement?" PROGRESSION: Children perform their confident move to a small group of 3-4 classmates, building confidence in front of a wider audience and learning to cope with performing under gentle pressure while still receiving positive, supportive feedback.</p> <p>WELLBEING PERFORMANCE Children work in small groups to create a short wellbeing routine that includes three clear parts: a confident pose, a movement they are proud of, and a positive gesture such as a wave, smile, thumbs-up or clap. Groups are encouraged to share ideas respectfully, listen to one another, and agree together on the order of their routine. Emphasis is placed on strong posture in the confident pose, clear controlled technique in the chosen movement, and expressive facial focus in the positive gesture. Children practise performing their routine in unison with clear timing, smooth transitions, and a strong start and finish shape. The audience is taught to watch quietly, show respect, and respond with warm, positive applause after each performance. Children are encouraged to reflect on how performing together can build confidence, reduce nerves, and strengthen team bonds. "How did your group decide what to include? How did performing together make you feel more confident?" PROGRESSION: Groups link their routines together to create one large class 'confidence celebration performance', carefully joining the transitions between each group so the whole class performs as one, creating a strong shared sense of achievement, pride, belonging, and collective confidence.</p>						
Adapted Learning (Differentiation) (Challenge)	SPACE Use large open space for the Confidence Parade and performances, smaller marked areas for challenge stations.	TASK Change from single confidence actions to linked group routines.	EQUIPMENT Use beanbags, cones, balance spots, or low benches for confidence challenges.	PEOPLE Work individually for self-belief, in pairs for feedback, and in small groups for routines.			
Key Technical Point	Stand tall with lifted chest and head up for confident posture, use soft knees for safe jumps and landings, tighten the core for balance control, swing arms with purpose for power, and finish each movement with a still, strong shape.						
Cooldown	<p>CALM & CONFIDENT REFLECTION: The class forms a quiet circle and completes gentle stretches such as reaching tall, curling small, and stretching side-to-side to help the body relax. Breathing is slow and controlled, with calm inhales through the nose and long exhales through the mouth. Children then reflect while seated in the circle. "What made you feel confident today?" and "How can you use that same feeling of confidence in the classroom or on the playground?" This calm reflection helps children recognise their achievements, build positive self-talk, and transfer confidence beyond the PE lesson.</p>						

Lesson Objective	To be able to celebrate my wellbeing journey.			Lesson 6/6
Equipment Needed	Cones or floor markers, balance spots or mats, beanbags or soft balls, hoops (optional for games), music player or speaker (optional)			
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> share what I learned about wellbeing. celebrate how movement helps me. enjoy celebrating with my friends. 			
EDSTART KNOW	<ul style="list-style-type: none"> I can explain what wellbeing means for me. I can remember what I learned this term. I can understand why wellbeing is important for life. 		EDSTART GO	<ul style="list-style-type: none"> I can show movements that help my wellbeing. I can perform confidently in front of others. I can practise being calm, happy, and focused.
EDSTART SHOW	<ul style="list-style-type: none"> I can celebrate my achievements. I can cheer for my class. I can enjoy being part of the celebration. 			
