



**Viking International School
Wellbeing Curriculum**

CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish Fællesmål and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of Wellbeing teaching at VIS is to develop students' ability to understand, analyze, and apply knowledge about emotional health, relationships, personal identity, and self-management confidently and appropriately for age and context. The subject fosters intercultural understanding, creativity, empathy, and effective communication, preparing students to engage meaningfully with the global community.

Students' progress in Wellbeing is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the Fællesmål sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

YEARGROUP ALIGNMENT

Danish	VIS	Key Stage (KS)
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

OVERVIEW

Requirement (Friskoleloven §1a)

How VIS meets this

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

Common Goals

Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 2	After KS3	After KS 4
Wellbeing	Students develop personal wellbeing and social responsibility by learning to build healthy relationships, maintain a positive mindset, understand and care for their bodies, use technology safely, and manage conflicts constructively.	Students can manage their wellbeing by making informed choices, regulating emotions, building confidence, maintaining healthy relationships, using technology safely, and practising good hygiene.	Final I can statements

Area of competence		After KS2									
Competency goals		Relationships		Think Positive		Its My Body		Digital Wellbeing		Conflict Management	
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge		
Wellbeing	Students develop personal wellbeing and social responsibility by learning to build healthy relationships, maintain a positive mindset, understand and care for their bodies, use technology safely, and manage conflicts constructively.	IC4	Identify healthy and unhealthy relationships, explain expectations in friendships, and describe different family types.	Identify healthy and unhealthy relationships, explain expectations in friendships, and describe different family types.	Make simple statements about body image and give examples of emotional challenges.	Basic concept of body image and awareness of emotional changes.	Describe differences between primary and secondary sexual characteristics with support.	Basic understanding of physical changes during puberty.	Understand not to share location online and identify confidential information.	Awareness of online safety and privacy.	
		IC5	Explain traits of healthy/unhealthy relationships, justify trust in people, and describe family dynamics.	Deeper understanding of trust, expectations in friendships, and family roles.	Explain body image and suggest strategies for positive outlook and coping with emotional challenges.	Strategies for resilience and emotional regulation.	Describe primary and secondary sexual characteristics and explain physical/emotional changes during puberty.	Detailed knowledge of puberty and coping strategies.	Describe how to stay safe online and protect personal information.	Signs of unsafe online behavior and privacy principles.	
		IC6	Identify and justify trust in relationships, explain expectations in friendships, and reflect on family health.	Advanced understanding of trust, healthy relationship traits, and family dynamics.	Reflect on body image and apply strategies for positive outlook and emotional resilience.	Complex strategies for managing emotional challenges and self-reflection.	Explain puberty changes and how to manage them appropriately.	Physical and emotional changes during adolescence and coping mechanisms.	Demonstrate safe online practices and recognize signs of unsafe behavior.	Comprehensive understanding of digital safety and confidentiality.	Recognize hurtful actions and respond appropriately to conflict.

Area of competence		After KS3										
Competency goals		Financial Literacy		Careers		Managing Feelings		Confidence and Self-Esteem		Relationships		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
Wellbeing	Students can manage their wellbeing by making informed choices, regulating emotions, building confidence, maintaining healthy relationships, using technology safely, and practising good hygiene.	IC 7	Student can identify income, expenses, and create a simple budget.	Students know the difference between needs and wants and understand the concept of saving.	Student can describe personal strengths and link them to possible careers.	Students know different job roles and basic qualifications.	Student can recognise signs of anxiety and anger and use basic calming strategies.	Students know common triggers and why these emotions occur.	Student can identify factors that influence confidence and practise positive self-talk.	Students know what self-esteem is and why it matters.	Student can recognise peer pressure and use basic conflict resolution strategies.	Students know the importance of respect, diversity, and healthy friendships.
		IC 8	Student can apply budgeting to real-life scenarios and evaluate spending choices.	Students understand interest, borrowing risks, and long-term financial planning.	Student can plan steps towards a career goal and explain transferable skills.	Students understand career pathways, further education options, and adaptability.	Student can apply coping strategies and seek help appropriately.	Students understand the impact of emotions on behaviour and healthy expression techniques.	Student can set personal growth goals and demonstrate resilience.	Students understand social comparison and strategies for building confidence.	Student can apply assertive communication and manage conflicts constructively.	Students understand boundaries, consent, and empathy in relationships.
		Safe and Responsible Digital Use		Hygiene								
Wellbeing			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge		
		IC 7	Student can follow basic online safety rules and identify risks like cyberbullying.	Students know privacy rules, password safety, and safe communication practices.	Student can maintain basic hygiene routines for health and wellbeing.	Students know why hygiene prevents illness.						
		IC 8	Student can apply safe practices and explain the impact of digital footprints.	Students understand long-term consequences of online behaviour and responsible use.	Student can explain the importance of hygiene and adapt routines for growing needs.	Students understand links between hygiene, confidence, and social health.						