Thinking of your inquiry - highlight the bullet points that link to the inquiry. What will the pupils achieve/ what skills will they use throughout?
Highlight the integral skills that will be covered during the inquiry. Please see the **example** below.

Why

The 4 Purposes

Ambitious, capable learners

- Set themselves high standards and seek and enjoy challenge
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- Can communicate effectively in different forms and settings, using both Welsh and English
- Can explain the ideas and concepts they are learning about
- Can use number effectively in different contexts
- Understand how to interpret data and apply mathematical concepts
- Use digital technologies creatively to communicate, find and analyse information
- Undertake research and evaluate critically what they find

Healthy, confident individuals

- Have secure values and are establishing their spiritual and ethical beliefs
- Are building their mental and emotional well-being by developing confidence, resilience and empathy
- Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- Know how to find the information and support to keep safe and well
- Take part in physical activity
- Make measured decisions about lifestyle and manage risk
- Have the confidence to participate in performance
- Form positive relationships based upon trust and mutual respect face and overcome challenge
- Have the skills and knowledge to manage everyday life as independently as they can

Enterprising, creative contributors

- Connect and apply their knowledge and skills to create ideas and products
- Think creatively to reframe and solve problems
- Identify and grasp opportunities
- Take measured risks
- Lead and play different roles in teams effectively and responsibly
- Express ideas and emotions through different media
- Give of their energy and skills so that other people will benefit

Ethical, informed citizens

- Find, evaluate and use evidence in forming views
- Engage with contemporary issues based upon their knowledge and values
- Understand and exercise their human and democratic responsibilities and rights
- Understand and consider the impact of their actions when making choices and acting
- Are knowledgeable about their culture, community, society and the world, now and in the past
- Respect the needs and rights of others, as a member of a diverse society
- Show their commitment to the sustainability of the planet

Integral Skills

Creativity and innovation

- Able to generate ideas
- Develop curiosity and inquisitiveness
- Demonstrate courage to explore and develop ideas
- Ability to turn ideas into action
- Plan and manage projects
- Identify opportunities
- Act upon opportunities and ideas and transform them into value – the value can be financial, cultural, social

Critical thinking and problem-solving

- Analyse and understand
- Ask questions
- Evaluate information and situations
- Be objective looking at opposite view (strengths and weaknesses
- Question
- Challenge perceptions
- Identify potential solutions
- Justify decisions
- Identify and develop arguments

Personal effectiveness

- How the ideas are implemented
- Set goals
- Decision making
- Time management
- Monitor and reflect on results
- Adapt
- Check for accuracy
- Responsibility and reliability
- Manage resources

Planning and Organising

- Self-aware
- Confidence and self-esteem
- Emotional intelligence
- Evaluate own learning / strengths and areas for development
- Independence
- Leadership
- Social and cultural awareness, ethics

These are the AoLE of the Curriculum for Wales. Each AoLE have statutory What Matters Statements. Your inquiry will naturally have a main driver. This will be the main focus of the inquiry. The appropriate WM statements should be highlighted in green. Your inquiry will also hit a few WM statements from the different AoLEs. This will show coverage of the curriculum. These should be highlighted in yellow. Please see the **example** below. Here you will see that Humanities and WM 1/2/4/5 are the main focus of this inquiry.

What

Expressive Arts	Health and Well-being	Humanities	Literacy, Languages & Communication	Mathematics & Numeracy	Science & Technology
SWM 1: Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	**SWM 1: Developing physical health and well-being has life-long benefits** ***Physical Literacy*** ***Impact of Nutrition*** ***Growth and Change*** ***Physical health and safety***	**SWM 1: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.**	**SWM 1: Languages connect us.**	**SWM 1: The number system is used to represent and compare relationships between numbers and quantities.**	**SWM 1: Being curious and searching for answers is essential to understanding and predicting phenomena.** ***Curiosity*** ***Investigation***
SWM 2: Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	**SWM 2: How we process and respond to our experiences affects our mental health and emotional well-being** ***Self-awareness and self-regulation*** ***Communicating and seeking help*** ***Reflection*** ***Empathy***	**SWM 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.**	**SWM 2: Languages is key to understanding the world around us.**	**SWM 2: Algebra uses symbol systems to express the structure of mathematical relationships.**	**SWM 2: Designing thinking and engineering offer technical and creative ways to meet society's needs and wants.** ***Design Context and Innovation*** ***Decision making, communication and evaluation*** ***Making***
SWM 3: Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	**SWM 3: Our decision-making impacts on the quality of our lives and the lives of others]** ***Informed choices***	**SWM 3: Out natural world is diverse and dynamic, influenced by processes and human actions.**	**SWM 3: Expressing ourselves through languages is key to communication.** ***Writing for purpose and audience***	**SWM 3: Geometry focuses on relationships involving shape, space and position, and measurement focuses on**	**SWM 3: The world around us is full of living things which depends on each other for survival.** ***Living Things – Humans***

