



.b curriculum

Mapping PSHE and MiSP Curricula

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

11 – 18
year olds

OCTOBER 2022



MiSP / PSHE / RSE MAPPING 2022 - .b (11 - 18 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)

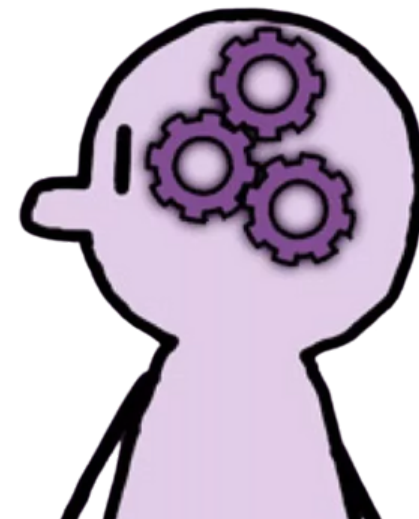
Includes Mental Wellbeing (MW), Physical Health and Fitness (PHF), Healthy Eating (HE), Health and Prevention (HP)

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 .b	NOTES / OPPORTUNITIES	DFE STATUTORY GUIDANCE Pupils should know ...	PSHE ASSOCIATION PoS KS3 Students learn ...	PSHE ASSOCIATION PoS KS4 Students learn ...
Attention Metacognition Self-regulation Bodily awareness	<p>Introduction</p> <ul style="list-style-type: none"> To introduce mindfulness in a way that is engaging, entertaining and persuasive. For pupils to have their first taste of mindfulness practice, and specifically to: <ol style="list-style-type: none"> 'Play attention' via mindfulness of hands Do a 'b' <p>Practices and Activities</p> <p>Playing attention hands</p> <p>Kung Fu Panda</p> <p>. b</p>	<p>The Kung Fu Panda clip in this lesson introduces the idea of bringing our attention to the present moment. It specifically connects with self-talk and our relationship with ourselves, and begins to touch on the concept of resilience.</p> <p>There is a link with study and performance skills, and what it means to be our best, whether in learning, music or sport.</p> <p>It introduces strategies (including the .b practice) to help steady ourselves when we need to, in different contexts, such as exams, managing relationships or coping with stress.</p>	<p>PHMW – MW</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. that happiness is linked to being connected to others. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. 	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> <p>L1. study, organisational, research and presentation skills</p>	<p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</p> <p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>

				<p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p>	<p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Compassion</p>	<p>Lesson One - Playing Attention</p> <ul style="list-style-type: none"> To introduce pupils to the faculty of their attention For pupils to experience that they can direct their attention For pupils to understand the untrained mind's fickle nature – it is like a puppy To begin to provide some simple tools for training their attention To introduce key 	<p>As well as supporting pupils with settling and focusing, teaching about and practising 'being in your own bubble' and 'give space to others' may provide an opportunity to link to developing awareness of the characteristics of positive relationships, personal space and boundaries, and the importance of consent in situations involving physical contact.</p> <p>This lesson includes learning about how normal it is for the mind to wander. Due to a negativity bias, our minds often wander to difficult memories or potential</p>	<p>PHMW - MW</p> <ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. 	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>R14. the qualities and</p>	<p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>R1. the characteristics and benefits of strong, positive relationships, including</p>

	<p>attitudes to attention training: kindness, patience, repetition</p> <p>Practices and Activities</p> <p>Play attention</p> <p>Puppy breathing</p> <p>Finger breathing</p>	<p>difficulties in the future. When we remember those things, or our mind plays out difficult future scenarios, it brings up the feelings as if it is happening for real at the time, even when it is not actually what is happening. Learning to notice mind wandering and choosing to anchor attention in the here and now is key to how mindful awareness can support mental wellbeing and resilience. The 'Attention is like a puppy' slide illustrates this.</p> <p>We are also beginning to explore the attitudes of mindfulness, including how we relate to ourselves and our experience with kindness, firmness, patience and repetition.</p> <p>This begins to move us into areas around resilience, practice, personal discipline, recognising that we learn and improve each time we do something. It is not about being perfect, and we learn from our mistakes. Again, how we talk to ourselves matters for mental health and</p>		<p>behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L4. the skills and attributes that employers value</p> <p>L5. the skills and qualities required to engage in enterprise</p> <p>L6. the importance and benefits of being a lifelong learner</p>	<p>mutual support, trust, respect and equality</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting</p> <p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p>
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		<p>study skills reasons.</p> <p>It is helpful to have discussions about the balance between setting intentions and holding ourselves to account, and being kind to ourselves when things don't go to plan and not expecting perfection of ourselves.</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 your own bubble' is introduced and included in the practices through the whole programme, so the corresponding statements are relevant throughout.</p>			
<p>Attention</p> <p>Metacognition</p>	<p>Lesson Two - Taming the Animal Mind</p> <ul style="list-style-type: none"> To explore that the mind has a life of its own – we 	<p>In this lesson we deepen the exploration of how we relate to ourselves, and how we can worsen our mind states by judging</p>		<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and</p>	<p>H2. how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences and ways of</p>

