



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 ...
Attention Metacognition Self-regulation	Lesson 1 – Our amazing brain <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 To provide some simple tools for training the attention Practices and Activities Clapping Hands The 'Bubble' Counting breaths	<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>Although the DfE and PSHE Association statements do not include anything specific at KS2 about how we learn, learning about attention, the mind and the brain in mindfulness provides an opportunity to link to exploration of this.</p> <p>In Lesson 1, the importance of practice and how it helps us to learn and get better at what we do is introduced. This can link to discussions about resilience, including how when we are learning new things we might not feel we are very good at it and how it is helpful to have a go and sometimes to make mistakes.</p> <p>The concept of 'being in our bubble' is reinforced and</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>RE – RR</p> <ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>PHMW – MW</p> <ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<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, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships including online</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p>

		<p>included in the practices through the whole programme, so the corresponding statements are relevant throughout.</p> <p>We also explore strengths and activities we are good at.</p>		<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</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>

		<p>emotions as we are noticing and making choices, rather than on finding solutions to the issues in different situations. So in this context, choice is often about emotional regulation and self-care.</p> <p>This lesson reinforces agency and autonomy - knowing that we have choices and are making choices even when we aren't aware of it. We also explore knowing that different circumstances/moods influence these choices. Mindfulness is about building self-regulation and clear-sightedness to enable us to make the best choices to support ourselves/others/any given situation in that moment.</p>	<p>walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>PHMW – HE</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 	<p>money'</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Compassion</p>	<p>Lesson 3 - Puppy Training</p> <ul style="list-style-type: none"> To introduce the idea of the faculty of attention To experience how we might direct our attention To understand the untrained mind's fickle nature – it is like a puppy To learn some simple tools for training the attention with attitudes of kindness, patience and repetition 	<p>In mindfulness generally, our ability to pause, come into the present moment and notice what is happening can support our mental health and wellbeing. The experience of the Paws b programme as a whole has the potential to promote and support children's wellbeing, and a specific link to statements about children's mental health has been included here.</p> <p>The importance of bringing mindful attitudes to our practice is introduced here, including how we relate to ourselves and</p>	<p>RE - RR</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. <p>PHMW – MW</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. it is common for people to 	<p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame</p>

	Practices and Activities Playing Attention Tummy and Chest Breathing	<p>our experience with kindness, and the value of firmness, patience and repetition in how we treat our attention.</p> <p>This begins to move us into areas around resilience, practice, personal discipline and recognising that we learn and improve each time we do something. We are reinforcing the importance of not expecting ourselves to be perfect and the value of learning from our mistakes. How we talk to ourselves makes a difference to our mental health and our learning. In turn this then links to the importance of self-care as an aspect of kindness towards ourselves.</p> <p>How we treat ourselves also impacts how we treat others.</p> <p>It is helpful for teachers to understand that when we are normalising mind wandering, this also supports how we relate to ourselves and therefore others.</p>	<p>experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>unhelpful thinking.</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
Attention Metacognition Self-regulation	Lesson 4 - Everyday Mindfulness <ul style="list-style-type: none"> To introduce the idea of autopilot To explore how we can step out of autopilot when 	As above under Lesson 3, learning about and practising choosing to be present (including understanding the difference between mindfulness and mindlessness/autopilot) can support our mental health and	RE – CF <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including mutual 	<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>we choose to</p> <ul style="list-style-type: none"> To understand the role of the hippocampus in connecting previous experiences with current ones To explore the everyday experience of stopping and 'checking in' with present moment awareness <p>Practices and Activities</p> <p>Paws b</p> <p>A Mindful Mouthful</p>	<p>wellbeing.</p> <p>Being on autopilot can mean that we are trapped into habitual ways of doing things. If we notice our habits, including noticing automatic liking and disliking, it gives us the space to choose; the chance to consciously select what supports us in our lives. This can then help us to break unhelpful habits of behaviour, including other behaviours related to stress.</p> <p>In this lesson, we learn about the role of the hippocampus in helping us draw on memories/previous experiences to develop new skills or get better at existing skills. This can help demonstrate that it is ok to make mistakes because that is how we learn. This can support building resilience and learning skills.</p> <p>The 'Mindful mouthful' practice in this lesson may provide an opportunity for discussion about eating choices – not so much to emphasise nutritional content, but more about how eating mindfully can support choices about healthy eating within a healthy lifestyle, including exploring habits around eating.</p> <p>Other aspects of a healthy lifestyle can be used as examples</p>	<p>respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>PHMW – MW</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>PHMW - HE</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>H6. about what constitutes a healthy diet</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties), that the same principles apply to online friendships as face-to-face relationships</p> <p>R17. that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
--	---	--	---	---

