



**dots curriculum**

# Mapping PSHE and MiSP Curricula

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

3 - 6  
year olds

OCTOBER 2022



# MiSP / PSHE / RSE MAPPING 2022 - dots (3 - 6 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)

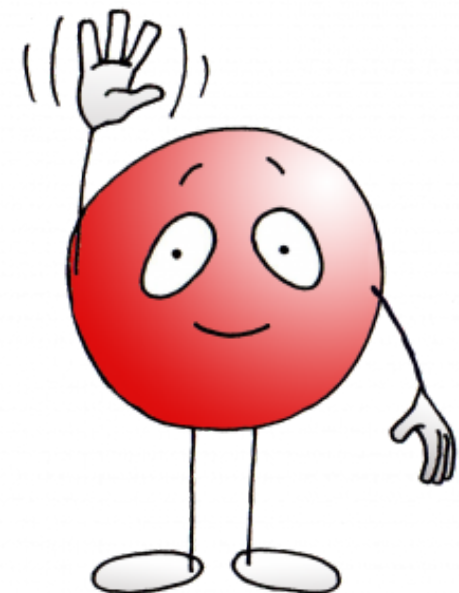
Includes Mental Wellbeing (MW), Physical Health and Fitness (PHF), Healthy Eating (HE), Health and Prevention (HP)

### 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 dots	NOTES / OPPORTUNITIES	DFE STATUTORY GUIDANCE Pupils should know ...	PSHE ASSOCIATION PoS Pupils learn ...
<b>Attention</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>1. Settling and Finding Our Own Space</b> <ul style="list-style-type: none"> <li>To explore movement and stillness</li> <li>To begin to settle in own space</li> <li>To provide some simple tools for training the attention</li> <li>To bring curiosity to experience</li> </ul> <b>Practices and Activities</b> Shake and Freeze Settling The 'Bubble' Bringing curiosity to the experience	<p>In addition to the mindfulness intentions here, learning and practising 'being in our bubble' from the beginning of the programme enables children to begin to understand about their own personal space and also respecting other people's need for it, and the importance of speaking up when they are uncomfortable with any physical contact.</p> <p>Practices which involve physical activity, bringing attention to the body and noticing body sensations (such as 'Shake and Freeze') may provide opportunities for exploring our experience when the body is active. Bringing attention to the body is in itself part of a healthy lifestyle because our ability to notice and check in with how our body is enables us to make healthy choices.</p>	<b>RE – BS</b> <ul style="list-style-type: none"> <li>what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <b>PHMW – PHF</b> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe  <b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought  <b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous  <b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active every day
<b>Attention</b>  <b>Bodily awareness</b>	<b>2. Beginning to Direct Attention</b> <ul style="list-style-type: none"> <li>To continue to settle and find own space</li> <li>To experience what it's like</li> </ul>	<p>Although the senses are taught in the Science curriculum, they are still relevant to PSHE – developing the ability to listen with attention, for example, is key to communication skills</p>	<b>RE - BS</b> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe  <b>R17.</b> about knowing there are situations when they should ask for permission and also when their

	<p>to direct attention</p> <ul style="list-style-type: none"> <li>To introduce concentration as a concept</li> <li>To explore the senses</li> </ul> <p><b>Practices and Activities</b></p> <p>Shake and Freeze</p> <p>Concentration</p> <p>Listening Practice (finger on nose)</p> <p>Other Senses</p> <p>Clapping Hands</p>	<p>and relationships.</p> <p>Mindfulness also helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.</p>		<p>permission should be sought</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>
<p><b>Attention</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>3. Noticing the Breath</b></p> <ul style="list-style-type: none"> <li>To explore physical sensations in the body</li> <li>To investigate the breath</li> <li>To experience what it is like to direct the attention</li> </ul> <p><b>Practices and Activities</b></p> <p>Clapping Hands</p> <p>Stamping Feet Practice</p> <p>Breathing</p>	<p>As we become aware of and explore our breathing and what happens with it (for example, in the Shake and Freeze or Stamping Feet practices), there may be opportunities to link with discussions about how physical activity can increase our breathing and heart rates.</p>	<p><b>PHMW – PHF</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active every day</p>
<p><b>Attention</b></p> <p><b>Bodily awareness</b></p>	<p><b>4. Exploring the Breath in the Belly</b></p> <ul style="list-style-type: none"> <li>To explore physical sensations in the body</li> </ul>	<p>In mindfulness we learn about the connection between the breath and the parasympathetic nervous system, which includes the</p>		