<p>Self-regulation</p> <p>Compassion</p> <p>Bodily awareness</p>	<p>often can't control it</p> <ul style="list-style-type: none"> To nurture an attitude of curiosity, kindness, acceptance and openness that helps us to deal more skilfully with these fluctuating mind-states To teach that by 'anchoring' our attention in the lower half of the body we can begin to turn towards calm even when our minds are stormy <p>Practices and Activities</p> <p>My mind feels, my body feels</p> <p>FOFBOC</p>	<p>them and trying to get rid of them. This includes learning about meeting ourselves wherever we are and not having the expectation that we will always be calm and settled. We also encourage an attitude of curiosity towards how the mind is, allowing, accepting, and offering kindness to ourselves when things aren't how we would like them to be, or when we are not how we would like to be.</p> <p>In mindfulness we are learning to relate to ourselves in a more kind and supportive way, which might include noticing when we are judging ourselves. This could link to work exploring resilience, self criticism, self worth, self image and self esteem.</p> <p>If pupils have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice, this can help them to then make choices about their actions, such as how to get help and whom to approach.</p>		<p>good health and wellbeing</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p>	<p>managing this</p> <p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p>
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Metacognition Emotion regulation Self-regulation Bodily awareness	Lesson Three - Recognising Worry For pupils to understand that: <ul style="list-style-type: none"> • The mind habitually interprets and ‘tells stories’ about what is happening • We can get stuck in our heads and ‘ruminate’ or ‘catastrophise’ • Such rumination is not only ‘stressful’ – it affects our bodies and behaviour, from sleep and sport to spots and studies • Practices like the 7-11 and Beditation help us deal with this by switching us from ‘thinking’ mode to ‘sensing’ mode Practices and Activities 7/11	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 our actions, which might include doing a practice such as 7/11 or a Beditation. Using the ‘Hot Cross bun’ model (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	PHMW – MW <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • how to recognise the early signs of mental wellbeing concerns. • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. PHMW – HP <ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need H15. the importance of sleep and strategies to maintain good quality sleep	H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help H11. to make informed lifestyle choices regarding sleep, diet and exercise H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health
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	Hot Cross Bun Beditation	<p>choose to resource ourselves so we can potentially step out of negative feedback loops.</p> <p>The beditation practice can be linked to learning about the importance of good quality sleep and discussion about what impacts on our sleep. This practice helps us to refocus our attention on the body and away from ruminative thinking that might stop us sleeping. It is explored further in the .breathe programme.</p> <p>This lesson might also offer an opportunity to signpost pupils to people within school they can speak to and/or recognised external agencies that support mental health and wellbeing.</p>			
Attention Metacognition Self-regulation	Lesson Four - Being Here Now <ul style="list-style-type: none"> To explain how 'autopilot' prevents us from being alive and awake to our experience in the here and now To learn to 	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 moments of difficulty and	PHMW - HE <ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. how to maintain healthy eating and the links between a poor 	H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H7. the characteristics of mental and emotional health and strategies for managing these H17. the role of a balanced diet as part of a healthy	H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health H11. to make informed lifestyle choices regarding sleep, diet and exercise