		Impact of decisions ***Managing risks***			**quantifying phenomena in the physical world.**	***Health and Disease***
		SWM 4: How we engage with social influences shapes who we are and affects our health and well-being	**SWM 4: Human societies are complex and diverse, and shaped by human actions and beliefs.** ***Diversity in societies***	**SWM 4: Literature fires imagination and inspires creativity.**	**SWM 4: Statistics represent data, probability models chance, and both support informed inferences and decisions.**	**SWM 4: Matter and the way it behaves defines our universe and shapes our lives.**
		SWM 5: Healthy relationships are fundamental to our well-being. ***Types of relationships*** ***Communicating feelings*** ***Friendship and conflict*** ***Safety in relationships*** ***Rights and respect***	**SWM 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical actions.**			**SWM 5: Forces and energy provide a foundation for understanding our universe.**
						SWM 6: Computation is the foundation for our digital world.
	Cross cutting themes (Click on the links for more details and tick if you plan to cover any of these)					
	Careers and work-related experiences Sports people visiting from Cardiff City FC and Athletics Wales, Cooking Together Wales cooking workshops. Speaking to our school cook.	**Diversity** How are we all different? Sports people from different cultures and backgrounds. DARPL resource	**Human Rights** UNCRC	**Local, national and international contexts**	**RSE** • Ability to form and maintain relationships which are equitable, respectful and kind with a range of others. • How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships. • How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships. • Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. • Understanding positive behaviours in relationships and what can happen when relationships breakdown. • Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	
	RVE Lenses (Highlight what is covered)					
	Search for meaning and purpose How people respond to the deeper questions of life in order to understand the human condition.	**The natural world and living things** How and why people show concern and responsibility for the world and experience awe and wonder in nature.	**Identity and belonging** What makes us who we are as people, communities and citizens living in a diverse world.	**Authority and influence** How and why different types of authority influence people's lives.	**Relationships and responsibility** How people live together, and why developing healthy relationships is important	**Values and ethics** How and why people make moral choices and how this influences their actions.
	The journey of life What people experience as part of the journey of life and how these experiences are acknowledged.	**Hwb link**				

Your inquiry will have 6 phases - Please see example below

Pupil Voice Questions

Write any questions, comments, wonderings the children have here in blue. Please also include names/ initials. These questions should then feature throughout the inquiry in the different sections.

To be completed after immersion day.

Inquiry Theme:
Summer 2025 - Flourish and Thrive

Inquiry Title:
Happy, Healthy and Ready

Central Idea:
By the end of this theme, pupils will have an understanding of what helps to keep us happy and healthy. They will take part in a range of sport and will investigate how physical activity affects our bodies and emotions. They will learn to make decisions, work collaboratively with others in a diverse society, develop and maintain relationships; while also developing a sense of empathy and resilience. They will learn how diet, sleep and hygiene affect our well-being; and how emotions and feelings affect our mental well-being. They will become engaged in transition activities, ensuring they are emotionally ready for their next chapter in Year 7.

Half Termly Value:
Friendship
Respect
Children's Rights:
Article 12 - I have the right to be listened to and taken seriously.
Article 14 – I have the right to have my own thoughts and beliefs.
Article 28 – I have the right to an education.
Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment.
Article 33 – I should be protected from dangerous drugs.
Article 34 - Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.