	<ul style="list-style-type: none"> <li>• To explore the breath</li> <li>• To notice what happens with the in breath and the out breath</li> <li>• To experience what it is like to direct the attention</li> </ul> <p><b>Practices and Activities</b></p> <p>Stamping Feet Practice, or</p> <p>Shake and Freeze</p> <p>Balloon Breathing</p> <p>Teddy Breathing</p>	ability to calm and soothe ourselves. Although this is not taught directly to children, it is helpful for teachers to have a background awareness of it.		
<p><b>Attention</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>5. Exploring the Breath in the Tummy and Chest</b></p> <ul style="list-style-type: none"> <li>• To direct attention to the tummy / chest</li> <li>• To use the breath as a focus of attention</li> <li>• To begin to notice details of the breath being breathed by the body</li> <li>• To understand what it is to practise something</li> </ul> <p><b>Practices and Activities</b></p> <p>Balloon Breathing</p> <p>What is Practice?</p> <p>Tummy and Chest Breathing</p>	Learning to notice where our attention is and developing the ability to direct our attention towards our breathing and our tummy and chest could have an indirect link to understanding different ways we learn and play. It also helps with recognising when we might need a break, through tuning into our body signals. If children are able, for example, to notice where their attention is and what it is like when they are involved in different kinds of learning (such as online learning or outdoor learning), they can become aware that they can make choices about where and how they can focus their attention. Similarly, if	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>



		they are playing a ball game or playing with a toy, for example, they could explore the different types of attention each requires.		
<b>Attention</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>6. Exploring Attention</b> <ul style="list-style-type: none"> <li>To introduce the idea of the faculty of attention</li> <li>To experience how we might direct attention</li> <li>To learn some simple tools for training the attention</li> <li>To notice sensations in the body</li> </ul> <b>Practices and Activities</b> <p>Tummy and Chest Breathing Attention</p> <p>Torchlight of Attention</p> <p>Experimenting with Attention (options: Hands/Cones/Torches)</p> <p>Body Tapping Practice</p>	<p>See note about attention under Session 5 above.</p> <p>Although the purpose of practices such as Body Tapping is not to promote physical activity, talking about noticing body sensations may link to discussions about how we experience physical activity and its effects on us.</p> <p>The physical feedback we get when body tapping, including noticing comfort and discomfort, tiredness and/or energy can also inform choice making about what we need now in relation to our health and wellbeing.</p> <p>Exploring touch through practices where we are touching our own bodies can help us to recognise what we experience as comfortable or uncomfortable. That feedback might help us to make kind choices for ourselves.</p> <p>There may also be opportunities here to include messages about rights over our own bodies, linked to personal</p>	<b>RE - BS</b> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <b>PHMW – PHF</b> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p>