	<p>appreciate and savour the pleasant</p> <ul style="list-style-type: none"> To learn how to respond rather than react to the unpleasant To learn how a .b can quickly bring our attention into the here and now, and help us to respond rather than react to what is difficult <p>Practices and Activities</p> <p>Mindful eating</p> <p>.b</p>	<p>in our lives more broadly. This could then help us to bring awareness to and change unhelpful habits of behaviour, including other behaviours related to stress.</p> <p>With mindfulness, we are not exploring the content of healthy eating, but the mindful eating practice may link to discussions about eating habits and what influences choices about what and how we eat, where, when and with whom, what else we might be doing at the same time.</p>	<p>diet and health risks, including tooth decay and cancer.</p>	<p>lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p>	
<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Five - Moving Mindfully</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Mindfulness is not just about being still, as in the FOFBOC or Beditation. It is also about movement. We spend a great deal of time doing 	<p>Mindful movement offers us more opportunities for moving out of thinking and into sensing, when walking or doing any other form of exercise.</p> <p>Tuning into the body enables us to check in on the body's needs and respond to them - the need for sleep, fluids, food, movement, rest etc. and noticing when we're not</p>	<p>PHMW – MW</p> <ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>PHMW - PHF</p> <ul style="list-style-type: none"> the positive 	<p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>H14. the benefits of physical</p>	<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p>

	<p>actions ‘mindlessly’... on autopilot</p> <ul style="list-style-type: none"> One such activity is walking. We are rarely ‘present’ when we walk Learning to move mindfully can also be used as a resource for peak performance in sport, music and the performing arts <p>Practices and Activities</p> <p>Mindful movement - standing/sitting</p> <p>Samurai walking</p>	<p>well, enabling us to seek the right help or support.</p> <p>Building on the previous lesson, often our self talk or rumination can be self critical or it might catastrophise big events; performing in exams, doing sport, playing at a concert. Focusing attention on sensing means we are able to let go a little of that unhelpful self talk and just focus on what we are doing.</p>	<p>associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <ul style="list-style-type: none"> the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill health 	<p>activity and exercise for physical and mental health and wellbeing</p> <p>H16. to recognise and manage what influences their choices about physical activity</p>	
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p>	<p>Lesson Six - Stepping Back</p> <p>For students to:</p> <ul style="list-style-type: none"> Understand that they have the capacity to ‘step back’ from their thoughts Learn that it can be helpful to see thoughts as 	<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>As we learn to recognise</p>	<p>PHMW - MW</p> <ul style="list-style-type: none"> how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. 	<p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments</p>	<p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need</p>

	<p>‘traffic’ flowing through the mind</p> <ul style="list-style-type: none"> Identify some of the particular ‘thought-buses’ that pass through their mind Recognise that they don’t have to ‘get on the bus’ of these difficult thoughts <p>Practices and Activities</p> <p>Sounds and thoughts</p> <p>Thought buses</p> <p>.b</p>	<p>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 .b, reinforcing the learning from lesson 4 about responding rather than reacting.</p> <p>This space gives us the possibility of recognising thought patterns (‘neurons that fire together wire together’), and therefore the opportunity to choose to use 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</p>		<p>and setbacks</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	<p>help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health</p>
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		<p>automatic thought patterns can have on us.</p> <p>This lesson might also offer an opportunity to signpost pupils to people within school they can speak to and/or recognised external agencies that support mental health and wellbeing.</p>			
<p>Attention</p> <p>Emotion regulation</p> <p>Compassion</p> <p>Bodily awareness</p>	<p>Lesson Seven – Befriending the Difficult</p> <p>For pupils to:</p> <ul style="list-style-type: none"> Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects. Identify and draw their ‘stress signature’ – where in the body do they feel stress? Learn to respond rather than react, by ‘turning towards’ and ‘being with’ difficult emotions. 	<p>Learning how to recognise early signs of stress empowers us to use practice and strategies to steady and step back when we notice the signs. This can help to de-escalate the build-up of stress.</p> <p>Inviting the idea that we don’t always have to react to stressful triggers and situations but can choose to respond instead, using a practice like .b, creates the possibility of changing how we relate to stress. We can use practice to steady ourselves and the space created might then allow us to choose what happens next, maybe making a more helpful choice.</p> <p>Although stress management is not explicitly named in the DfE</p>	<p>RSE – F</p> <ul style="list-style-type: none"> how to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. <p>PHMW – MW</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. how to recognise the early signs of mental 	<p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p>	<p>H2. how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p>

