



.breathe curriculum

Mapping PSHE and MiSP Curricula

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

OCTOBER 2022

Introduction
to
mindfulness



MiSP / PSHE / RSE MAPPING 2022 – .breathe (introduction to mindfulness)

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 .breathe	NOTES / OPPORTUNITIES	DFE STATUTORY GUIDANCE Pupils should know ...	PSHE ASSOCIATION PoS Pupils / Students learn ...
Attention Metacognition Self-regulation Compassion	Lesson One - Puppy training <ul style="list-style-type: none"> To help students recognise the importance of breath in training their faculty of attention For students to gain an insight into the untrained mind's fickle nature – it is like a puppy To allow the students to develop some simple tools for training their own attention To encourage key attitudes to attention training: kindness, patience, repetition. To help students to understand that we can choose what to do with our attention. Practices One minute challenge Puppy training	<p>Understanding and practising how to develop the faculty of attention, focus and concentration can be linked with skills and qualities required for learning, employment and enterprise.</p> <p>There is an emphasis in this lesson on exploring breathing, using the breath to help train our attention and understanding a little about how the brain works. The Statutory Guidance and PSHE Association statements do not include learning about the breath or the brain specifically.</p> <p>The teaching notes in this lesson refer to a range of contexts in which this learning might be helpful: for example in situations involving life changes, friendships and relationships, worry and/or sleep. This would then link in with the statements in these areas.</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 difficulties in the</p>	RE Prim – 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 other's lives. RE Prim – 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 respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	KS2 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking KS2 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for each other R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of

		<p>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 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</p>	<p>PHMW Prim - 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. <p>PHMW Prim - MW</p> <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>PHMW Prim – 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>RSE Sec – RRF</p> <ul style="list-style-type: none"> the characteristics of positive and healthy 	<p>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 to face-to-face relationships</p> <p>KS2</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L30. about some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation</p> <p>KS3</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H15. the importance of sleep and</p>
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		<p>expecting perfection of ourselves.</p>	<p>friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>PHMW Sec – MW</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. <p>PHMW Sec – HP</p> <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. 	<p>strategies to maintain good quality sleep</p> <p>KS3</p> <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and 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>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>KS3</p> <p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values</p>
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				<p>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>Attention</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Two - Working with worry</p> <p>For students to:</p> <ul style="list-style-type: none"> Understand stress: where it comes from, why it is necessary, how it works and its potentially harmful effects. Identify and draw their 'stress signature' – where in the body do they feel stress? Learn to work with stress in a different way. <p>Practices</p> <p>Plus 2</p> <p>FOFBOC</p>	<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 Plus 2 or FOFBOC, 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 a more helpful choice.</p> <p>Although stress management is not explicitly named in the DfE 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</p>	<p>PHMW Prim - 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>RSE Sec – 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 	<p>KS2</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, about 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>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for</p>

		<p>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>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> <p>RSE Sec – RRF</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. <p>PHMW Sec – 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 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 Sec – ISH</p>	<p>dealing with emotions, challenges and change, including the transition to new schools</p> <p>KS3</p> <p>H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</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>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>KS3</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
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			<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 Sec – 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. 	
Attention Metacognition Self-regulation Bodily awareness	<p>Lesson Three - Beditation</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Sleep has a really important role to play in how we feel and think. Poor sleep can have a real impact on our day-to-day functioning and wellbeing. Poor sleep often results from the mind's natural tendency to worry. Practices like Beditation help us to work with this by switching us from 'thinking' mode to 'sensing' mode. <p>Practices</p>	<p>Sleep has been recognised as a very important factor in young people's (and adults') wellbeing and learning, and this lesson can deliver directly and thoroughly aspects of the DfE and PSHE Association guidance. In PSHE lessons, it might be supported and/or extended into learning about the context of healthy lifestyles, for example exploring how diet and physical activity might affect sleep.</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</p>	<p>PHMW Prim - MW</p> <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>PHMW Prim – 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>PHMW Sec – 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 	<p>KS2</p> <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>KS3</p> <p>H15. the importance of sleep and strategies to maintain good quality</p>

	<p>Plus 2</p> <p>Beditation</p>	<p>might stop us sleeping.</p>	<p>health.</p> <p>PHMW Sec – HP</p> <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. 	<p>sleep</p>
<p>Attention</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Compassion</p> <p>Bodily awareness</p>	<p>Lesson Four - Being with others</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations. Learning to ‘breathe’ can give us the space and time to see more clearly and respond more skilfully in such situations. <p>Practices</p> <p>.breathe</p>	<p>This lesson includes an exploration of relationships, friendships, our sense of connection and communication with others. It provides an opportunity to link to these aspects of the DfE and PSHE Association guidance which could then be extended to cover further content within PSHE.</p> <p>Within the exploration of how we relate to others, there is an opportunity to include and link to discussions about identity and diversity.</p> <p>The lesson also includes noticing the story-telling mind, and uses the ‘Hot Cross bun’ model to explore this.</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</p>	<p>RE Prim – 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 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 other’s 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. <p>RE Prim – CF</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people 	<p>KS2</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>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, about 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</p>

	<p>Review of:</p> <p>FOFBOC</p> <p>Beditation</p> <p>Puppy training</p> <p>One minute challenge</p> <p>Plus 2</p>	<p>and urges/impulses) and to unpick 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 the negative feedback loop.</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>Social media is also recognised as playing a significant part in children and young people's communication and relationships. Their learning about communication and relationships in mindfulness applies equally to their online relationships, including their recognition of their thoughts, emotions and body states, and their ability to step back and create space for themselves.</p>	<p>choose and make friends.</p> <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. <p>RE Prim – 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 	<p>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>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>KS2</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 to face-to-face relationships</p> <p>R30. that personal behaviour can affect other people, to recognise and model respectful behaviour 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 treated politely and with respect by others (including when online and/or anonymous) in school and</p>
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			<p>or beliefs.</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. the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>PHMW Prim - 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, 	<p>in wider society; strategies to improve or support courteous, respectful relationships</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>KS2</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>KS3</p> <p>H2. to understand what can affect wellbeing and resilience (e.g.life changes, relationships, achievements and employment)</p> <p>H3. the impact that social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and</p>
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			<p>including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>RSE Sec – RRF</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. 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 people in positions of authority and due tolerance of other people's beliefs. <p>PHMW Sec – MW</p> <ul style="list-style-type: none"> how to talk about their emotions accurately and sensitively, using 	<p>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>KS3</p> <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R9. to clarify and develop personal</p>
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			<p>appropriate vocabulary</p> <ul style="list-style-type: none"> ● that happiness is linked to being connected to others ● 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. 	<p>values in friendships, love and sexual relationships</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and 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>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p>
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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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www.mindfulnessinschools.org

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