		here, as can situations involving relationships with family and friends for instance.		
Attention Emotion regulation Self-regulation Bodily awareness	Lesson 5 - Noticing the Wobble <ul style="list-style-type: none"> Recognising that we all wobble Expanding breath awareness practices – finger breathing Exploring how to notice the wobble, and finding ways to steady ourselves Understanding how the Insula works with the Prefrontal Cortex to help us do this Practices and Activities My mind feels, My Body feels Paws b Finger Breathing Wobbling and Steadying	<p>In this lesson the focus is on wobbling physically, noticing body sensations and steadying ourselves when we do. This may naturally lead into discussions about wobbling emotionally, which can be continued in the next lesson.</p> <p>Awareness of our bodies, movement and body sensations can make an important contribution to health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us.</p> <p>This could also support us to recognise when we feel at risk or unsafe. If children are learning mindfulness, this could be used to support their learning in PSHE about safety and managing risk.</p>	RE – BS <ul style="list-style-type: none"> that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult. PHMW - MW <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. 	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. H42. strategies for keeping safe online; what to do if frightened or

				worried by something seen or read online
Attention Emotion regulation Self-regulation Bodily awareness	Lesson 6 - Finding a steady place <ul style="list-style-type: none"> Recognising how we notice when we (and others) are wobbling Learning how to steady ourselves when we notice the wobble Exploring settling attention in the lower part of the body as an anchor or steady base Practices and Activities My mind feels, My Body feels Wobbling and Steadying FOFBOC	<p>Learning how to steady and anchor ourselves when we recognise our mood, including if there is wobble and/or worry, can make an important contribution in many situations we find challenging.</p> <p>Mindfulness helps us to tune into our emotions, through noticing body sensations, including when focusing on our breathing, as well as feelings.</p> <p>Mindful awareness also helps us to recognise, acknowledge and feel the full range of emotions we are experiencing. It is also about being with our emotions, whether they are positive or challenging, and not trying to ignore or push them away. This is not included explicitly in the teaching and learning at this age, but it is helpful for teachers to understand in the way they approach this area.</p> <p>This is an opportunity to recognise how we are all different and may experience and show our emotions in different ways.</p> <p>If children have the ability to settle and steady themselves, for example through choosing to</p>	RE – CF <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. RE – BS <ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. PHMW - MW <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 	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H24. problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools R17. that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely

		<p>use the FOFBOC practice, this can then help them to make choices about their actions, which might include how to get help and whom to approach.</p> <p>There is an opportunity to link to discussions about a range of contexts, including friendship and family situations.</p>	<p>about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	
<p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson 7 - Working with difficulty</p> <ul style="list-style-type: none"> • Introducing the amygdala - learning to deal skilfully with difficulty • Exploring the nature of mind and human patterns of reactivity • Taking responsibility to keep the mind and body safe and healthy by choosing a response <p>Practices and Activities</p> <p>FOFBOC</p>	<p>In this lesson, we are again developing our ability to recognise signals (including stress signals) from our body, mind and/or emotions. This enables us to create space, through using a practice such as a FOFBOC or a Paws b, and then make wise choices about our actions, which might include talking to someone about how we feel.</p> <p>Exploring what might cause stress and recognising actions and behaviours that could be a reaction to stress could link to learning about understanding and managing risk and keeping</p>	<p>PHMW – MW</p> <ul style="list-style-type: none"> • that mental health is a normal part of daily life, in the same way as physical health. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control 	<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</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>H24. problem solving strategies for dealing with emotions, challenges and change, including the</p>

	Paws b	<p>safe in different contexts, including online safety and relationship situations.</p> <p>Living with loss and change is another potential area of discussion when learning about stress and its possible causes.</p> <p>This can support many areas of learning in PSHE – for example situations involving friendship and relationship difficulties, online experiences and/or safety contexts.</p> <p>In this lesson we are normalising our human experience through neuroscience, by understanding the function of the amygdala and this can enable understanding and kindness to ourselves.</p>	<p>their emotions (including issues arising online).</p> <p>RE – BS</p> <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult. 	transition to new schools
Metacognition Emotion regulation Self-regulation Compassion	Lesson 8 - Choosing your path <ul style="list-style-type: none"> Understanding when Fight/Flight/Freeze are important and when they are less helpful Exploring the difference between reacting and responding Practising pausing and choosing a different path Beginning to explore self-care and compassion – can we be kind to ourselves as 	<p>This lesson continues to provide opportunities to explore strategies for recognising and responding to feelings. It goes on to consider approaches to self-care and compassion, including ways of being kind to ourselves (and to others), which might include elements listed here (sleep, exercise, time outdoors, activities, spending time with family and friends).</p> <p>Good quality sleep plays an important role in a healthy lifestyle, in learning and as an</p>	<p>RE – RR</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of self-respect and how this links to their own happiness. <p>RE – CF</p> <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 	<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>

