

World 1 — The Nature of Me

Where this world's missions fit the UK curriculum

Lead CASEL competency: Self-Awareness

Every Wundoria mission is built on a CASEL social-emotional competency. This sheet translates each of World 1's missions into the language UK schools plan and inspect against — the PSHE Association core themes, statutory Relationships & Health Education, and the EYFS. It sits beside this world's Teacher & Home Kit and card sheets, and doubles as evidence for the personal-development strand of an inspection.

Draft for verification. Framework names and structures are stable, but statutory documents are revised. Before this is published or cited to a school, confirm the current wording against the live DfE Relationships & Health Education guidance, the PSHE Association Programme of Study, and the EYFS statutory framework.

The key — how each CASEL competency lands in the UK frameworks

CASEL COMPETENCY	PSHE ASSOCIATION CORE THEME	EYFS AREA OF LEARNING
Self-Awareness	Health & Wellbeing — self-concept & feelings	PSED — Self-Regulation
Self-Management	Health & Wellbeing — managing feelings, resilience	PSED — Self-Regulation / Managing Self
Social Awareness	Relationships & Wider World — empathy, community	PSED — Building Relationships; UtW
Relationship Skills	Relationships — friendship, kindness	PSED — Building Relationships
Responsible Decision-Making	Wider World & Health — choices, responsibility, safety	PSED — Managing Self; UtW

PSED = Personal, Social & Emotional Development (EYFS prime area). UtW = Understanding the World. RSHE at primary covers the Relationships and Health strands only.

World 1's missions, mapped

9 missions. Each ships in three age tiers (3–5, 6–8, 9–10) with SEN & sensory adaptations in the Teacher & Home Kit.

MISSION	FOCUS	CASEL COMPETENCY	PSHE / RSHE	EYFS
 1 Beings Just Like Us	Creature care	Self-Awareness + Social Awareness	Health & Wellbeing — self-concept & feelings · Relationships & Wider World — empathy, community	PSED — Self-Regulation · PSED — Building Relationships; UtW
 2 My Five Doorways	Senses & noticing	Self-Awareness + Self-Management	Health & Wellbeing — self-concept & feelings · Health & Wellbeing — managing feelings, resilience	PSED — Self-Regulation · PSED — Self-Regulation / Managing Self
 3 I'm Growing Too	Growth & change	Self-Awareness (growth mindset)	Health & Wellbeing — self-concept & feelings	PSED — Self-Regulation
 4 No Two The Same	Uniqueness	Self-Awareness (identity & self-worth)	Health & Wellbeing — self-concept & feelings	PSED — Self-Regulation

MISSION	FOCUS	CASEL COMPETENCY	PSHE / RSHE	EYFS
 5 Sky Feelings	Naming emotions	Self-Awareness + Self-Management	Health & Wellbeing — self-concept & feelings · Health & Wellbeing — managing feelings, resilience	PSED — Self-Regulation · PSED — Self-Regulation / Managing Self
 6 Breathing with the Trees	Calm & settling	Self-Management (finding calm)	Health & Wellbeing — managing feelings, resilience	PSED — Self-Regulation / Managing Self
 7 A Place That's Mine	Belonging in nature	Self-Awareness + belonging	Health & Wellbeing — self-concept & feelings	PSED — Self-Regulation
 8 I Am a Natural Thing	I am nature	Self-Awareness (identity & belonging)	Health & Wellbeing — self-concept & feelings	PSED — Self-Regulation
 9 An Orange World Walk	Nature walk	Self-Awareness + Self-Management	Health & Wellbeing — self-concept & feelings · Health & Wellbeing — managing feelings, resilience	PSED — Self-Regulation · PSED — Self-Regulation / Managing Self

How to use this sheet. Drop this world into the term where its lead theme already sits; use the EYFS column for the 3–5 tier and the PSHE / RSHE column for KS1 and lower KS2; keep it on file as your data for the personal-development narrative. Wundoria complements a PSHE scheme rather than replacing it — it supplies the outdoor, experiential half.

Wundoria — a social-emotional wellbeing world for children aged 3–10. Curriculum questions: hello@wundoria.org. This mapping is an adopter-ready draft; it maps to framework structures, and specific statutory clause references must be confirmed against current DfE, PSHE Association and EYFS documents before it is cited to a school. Not an endorsement by any framework body.