JIGSAW – Relationships & Changing Me

PE – Cardiff City Football Club 'The Joy of Moving' Programme weekly.

Welsh – CSC Playlists - CSC - Gwyliau (Holidays)

RVE - Does following God make someone a better person? Lens: Values and Ethics

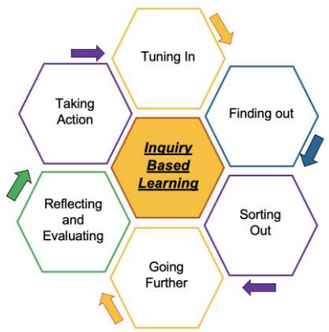
Phase 1 - Tuning In

Health and Well Being
Immersion Day – We're on our journey to being happy, healthy and ready!
FRIDAY 2ND MAY
I can motivate myself to engage confidently in regular physical activity and sport.
Cardiff City Football Club 30 minutes per class carousel.
I can learn how to tolerate others and work collaboratively with them.
Collaborative challenge to encourage teamwork and develop relationships.
I can self-regulate my emotions in a healthy way.
Mindfulness – breathing, mindfulness colouring, yoga.
I can recognise how my emotions change as I grow and change.
What happens to our emotions as we grow older? Why? How do we cope with them?
KWL grids – what do we already know? What would we like to find out?

Phase 6 - Taking Action

Transition Project with High Schools - coping and preparing for change.
Project TBC

Let's make a profit and help others!
I can demonstrate an understanding of income and expenditure, and I can apply calculations to explore profit and loss.
LNF Numeracy
Enterprise – what could we sell in order to raise money for our leavers' day treat? Pupil voice – could we possibly make more well-being toolboxes?
I can respond to the needs of the user.
I can select and safely use appropriate tools, materials and equipment to construct purposeful outcomes.
S&T
Could we create a well-being fair or garden?



Phase 2 -Finding Out

Health and Well Being

How can we be happy and healthy?
I can recognise how my emotions affect my well-being.

What makes me happy? What makes my friend happy? What makes us sad/upset/anxious? Make a feelings wall. Make a well-being wheel. How can we use these tools every day in school and at home? Sleep – how does this affect us? Keep an emotion / sleep diary.

What makes us / our families happy and what do we do to keep healthy as a community.
Compile and carry out surveys to find out the above. How could we help to make people happy?
What change could we make – link back to last topic?
Numeracy – I can collect different types of data.
I can represent data in different ways.

		Numeracy What do we do to regulate our emotions? I can recognise what my body needs to be mentally healthy. Link back to Inside Out 2 – what coping strategies did Riley use? What was happening to her brain and her emotions? Health and Well Being Research into how the brain works (briefly) and how it controls our emotions. Watch The Brain House - BBC Teach to explain what happens in our brains when we feel different emotions I can begin to understand why I feel the way I do. Health and Well Being I can recognise how my emotions affect my well-being. Let's create a well-being toolbox! What could help us when we're feeling sad, anxious, excited? What would you put into your toolbox? What would you put into a friend's toolbox? Actually make one! Health and Well Being What influence does sport, and activity have on my physical and mental well-being? Research sports people and how they say sport affects their well-being. Speak to visitors from Cardiff City FC and Welsh Athletics. Children who take part in various sports outside of school, e.g. football, boxing, etc. What impact do these sports have on their well-being? Can we find out food sports people eat? Why do they have to eat certain foods? What does this do for their fitness? Numeracy – I can collect different types of data. I can represent data in different ways. Numeracy Sport in our community Surveys about what sports we take part in. Which are most / least popular? Why do we think this is? Are there opportunities for everyone to take part? Equal rights? Let's get moving! Health and Well Being I can motivate myself to engage confidently in regular physical activity Cardiff City FC working with us weekly on theory and practical sessions. Athletics Wales visit on 22nd May. How did taking part in these sports affect us physically and mentally? **TRIP TO THE PRINCIPALITY STADIUM THURSDAY 12TH JUNE.**
Phase 5 - Reflecting and Evaluating	**Phase 4 - Going Further**	**Phase 3 -Sorting Out**