		safety.		
<b>Attention</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>7. Taking a Mindful Mouthful</b> <ul style="list-style-type: none"> <li>To pay attention, on purpose, in the present moment while eating</li> <li>To explore how we can step out of autopilot when we choose to</li> <li>To explore the difference between eating this way and how we usually eat</li> <li>To experience how bringing attention to experience can reveal new aspects to it</li> </ul> <b>Practices and Activities</b> Shake and Freeze Eating on Autopilot Mindful Mouthful	The Mindful Mouthful practice is not about the content of food and nutrition. However, it may link to discussions about eating routines and habits (such as when, where and with whom we eat, and paying attention when we are eating), which are also important for developing an approach to healthy eating.	<b>PHMW - HE</b> <ul style="list-style-type: none"> <li>what constitutes a healthy diet, including understanding calories and other nutritional content.</li> </ul>	<b>H1.</b> about what keeping healthy means; different ways to keep healthy  <b>H2.</b> about foods that support good health and the risks of eating too much sugar.
<b>Metacognition</b>  <b>Emotion regulation</b>  <b>Self-regulation</b>  <b>Compassion</b>	<b>8. Choosing</b> <ul style="list-style-type: none"> <li>To recognise that we have to make many choices in a day (even if adults do make lots of choices for young children)</li> <li>To understand that we can become aware of when we make those choices</li> <li>To practise making choices</li> </ul>	When discussing choices we make every day, an area that could be explored is health and healthy lifestyles, including choices about eating (not just what to eat, but when, where and with whom to eat), activities, exercise and/or sleep. Choices about how we spend our leisure time, about friendship situations or about saving or spending money	<b>RE – RR</b> <ul style="list-style-type: none"> <li>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.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should</li> </ul>	<b>H1.</b> about what keeping healthy means; different ways to keep healthy  <b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV  <b>R22.</b> about how to treat themselves and others with

	<ul style="list-style-type: none"> <li>To begin to recognise when there is an opportunity to make skilful choices</li> <li>To recognise that different people make different choices</li> </ul> <p><b>Practices and Activities</b></p> <p>You Choose book</p> <p>Tummy and Chest Breathing</p> <p>Making Choices</p> <p>Would You Rather</p> <p>Being Aware of Choices</p>	<p>could also be included.</p> <p>In a mindfulness context, choice is often about emotional regulation and self-care.</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>Also in this session there are opportunities to notice how different people make different choices, which could link to learning about identity and diversity.</p>	<p>show due respect to others, including those in positions of authority.</p> <p><b>PHMW – PHF</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>what constitutes a healthy diet, including understanding calories and other nutritional content.</li> </ul> <p><b>PHMW – MW</b></p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p>respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p>
<p><b>Attention</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>9. Moving</b></p> <ul style="list-style-type: none"> <li>To experience awareness of the body in motion</li> <li>To enjoy moving the body</li> <li>To explore movement and stillness</li> <li>To develop awareness of others</li> <li>To explore the contrast</li> </ul>	<p>Awareness of our bodies, movement and body sensations can make an important contribution to physical 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</p>	<p><b>RE - BS</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>PHMW – MW</b></p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community</li> </ul>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H4.</b> about how physical activity helps us to stay healthy and ways to be physically active every day</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p>



	<p>between noise and silence</p> <p><b>Practices and Activities</b></p> <p>Shake and Freeze, or</p> <p>Mindful Musical Statues</p> <p>Optional: Noise and Silence</p> <p>Follow Me (4 variations)</p> <p>Standing Still, noticing the Breath</p>	<p>helps us.</p> <p>The practices which can be done in pairs or small groups, such as Follow Me and Mirror Me, can help develop skills of cooperation and paying attention to each other. There is also an opportunity here to explore different roles people take: what it is like to lead or to follow, and the fact that we can't have all leaders or all followers in a group.</p>	<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>PHMW - PHF</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>10. The Dot</b></p> <ul style="list-style-type: none"> <li>To learn the 'Dot' practice as a means to stop and notice</li> <li>To use the breath as a focus of attention</li> <li>To explore the everyday experience of stopping and 'checking in' with present moment awareness</li> </ul> <p><b>Practices and Activities</b></p> <p>Tummy and Chest Breathing</p> <p>The Breath</p> <p>Exploring the Dot</p> <p>The Dot Practice</p>	<p>The 'Dot' practice is about stopping and noticing, which might also lead to recognition of the need to sometimes pause and rest, and the value of other approaches to self-care.</p> <p>Many of the Dots practices, including settling in the bubble, the Dot itself and other breathing practices, provide an opportunity for children to experience a shift in mode. In adult mindfulness we learn about moving from 'doing' to 'being' and from 'thinking' to 'sensing' mode. With both children and adults, we develop the ability to step back and create the space to</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>