	<p>well as others?</p> <p>Practices and Activities</p> <p>Paws b</p> <p>Petal Practice</p>	<p>element of self-care, and there is an opportunity here to explore how mindfulness practice can support good sleep patterns. This is included in more detail in the .breathe programme.</p> <p>In this session we discuss the role of the amygdala and how it is still helpful to keep us safe in some circumstances. Sometimes these messages from the brain and body can be important indicators e.g. in the context of safety in relationships with others so it can also be wise to trust our instincts. We don't need to override the amygdala all the time, we can become aware of the messages it is sending us and our practice can support us in making choices in how to respond.</p> <p>Pausing, noticing, doing a practice and choosing our path can be applied to a variety of contexts in PSHE, including situations involving family and friends, healthy lifestyles and safety contexts.</p>	<p>kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</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. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>PHMW – HP</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<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>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. strategies for keeping safe online; what to do if frightened or worried by something seen or read online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be</p>
--	---	--	--	---

				<p>treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p>	<p>Lesson 9 - The Storytelling Mind</p> <ul style="list-style-type: none"> Exploring the nature of mind (trying to make sense of, filling in gaps, telling us stories) Learning to recognise thoughts (metacognitive awareness) Beginning to explore decentring from thoughts – thoughts are not facts <p>Practices and Activities</p> <p>FOFBOC</p>	<p>The development of metacognition is helpful for enabling us to create some space between ourselves and our thoughts. This space gives us the possibility of starting to recognise thought patterns and using practice to step back and allow our thoughts to pass through the mind without us getting involved in them.</p> <p>The focus on thoughts here includes worrying or anxious thoughts, and worry thoughts can often lead to worry feelings. This therefore provides another opportunity to show how mindfulness can help with recognising and coping with emotions.</p> <p>We can talk about worry being a normal part of human experience. If Worry Boxes are used in your school and/or class,</p>	<p>RE – RR</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>RE – OR</p> <ul style="list-style-type: none"> the rules and principles for 	<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>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H29. about how to manage setbacks / perceived failures, including how to re-frame unhelpful thinking</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they</p>

		<p>this can be included in the discussion about choices as another way they can ask for help or tell someone about what has happened or how they are feeling.</p> <p>One possible context for exploring the story telling mind is online activity. There is a potential link here with discussions about social media and how it might lead to comparisons or judgements about what is or isn't true. If we are able to notice our thoughts and thought patterns when engaged in online activity, this could be another opportunity for applying the learning about recognising our thoughts and creating space around them, enabling us to be discerning in the choices we make about how to act.</p>	<p>keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>PHMW - MW</p> <ul style="list-style-type: none"> 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. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>PHMW – ISH</p> <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the 	<p>can do to reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. strategies for keeping safe online; what to do if frightened or worried by something seen or read online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different from their own</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
--	--	--	---	---

			<p>importance of keeping personal information private.</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
<p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson 10 - Stepping Back</p> <ul style="list-style-type: none"> • Understanding how thinking about what might be can exhaust us • Learning to recognise how this can combine with body sensations, moods and actions • Exploring how to use practice to steady and step back from difficult thoughts <p>Practices and Activities</p> <p>FOFBOC</p> <p>Hot Cross Bun</p> <p>Petal Practice</p>	<p>The understanding of metacognition is further explored again here, continuing to develop our ability to steady ourselves and step back from our thoughts. Again, it is helpful to recognise the relationship between our thoughts and feelings, including worries. We can continue to normalise worry in this session.</p> <p>Metacognition is not only helpful for our awareness of learning and study skills (cultivating awareness of personal learning style and strategies) but also for inviting some space between ourselves and our thoughts, developing perspective and clear sightedness.</p> <p>Teachers will probably not explicitly teach some of the learning below on the Hot Cross Bun and metacognition but it is useful to have awareness of this</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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<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>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>

		<p>in the background for this lesson.</p> <p>Using the 'Hot Cross bun' (an adaptation of the Padesky and Mooney model) gives us the opportunity to cultivate our awareness of the different aspects of our experience (body sensations, thoughts, emotions and urges/impulses) and to recognise the interconnection between them. We can explore how they affect each other and can create negative or positive feedback loops, which gives us the opportunity to notice and choose to resource ourselves so we can step out of negative feedback loops.</p> <p>As we learn to recognise our thought patterns, some of which may be habitual, mindful awareness helps us to recognise negative thinking and create space so that we can check in around its accuracy. We are not trying to avoid or push away negative thinking, but rather acknowledging and allowing it, which can then enable us to step back and choose what happens next, which might include doing a practice such as Paws b in the moment., reinforcing the learning from lesson 7 and 8 about responding rather than</p>		
--	--	--	--	--