(Performance of Understanding) Health and well-being initiative for parents / school – check this with the children and ask what they would like to do during immersion day. Can we bring it all together?! LNF Literacy I can present my work appropriately in digital formats DCF I can use a range of software to select, produce and edit a range of multimedia components for a purpose Create a happy, healthy, ready book for primary school leavers. What would you include in it? What advice would you give? Think about all of the topics we have covered – sport and activity, healthy eating, relationships, empathy, diversity, keeping safe, substance misuse, contacts for advice.	Health and Well Being I can that I will encounter many different types of relationships and that these will change over time. I can understand what a healthy relationship is. The value of relationships Recognise the different types of relationships we have in our lives, e.g. families, friends, teachers, doctor, dentist, etc. What impact do these relationships have on us when they are good, then not so good? What happens when we have a disagreement with a friend? How does that change our emotions? Humanities I can understand that not everyone shares the same experiences, beliefs and viewpoints. How do we welcome new people into our school and community? Diversity https://darpl.org/courses/anti-racism-in-the-curriculum/lesson/anti-racism-in-the-curriculum/ Health and Well Being Is this relationship a safe one? I can recognise when a relationship is safe and who to go to for support. Look back on online safety day – how do we know if someone is real or not? How do we know if they are being honest? Take a look at keeping safe in relationships, who to go to for advice e.g. Meic. Link back to the road safety and cycling proficiency we did. Look at fire safety, sun safety, train safety – make posters / slides to educate others. First Aid – 7th April. Look at the TV advert ‘Staying Alive’ - what would you do in this situation? Can I keep myself safe? Health and Well Being I can make informed decisions as to whether the information I have been given is factual. Look at different scenarios – what would you do? What advice would you give a friend? Science and Technology I can identify threats to my body through substance misuse. Link this into illness and disease through smoking, vaping and harmful substances – Jigsaw lessons? Peer pressure, especially as you go into High	Health and Well Being I can identify the importance of having a balanced diet and maintaining good nutrition. How does a balanced diet help us to keep healthy? Research how our diet affects our well-being. Why are we asked to ‘eat the rainbow’? Invite Cath (cook) in to find out how she manages the meals which she serves us and how this has to be carefully prepared in line with government guidelines. How do different foods affect our energy and health? We are what we eat?! Numeracy I can research the different nutrition values in different foods. Investigate and research basic nutrition facts. Take a look at breakfast cereals aimed at children. How much sugar is in them? Weigh this amount of sugar to visually see. How does the amount of different food groups differ according to whether it is an athlete / child / baby / elderly person? How much sugar is in that?! Science and Technology I can identify the impact eating certain foods has on my physical and mental well-being. I can identify questions which could be investigated. Investigation into sugar in everyday foods and drinks. Visually see the amount of spoonfuls of sugar. What impact does that have on our bodies? Teeth? Investigate using eggshells (check health and safety), what happens to our teeth after they have had sugar on them. Health and Well Being I can involve myself in planning and preparing nutritious food. Let’s get cooking! Cooking workshop – Cooking Together Wales booked for 21st May. Plan and prepare nutritious meals, cutting skills, etc. Lunch box initiative? Health and Well Being I can recognise that relationships change and can begin to identify and manage conflict. I can develop resilience. How do we cope with others and tolerate them, despite challenging relationships? Let’s work together! Critical skills type challenges, encouraging teamwork, perseverance and resilience. Encourage and give roles within the teams, e.g. time manager, resource manager, etc. Which skills do we need in order for these challenges to be a success? Children to decide on team-building challenges (a product at the end) which they could like to be involved in. What happens if we give up? Why is resilience so important? Link to sports people, us as teachers, the cook, the caretaker, mums, dads, the bus driver, the postman etc. Health and Well Being I can understand what empathy is and demonstrate it towards others. LNF I can read to identify different people’s viewpoints on various subjects and develop empathy.

	School. Who can you contact for support?	Can we work with younger children to develop our sense of empathy and tolerance? Agony Aunt time – Either real-life or posed problems – what would you say to a friend who was struggling? Reading buddies - One group each day help out with younger children during G.G.R. time.