	Taking a Mini Dot	make a choice.		
<b>Attention</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>11. Walking and Noticing</b> <ul style="list-style-type: none"> <li>To explore how we can step out of 'autopilot' when we choose to</li> <li>To bring curiosity to experience</li> <li>To explore and notice what is around us</li> <li>To use all the senses</li> </ul> <b>Practices and Activities</b> Optional Mini Dot A 'Mindless' Walk Attention A 'Mindful' Walk	<p>Although the point of mindful walking is not to take exercise, it is an opportunity to experience being outdoors and to be aware of movement and body sensations.</p> <p>Mindful walking practices may also provide opportunities for discussion about the environment and our role in caring for it. There could also be potential links here with programmes that promote nature connection and outdoor learning.</p>	<b>PHMW – MW</b> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <b>PHMW - PHF</b> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<b>H1.</b> about what keeping healthy means; different ways to keep healthy  <b>H4.</b> about how physical activity helps us to stay healthy and ways to be physically active every day  <b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them  <b>L3.</b> about things they can do to help look after their environment
<b>Attention</b>  <b>Bodily awareness</b>	<b>12. Exploring Touch</b> <ul style="list-style-type: none"> <li>To experience mindfulness of touch</li> <li>To explore the sense of touch with our hands</li> <li>To use the sense of touch to be aware of the world around us</li> <li>To encourage curiosity and openness</li> </ul> <b>Practices and Activities</b>	<p>The 'What does it feel like?' practice includes the suggestion of touching their own clothing, hair, skin etc. This could provide an opportunity to reinforce messages about their rights over their own bodies, and being aware of how physical contact makes them feel.</p> <p>Exploring touch through practices where we are touching our own bodies can help us to recognise what we experience as comfortable or</p>	<b>RE - BS</b> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe

	Mini Dot Exploring Touch ‘What does it feel like?’ Extension: Texture Hunt	uncomfortable. That feedback might help us to make kind choices for ourselves.  This is another opportunity to learn about how Mindfulness helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.		
<b>Attention</b>  <b>Self-regulation</b>	<b>13. Exploring Sounds</b> <ul style="list-style-type: none"> <li>To explore sitting well</li> <li>To experience mindfulness of sound</li> <li>To use the sense of hearing to be aware of the world around us</li> <li>To encourage curiosity and openness</li> </ul> <b>Practices and Activities</b> Sitting Well Mini Dot Listening Practice Exploring Different Sounds Sounds All Around	Although the senses are taught in the Science curriculum, they are still relevant to PSHE – developing the ability to listen with attention, for example, is key to communication skills and relationships.  This is another opportunity to learn about how Mindfulness helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.		<b>R24.</b> how to listen to other people and work and play cooperatively
<b>Attention</b>  <b>Self-regulation</b>	<b>14. Working with Distraction</b> <ul style="list-style-type: none"> <li>To revisit the torchlight of attention</li> </ul>	In mindfulness, we are encouraging an attitude of kindness in relation to ourselves and our own	<b>RE – CF</b> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness,</li> </ul>	<b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