Key Question	<p>Why is it important to celebrate our efforts and achievements in PE? Celebrating our efforts helps us feel proud, builds confidence, motivates us to keep trying, and helps us recognise the progress we have made in both our movement skills and wellbeing.</p>			
Warm Up	<p>CELEBRATION CIRCLE: Children form a large circle with enough space for safe movement in the middle. One at a time, each child steps confidently into the centre and shares a favourite movement they have learned during the term, for example a jump, balance, yoga pose, parade walk, or a fun action from a game. The rest of the group carefully watches, then copies the movement together and celebrates it with claps, cheers, or positive gestures. The focus is on confidence, clear demonstration, and respect for each performer. Children are encouraged to use strong posture, controlled technique, and expressive body language when showing their movement. "Which movement from this term made you feel happy or proud? Can you show it to your friends with confidence?" PROGRESSION: Children perform their favourite movement with a partner or small group, combining actions into a short shared sequence with clear timing and teamwork.</p>			
Main Activity	<p>WELLBEING SHOWCASE: Children choose their favourite activity or skill from the unit to perform as part of a personal wellbeing showcase. This may include a balance, a confident parade walk, a mindful movement sequence, or an energetic game action. Each child takes time to practise their chosen movement, focusing on strong posture, accurate technique, steady breathing where appropriate, and clear control of their body. The showcase celebrates individual effort, improvement, and self-belief rather than comparison, helping children recognise their own progress. Children are reminded to use strong starts, smooth transitions, and confident finishing shapes, holding their final position for a few seconds to clearly show control and pride. Peers observe respectfully, watching carefully with eyes on the performer, and offer specific positive feedback linked to effort, technique, and confidence such as, "I liked how you kept your balance steady," or "Your movement looked very confident." "What movement shows your best effort this term? How can you perform it with pride?" PROGRESSION: Children add a second movement to their showcase or link two skills together to create a short routine that shows range, control, timing, and confidence, reinforcing that confidence grows through practice and purposeful performance.</p> <p>GROUP FESTIVAL: Children are placed into small groups and tasked with creating a mini "wellbeing game" to share with the class. For example, one group might invent a team yoga balance challenge where players hold shapes together, while another creates a short relay that includes encouragement, turn-taking, and kindness. Each group must name their game, clearly explain the wellbeing focus (calm, energy, friendship, confidence, or focus), and ensure that everyone in the group can take part successfully. Groups practise giving clear, simple instructions, organising roles fairly, and checking that their game is safe, sensible, and inclusive for all abilities. Children are encouraged to test their game, adapt it if needed, and support each other through positive communication. "How can your game include both movement and wellbeing? Can everyone in your group take part?" PROGRESSION: Groups rotate to try out each other's wellbeing games in a mini "festival" atmosphere, taking turns to lead, listen, and play. This develops cooperation, leadership, communication, listening skills, creativity, and respect for others' ideas, while celebrating the wellbeing themes of the unit</p> <p>WHOLE-CLASS CELEBRATION: The class comes together for a final celebration where the movements, routines, and games created throughout the session are shared and performed in turn. Children stand or sit respectfully as an audience while individuals, groups, or teams present their work. Performers are encouraged to use strong posture, clear actions, confident facial expression and controlled finishes so their movements can be clearly seen and appreciated. The audience responds with clapping, cheering, thumbs-up, and positive body language to celebrate effort and bravery. Throughout the celebration, the teacher highlights key strengths such as creativity in routines, teamwork in games, confidence in performance, kindness in encouragement, and personal improvement across the unit. Every child is recognised for their contribution so that all feel valued, successful, and proud of what they have achieved. "How can we celebrate everyone's effort today? What made you proud of yourself or your friends?" PROGRESSION: The whole class combines their ideas into a single class routine or parade, carefully linking movements, poses, and actions together to showcase the key themes of the unit — wellbeing, energy, friendship, brain focus, and confidence — in one shared performance that builds a strong sense of community and achievement.</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE Large circle for Celebration Circle and Whole-Class Celebration, smaller group areas for showcases and wellbeing games.	TASK Progress from single favourite movements to linked routines and group-created games.	EQUIPMENT Cones for boundaries, mats for balances and yoga, music for atmosphere (optional).	PEOPLE Individual performance, partner and small-group creation, whole-class celebration.
Key Technical Point	Use tall posture and clear body shapes when performing, move with control and balance in still actions, use soft knees for safe jumps and landings, show smooth transitions between movements, keep eyes up and be aware of space when performing with others, and finish each movement with a confident, still shape.			
Cooldown	<p>REFLECTION CIRCLE: Children sit together in a calm circle and practise slow breathing exercises such as "smell the flowers, blow the candles," focusing on steady inhales and long, relaxed exhales. Gentle stretches through the arms, back, and legs help release any remaining tension. The teacher then leads a quiet reflective discussion so children can think about their personal journey through the unit. "What are you most proud of in your wellbeing journey?" and "Which wellbeing skill can you use outside PE — in the classroom, on the playground, or at home?"</p>			