

Mapping Our Curricula -

Exploring the Relationship between Mindfulness (The MiSP Mindfulness Curricula) and Personal, Social and Health Education



MiSP

MINDFULNESS IN SCHOOLS PROJECT

WWW.MINDFULNESSINSCHOOLS.ORG

UK charity

To bring mindfulness to
young people and those who
care for them.

6,000+ teachers trained
618,000+ students reached

.begin  **.breathe**  **dots**  **.b**  **.b**  **Foundations** **.b** **SML**



INTRODUCTION

Mapping PSHE and MiSP Curricula

Exploring the relationship between mindfulness and personal, social and health education

The Guidance document

Intention

Highlights opportunities for linking and enhancing teaching and learning in schools where there is a commitment to delivering mindfulness and PSHE



PSHE Association Definition of PSHE

‘A school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.’



How mindfulness can support this:

- Through helping children and young people develop and apply knowledge and skills
- Helps them to cultivate a way of being or an approach to the way they live their lives
- It is fundamentally a practice, and it invites us to model what we learn

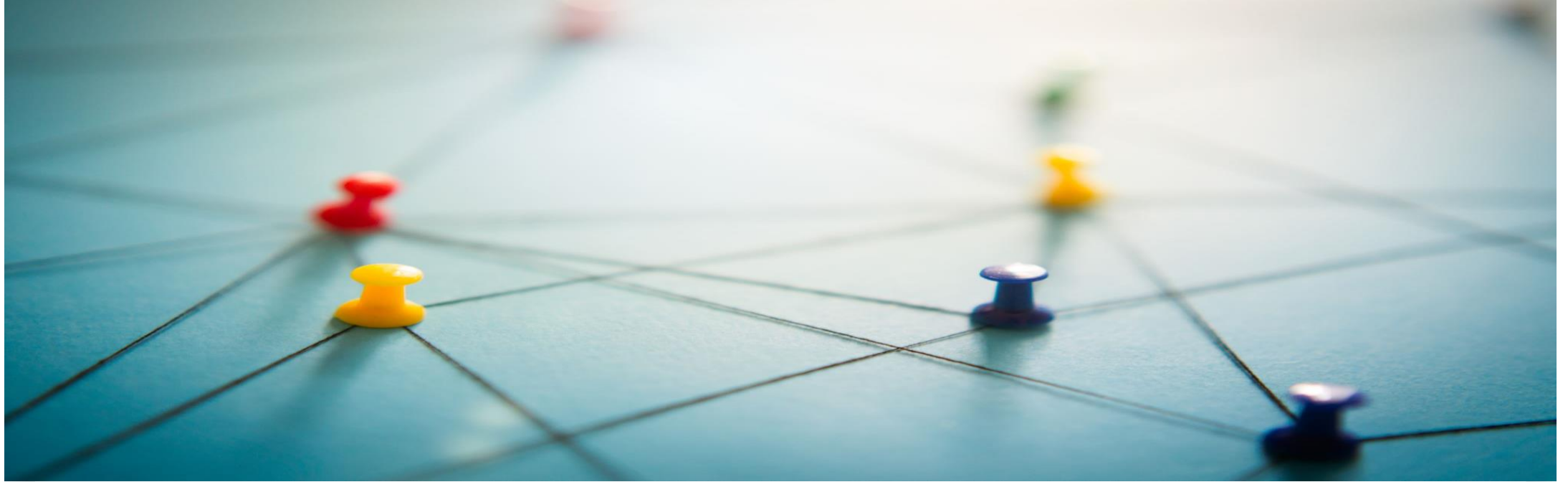




Things to consider:

- The Maps are not intended to just be a checklist of content – the relationship between the two is more nuanced – one does not substitute the other – rather they can potentially complement, enrich and extend the learning in each
- In the same way that mindfulness teaching supports PSHE learning, delivering mindfulness in school can go beyond simply offering a mindfulness curriculum. It can form an integral part of an approach to whole school wellbeing; complementing and supporting existing school policy and initiatives





Links between PSHE and Mindfulness



One of the direct links - Mental health and wellbeing

The theme of mental health and wellbeing can be woven through discussion in enquiry after mindfulness practices or through the examples used to illustrate learning in lessons.