<p><b>Compassion</b></p> <p><b>Bodily awareness</b></p>	<ul style="list-style-type: none"> <li>• To use the body and/or breath as an anchor</li> <li>• To work with distractions – noticing when attention has been pulled away</li> <li>• To learn some simple tools for training the attention with the attitude of kindness</li> </ul> <p><b>Practices and Activities</b></p> <p>Stamping Feet</p> <p>Torchlight of Attention</p> <p>Distraction Game</p>	<p>experience, as well as kindness towards others. Here this is in the context of training the attention with kindness, and discussion about what pulls attention away or distracts us can also be included.</p> <p>Developing this attitude of kindness towards ourselves will support our ability to be kind to others.</p> <p>This session includes noticing distraction and learning how it is normal that our attention goes to different places. Bringing an attitude of friendliness and kindness to ourselves as we notice where our attention is and learn to anchor it in the body or the breath is a key part of mindfulness.</p>	<p>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p>
<p><b>Attention</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>15. Wobbling and Steadying</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of others</li> <li>• To explore physical wobbles</li> <li>• To contrast these with sensations of steadiness</li> <li>• To explore movement and steadiness</li> </ul> <p>Shake and Freeze, or</p>	<p>Being able to tune into physical sensations in their bodies (including wobbles), linked to emotional awareness, supports children in responding to a range of possible difficulties. This ability can also play an important role in safeguarding. Recognising body signals to do with discomfort or risk enables children to know when they might need to act, including seeking help and support.</p>	<p><b>RE - BS</b></p> <ul style="list-style-type: none"> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p>

	<p>‘Mindful’ Musical Statues</p> <p>Moving in and out of Space</p> <p>The Wobbling Practice</p>			
<p><b>Attention</b></p> <p><b>Bodily awareness</b></p> <p><b>Emotion regulation</b></p>	<p><b>16. Recognising Emotions</b></p> <ul style="list-style-type: none"> <li>To begin to recognise emotions in ourselves and others</li> <li>To begin to name these emotions</li> <li>To begin to recognise that we may show these emotions in different ways</li> <li>To develop an increased awareness of the in and out breath</li> </ul> <p><b>Practices and Activities</b></p> <p>The Wobbling Practice</p> <p>What are Emotions Like</p> <p>‘Pointing Breaths’</p>	<p>Mindfulness helps us to tune into our emotions, through noticing body sensations, including when focussing 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 another opportunity to recognise how we are all different and may experience and show our emotions in different ways.</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>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.</li> <li>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.</li> </ul>	<p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people’s bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p>
<p><b>Attention</b></p> <p><b>Self-regulation</b></p>	<p><b>17. FOFBOC</b></p> <ul style="list-style-type: none"> <li>To recognise that we all wobble/worry</li> <li>To explore how worry feels</li> </ul>	<p>Within the range of emotions that might be explored with children in PSHE, worry is an important example to include.</p> <p>As in Session 15, there is a</p>	<p><b>RE – BS</b></p> <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect</p>

<p><b>Compassion</b></p> <p><b>Bodily awareness</b></p>	<p>in the body</p> <ul style="list-style-type: none"> <li>To learn how to steady ourselves when we notice the wobble</li> <li>To explore settling attention in the lower part of the body (FOFBOC)</li> </ul> <p><b>Practices and Activities</b></p> <p>Pointing Breaths</p> <p>We all worry</p> <p>How does worry feel in the body?</p> <p>FOFBOC</p>	<p>variety of contexts that could arise in discussions about what might make us wobble, including situations involving family and friends, and safety contexts. This could link, for example, to learning about recognising risk, how it feels and how to prevent and manage risky situations.</p> <p>Learning how to steady and anchor ourselves when we recognise the wobble/worry can make an important contribution in many situations we find challenging.</p> <p>If children 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>It is also helpful for teachers to understand that mindfulness includes the recognition of the parasympathetic (rest and digest) and sympathetic (fight, flight, freeze) nervous system, and how that links to the difference between reacting and responding and to self-care.</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p><b>PHMW – PHF</b></p> <ul style="list-style-type: none"> <li>how and when to seek support, including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>people's bodies and how they behave</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and / or change their mood when they don't feel good</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
<b>Metacognition</b>	<b>18. Noticing Choices</b>	Discussions about everyday	<b>RE – CF</b>	<b>H1.</b> about what keeping healthy