	<p>Practices and Activities</p> <p>Stress – body, mind, actions</p> <p>Stress signature</p> <p>Shock ball/What’s in the box/forfeits</p> <p>.b</p>	<p>statements, it could be included in discussions about the range of emotions we might experience and strategies to manage them.</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 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>wellbeing concerns.</p> <ul style="list-style-type: none"> common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. <p>PHMW – ISH</p> <ul style="list-style-type: none"> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. <p>PHMW – PHF</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	<p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H30. how to identify and manage personal safety in increasingly independent situations, including online</p> <p>H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>	<p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p> <p>H22. ways to identify risk and manage personal safety in new social settings, workplaces and environments, including online</p> <p>H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including</p>
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					<p>where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)</p> <p>R13. ways to manage grief about changing relationships, including the impact of separation, divorce and bereavement; sources of support and how to access them</p>
<p>Attention</p> <p>Emotion regulation</p> <p>Self-regulation</p>	<p>Lesson Eight – Taking In The Good</p> <ul style="list-style-type: none"> To encourage an appreciation of what is good in life To explain how even the ordinary can be experienced as ‘good’ if we are more fully aware of it To teach the advice of those who have done this even in awful circumstances To teach a practice of ‘taking in the good’ so that what is good turns from an idea 	<p>This lesson’s focus builds on the previous lesson through using that space created by practice to choose, to potentially choose to focus on the good.</p> <p>The grape practice and ‘How did I get here’ encourage exploration of interconnection and community, cultivating appreciation of how everyone/everything works together to help us have what we need in life.</p> <p>‘Taking in the good’ enables us to turn our focus to what is working in our lives, big and small things, and trains the mind to look for the good. This helps to balance out the mind’s negativity bias (part</p>	<p>RSE – RR</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. <p>PHMW – MW</p> <ul style="list-style-type: none"> that happiness is linked to being connected to others. how to critically evaluate when something they do or 	<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>H4. simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H15. the importance of sleep and strategies to</p>	<p>H2. how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences and ways of managing this</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p> <p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health</p> <p>H7. a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for</p>

	<p>into an experience</p> <p>Practices and Activities</p> <p>Mindful eating with appreciation – grape</p> <p>How did I get here? – appreciation for everything and everyone that makes it possible for you to be here</p> <p>Gratitude practice</p> <p>Gratitude letter/text/phone call</p> <p>3 good things/10 finger gratitude</p>	<p>of our survival mechanism; a hyper vigilance to threat). Practising mindfulness enables us to notice the difficult, acknowledge it and choose to focus on the good as a way of supporting ourselves.</p> <p>There is the possibility for exploring nourishment from food here, which could link to discussions about eating habits and what influences choices about what and how we eat, where, when and with whom. The mindful eating with appreciation practice is not focused however on the content and nutrition aspects of healthy eating. It is more to do with the appreciation of where food comes from, savouring the experience of eating it and recognising what sustains us.</p> <p>The ‘Three Good Things’ practice is suggested to do at night. Instead of going to sleep on worries, it suggests going to sleep thinking about the good things.</p>	<p>are involved in has a positive or negative effect on their own or others’ mental health.</p> <ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>PHMW – PHF</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. <p>PHMW - HE</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. <p>PHMW – HP</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep 	<p>maintain good quality sleep</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p>	<p>ways of managing mental health concerns</p> <p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p>
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			can affect weight, mood and ability to learn.		
Attention Metacognition Emotion regulation Self-regulation Compassion Bodily awareness	Lesson Nine - Pulling It All Together For pupils: <ul style="list-style-type: none"> To identify what they have found most useful in the .b course. To consider in what areas of their life they might apply their new mindfulness skills. To fill in feedback questionnaires about the course. Practices and Activities FOFBOC Letter to self or alternatives Celebration choc	This lesson involves revisiting the learning from previous sessions, and enabling the young people to reflect on the impact for them of the learning. It also includes the opportunity to celebrate their achievements so far, and to set intentions for carrying on practising if that is what they are planning. There is an opportunity here to celebrate the learning, perhaps a recognition of where mindfulness has helped.		H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback H2. how self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influences and ways of managing this L1. to evaluate and further develop their study and employability skills L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability

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.



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