The following statements from the DfE and PSHE Association guidance are examples of learning that can be built through a range of mindfulness lessons:

- 'that mental wellbeing is a normal part of daily life, in the same way as physical health'
 - 'the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health'
-

Indirect links - PSHE learning may be discussed as examples in mindfulness teaching

PSHE areas that do not have direct correspondence but may be touched on in mindfulness learning:

- courage
 - tolerance
 - relationship building
 - bullying
 - puberty
 - substance education
 - body image
 - safeguarding
 - loss and change
 - signposting to sources of support
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Indirect links – a mindfulness approach

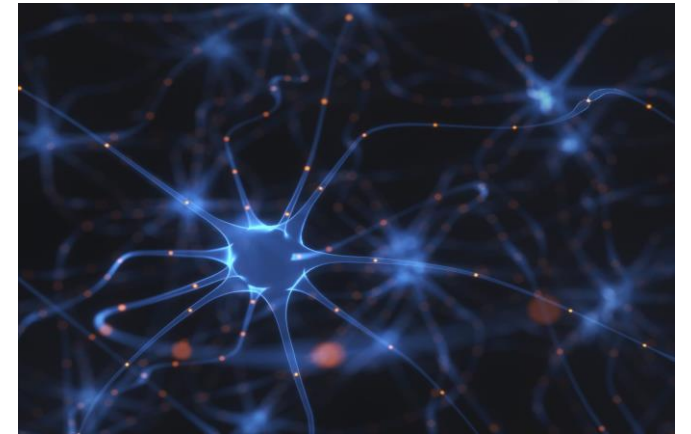
- The character and nature of the learning supports PSHE aims and outcomes
- Teachers' embodiment of mindfulness practice can enable open exploration of themes and ideas in PSHE



Indirect links - Mindfulness themes/skills that could support PSHE teaching

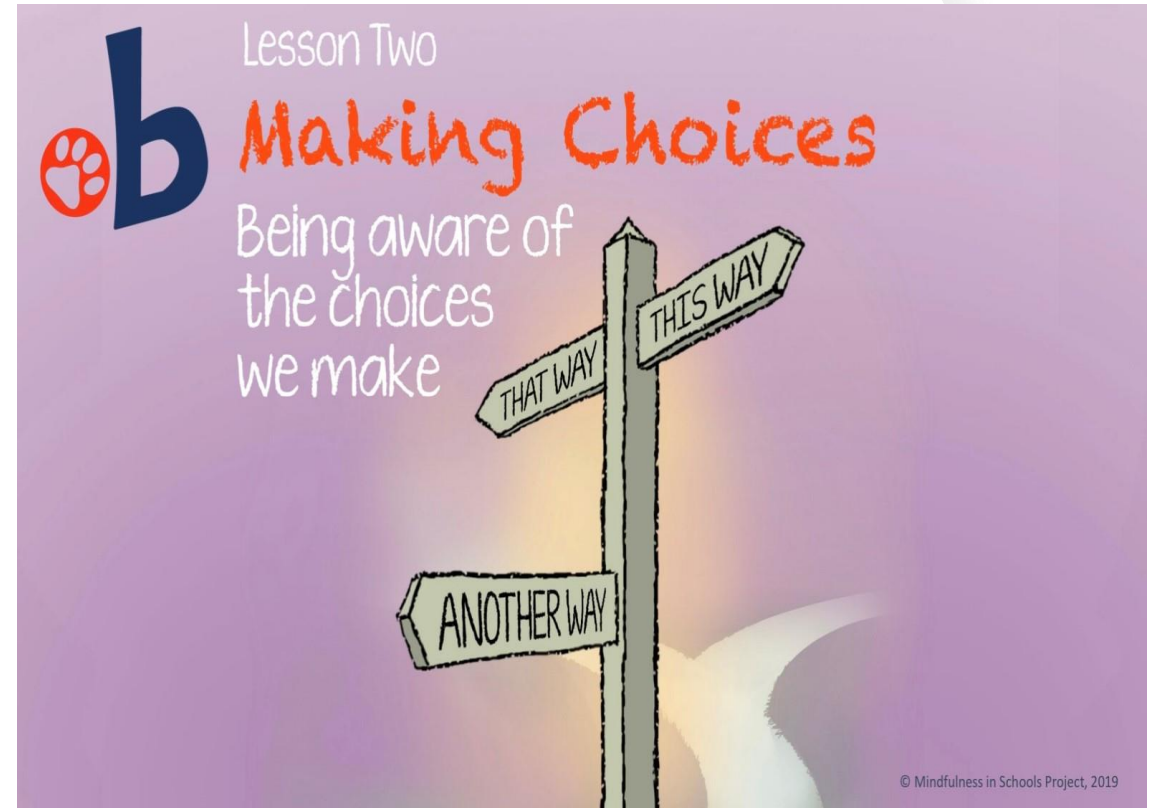
Key areas within a mindfulness curricula that do not directly match but would support the application of PSHE themes:

- focus/attention
- compassion
- self-regulation,
- emotional literacy and regulation
- becoming aware of the thought process/metacognition
- awareness of thoughts/feelings/body sensations
- learning about the brain
- exploring breathing
- being with the difficult



Further opportunities to link to PSHE in mindfulness lessons:

- Exploring choice making
- Examples to do with healthy lifestyles, family relationships or safety could be used



Differences in intention and communication

- In PSHE the body and movement are referenced in terms of physical activity and exercise.
 - In mindfulness the emphasis is on helping us move from thinking to sensing, the ability to tune into body sensations and notice signals that help us recognize what we need.
 - In one PSHE statement on emotional wellbeing there is encouragement to avoid negative thinking.
 - In mindfulness learning we encourage young people to notice and allow all their thoughts, acknowledging them and then choose how best to support themselves if the thoughts are tricky.
-

How mindful approaches could support children's learning behaviours

Mindfulness learning can improve:

- Concentration
- Ability to direct attention
- Focus
- Communication skills
- Co-operative behaviour



These behaviours are touched on in the PSHE Association Programmes of Study, and although not explicit in the DfE statements, they are addressed in many PSHE programmes

Promoting children and young people's mental health and wellbeing

A whole school or college approach



Whole School Approaches

- This PSHE and Mindfulness connection works best within the context of a positive whole school approach to SEL, Health Education and Wellbeing
- The DfE and PHE guidelines: The 8 Principle model gives comprehensive guidance for a whole school initiative around mental health and wellbeing
- Mindfulness and the MiSP curricula could provide the foundation for or sit comfortably with or alongside other SEL programmes and/or other aspects of school life



Implementing
Mindfulness in Schools:
An Evidence-Based Guide

“Through its present moment, embodied, skills-based approach, mindfulness can help ensure that the aims of SEL are realised in practice and action, not just expressed as, theories, words and future intention.”

‘Implementing Mindfulness in Schools’ – The
Mindfulness Initiative 2021 – Katherine Weare and
Adrian Bethune

Mapping Our Curricula - a tour of the resources on the website



SUPPORT US!

Our charitable aim is to improve the lives of a generation of children and young people by making a genuine, positive difference to their mental health and wellbeing.

Your support will ensure we reach more children by providing schools with world-leading curricula for classroom based mindfulness.

PLEASE DONATE

Try It Yourself!

Support Us

Train With Us

Mapping Our Curricula

We are hosting a [FREE webinar](#) to explore the relationship between PSHE and the MiSP curricula via Zoom on **Wednesday 9th November, 4pm to 5.30pm UK time (with the option to stay until 6pm for further discussion).**

The webinar is open to all but will be particularly relevant to Heads of PSHE, School Mindfulness Teachers and Leads, Pastoral Heads, Wellbeing Leads and Senior Leaders. Please do share this with colleagues.

[Register here](#)

Exploring the Relationship between Mindfulness (The MiSP Mindfulness Curricula) and Personal, Social and Health Education

MiSP's curricula are not designed with an intention to adhere to any specific national curricula criteria. Instead they are supported by well-researched theory and practice from the spheres of mindfulness, neuroscience and social and emotional learning. However, the breadth of learning arising out of these approaches sits well with many aspects of

Introduction



Intro PDF

dots



Curricula
Map PDF

Paws b



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Paws b curriculum

Mapping PSHE and MiSP Curricula

Exploring the relationship between mindfulness and personal, social and health education

7 - 11
year olds

OCTOBER 2022



MiSP / PSHE / RSE MAPPING 2022 – Paws b (7 – 11 year olds)

To get the most out of the curricula maps we would recommend reading [the introductory PDF first](#), as it is essential for providing context and outlining the intentions for the mapping alongside a broader understanding of how mindfulness and PSHE might work together in educational settings.