		<p>reacting.</p> <p>This space gives us the possibility of recognising thought patterns ('neurons that fire together wire together'), and therefore the possibility of using practice to step back and allow the thoughts to pass through the mind without getting involved. This awareness we are cultivating might help us to refrain from feeding into familiar unhelpful thought patterns and there is potential, with less use, to change the hold those automatic thought patterns can have on us.</p> <p>Awareness of our bodies, movement and body sensations can make an important contribution to health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us. This might include contexts where we explore feeling safe or unsafe, or situations to do with relationships for example.</p> <p>Exploring different perspectives and points of view through the illusion pictures is a potential link with learning about identity and diversity. Through the enquiry part of the lessons, this</p>		
--	--	--	--	--

		can be threaded through the whole programme, learning about how different people might see and experience things differently.		
Metacognition Emotion regulation Self-regulation Compassion	Lesson 11 - Growing Happiness <ul style="list-style-type: none"> Exploring how we can nurture ourselves and others Learning how to make room for and choosing happiness in our lives Noticing the details of experience of happiness Sharing happiness Practices and Activities My mind feels, my body feels Hot Cross Bun	<p>There is a clear link between the ability to notice, make choices about, grow and share happiness and mental health and wellbeing. Recognising the importance of self-care and compassion as well as care and kindness towards others is an essential part of this.</p> <p>Within work about the range of emotions children experience, it is helpful to include learning about how to savour positive experiences. Here this is about noticing where our focus is and choosing to move it to something good.</p> <p>This lesson also includes the value of sharing happiness with others. We are noticing what we enjoy, and how we can impact other people's happiness, for example, through smiling. The themes of connection, community and belonging are also included here.</p>	RE - FPC <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others' lives. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. RE - RR <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. practical steps they can take in a range of different contexts to improve or support respectful relationships. RE – CF	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being

			<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <p>PHMW - MW</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>PHMW - HP</p> <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>there for each other in times of difficulty</p> <p>R10. about the importance of friendships, strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties), that the same principles apply to online friendships as face-to-face relationships</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
<p>Attention</p> <p>Metacognition</p> <p>Emotion</p>	<p>Lesson 12 - The Yum Factor</p> <ul style="list-style-type: none"> • Learning how to shift attention towards pleasant experience 	<p>Exploring the Yum Factor emphasises the value of offering kindness and compassion to ourselves as well as to others, within the broader theme of self-care.</p>	<p>RE - FPC</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy 	<p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies</p>

<p>regulation</p> <p>Compassion</p>	<ul style="list-style-type: none"> Understanding how savouring these experiences can increase levels of happiness Recognising the Paws b journey, and recalling what we have learned. <p>Practices and Activities</p> <p>Magic Mix – Gratitude, Happiness, Kindness</p>	<p>If we are able to be kind to ourselves, we are more likely to be able to be authentically kind to others.</p> <p>Developing the ability to recognise and feel appreciation and gratitude helps us to acknowledge good things in our lives. Training our minds to look for, acknowledge and allow whatever is there, negative or positive and potentially choosing to turn towards and savour the positive can actively begin to balance out the negativity bias (the tendency to remember and focus on bad experiences more than good ones). This helps us to develop the ability to shift our attention away from a negative experience towards the positive.</p>	<p>family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each others' lives.</p> <ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <p>PHMW – MW</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. <p>RE - RR</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	<p>and spending time with family and friends can support mental health and wellbeing</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
---	--	---	--	--

Further information

As guidance around PSHE requirements inevitably will change and the MiSP curricula updated to reflect current thinking about what is effective in mindfulness in education, we will update this document at regular intervals.

Please refer to [the MiSP website](https://www.mindfulnessinschools.org) for reference and further information, and contact us at enquiries@mindfulnessinschools.org if we can support you further.

This work was developed in partnership with Annabel Talbot

Annabel spent 30 years as Adviser for PSHE for Cambridgeshire. This included leading the team in researching, writing and providing training on the renowned Cambridgeshire Primary Personal Development Programme. She was also involved in writing national units of work for PSHE for QCA (for both primary and secondary age groups), and led the SEAL (Social and Emotional Aspects of Learning) programme for Cambridgeshire.



© 2022 Mindfulness in Schools Project

Charity No. 1168992 (England & Wales). Company No. 07038233.

www.mindfulnessinschools.org

Bank House, Bank Street, Tonbridge, Kent TN9 1BL