The statements from the DfE statutory guidance and the PSHE Association Programmes of Study have been listed in green or purple. This indicates the nature of the link between them and the content of the MiSP curricula. [See the introduction for more information](#).

- Green -** Indicates that there is a direct link between the DfE/PSHE Association statements and the MiSP curricula. This means that these areas of learning could be taught simultaneously, although the intentions/objectives may differ slightly.
- Purple -** Indicates that the link between the DfE/PSHE Association statements and the MiSP curricula is more indirect, so while there are connections and the learning can be linked, the content will probably be taught separately.

Headings

DfE Statutory Guidance (Primary) Relationships Education (RE)

Includes Families and People who care for me (FPC) Caring Friendships (CF), Respectful Relationships (RR), Being Safe (BS)

Physical Health and Mental Wellbeing (PHMW)

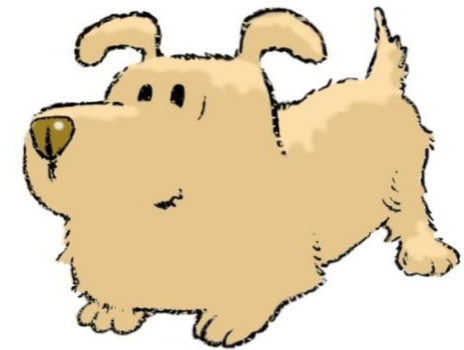
Includes Mental Wellbeing (MW), Physical Health and Fitness (PHF), Healthy Eating (HE), Health and Prevention (HP)

PSHE Association Programme of Study (KS1)

1. Health and Wellbeing (H)
2. Relationships (R)
3. Living in the Wider World (L)

Core Mechanisms

Attention, metacognition (standing back from our thought processes), emotion regulation (relating effectively to emotions), self-regulation (managing our minds). With the permission of Professor Katherine Weare, 'Compassion' and 'Bodily awareness' have been added to this list. From 'Implementing Mindfulness in Schools' (The Mindfulness Initiative 2021) - Professor Katherine Weare, Adrian Bethune



Core Mechanism	MISP Paws b	NOTES / OPPORTUNITIES	DFE STATUTORY GUIDANCE Pupils should know ...	PSHE ASSOCIATION PoS Pupils learn ...
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p>	<p>Lesson 1 – Our amazing brain</p> <ul style="list-style-type: none"> To introduce the idea of the mind and the brain as separate but connected To explore how the brain can be changed depending on how we train our minds To experience what it's like to direct the attention 	<p>As well as supporting children with settling and focusing, teaching about and practising 'being in our bubble' may provide an opportunity to link to developing awareness of personal space and boundaries, and the importance of consent in situations involving physical contact.</p>	<p>RE – BS</p> <ul style="list-style-type: none"> what sort of boundaries are appropriate in friendships with peers and others (including in a digital context). that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H28. to identify personal strengths.</p>

<p>Attention</p> <p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p>	<p>Lesson 2 - Making choices</p> <ul style="list-style-type: none"> To recognise that we have to make many choices in a day To understand that we can train our brain to be aware of when we make those choices To begin to train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make Begin to recognise when there is an opportunity to make skilful choices <p>Practices and Activities</p> <p>Counting breaths</p>	<p>For the exploration of choice making, many different contexts in children’s lives could be used to apply it to: for example healthy lifestyles, including choices about eating (not just what to eat, but when, where and with whom to eat), activities, exercise, sleep.</p> <p>Choices about how we spend our leisure time, about friendship situations or about saving or spending money could also be included.</p> <p>There is also an opportunity in discussions about choices to explore the difference between wants and needs (for example, are sweets a want or need? What about a television, or a computer?). This is an important element in financial education (which is not included in the DfE Statutory Guidance, but is in the PSHE Association Programmes of Study).</p> <p>The focus for learning in mindfulness is on developing an awareness of our thoughts and</p>	<p>PHMW – MW</p> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>PHMW – PHF</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example 	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for</p>
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Thank you