<p><b>Self-regulation</b></p> <p><b>Emotion regulation</b></p> <p><b>Bodily awareness</b></p>	<ul style="list-style-type: none"> <li>● To be aware of choices</li> <li>● To begin to recognise when there is an opportunity to make more skilful choices</li> <li>● To pause and take a Micro Dot before making a choice</li> </ul> <p><b>Practices and Activities</b></p> <p>Stamping Feet</p> <p>You Choose, or</p> <p>Would You Rather</p> <p>Making Choices</p> <p>Taking a Micro Dot</p> <p>Noticing Choices</p>	<p>choices may include aspects of healthy lifestyles. Choices about how we spend our leisure time (including play), about friendship situations or about saving or spending money could also be included in scenarios.</p> <p>In a mindfulness context, choice is often about emotional regulation and self-care.</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 part of financial education (which is not included in the DfE Statutory Guidance, but is in the PSHE Association Programmes of Study).</p> <p>Also in this session there are opportunities to notice how different people make different choices, which could link to learning about identity and diversity, including how we treat each other with respect.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● how to recognise who to trust and 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.</li> </ul> <p><b>RE – RR</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● 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.</li> </ul>	<p>means; different ways to keep healthy</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p> <p><b>L11.</b> that people make different choices about how to save and spend money</p>
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			<p><b>PHMW – MW</b></p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p><b>PHMW – PHF</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>what constitutes a healthy diet, including understanding calories and other nutritional content.</li> </ul>	
<p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p> <p><b>Compassion</b></p>	<p><b>19. Saying Thank You</b></p> <ul style="list-style-type: none"> <li>To be aware of how we are connected with others and with the wider world</li> <li>To be aware of people who help us or who have been kind to us</li> <li>To express gratitude by saying thank you</li> </ul> <p><b>Practices and Activities</b></p> <p>Mini or Micro Dot</p> <p>The Grape / People / Saying</p>	<p>When discussing people who help us or who have been kind to us, there is an opportunity to include a range of different contexts, and also to reinforce the importance of knowing whom, when and how to ask for help and support when it is needed.</p> <p>Discussions about connection might also link to work exploring relationships with family and with friends, the importance of feeling we belong, and what it is like to feel connected.</p>	<p><b>RE – FPC</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> </ul> <p><b>RE – CF</b></p> <ul style="list-style-type: none"> <li>how important friendships are</li> </ul>	<p><b>H10.</b> about the people who help us to stay physically healthy</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p>

	<p>Thank You</p> <p>Option 1: Mindful Mouthful</p> <p>Option 2: Thank You Cards</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>in making us feel happy and secure, and how people choose and make friends.</p> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><b>RE – RR</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>RE – BS</b></p> <ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are</li> </ul>	<p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>
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			<p>worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><b>PHMW - PHF</b></p> <ul style="list-style-type: none"> <li>how and when to seek support, including which adults to speak to in school if they are worried about their health.</li> </ul>	
<p><b>Emotion regulation</b></p> <p><b>Compassion</b></p>	<p><b>20. Being Kind to Ourselves</b></p> <ul style="list-style-type: none"> <li>To recognise ways in which we are kind to others</li> <li>To consider ways in which we can be kind to ourselves</li> <li>To begin to explore self-care and compassion – can we be kind to ourselves as well as others</li> <li>To introduce the Hugging Breaths practice</li> </ul> <p><b>Practices and Activities</b></p> <p>Pointing Breaths</p> <p>Being Kind to Others</p> <p>Being Kind to Ourselves</p> <p>Hugging Breaths</p>	<p>Mindfulness emphasises the value of offering kindness and compassion to ourselves as well as to others, within the broader theme of self-care.</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><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p><b>PHMW - HP</b></p> <ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>RE – CF</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</li> </ul>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>R6.</b> about how people make friends and what makes a good friendship</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>

			<p>sharing interests and experiences and support with problems and difficulties.</p> <p><b>RE – RR</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	
<p><b>Attention</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>21. Being Aware of Others</b></p> <ul style="list-style-type: none"> <li>To experience awareness of the body in motion</li> <li>To enjoy moving the body</li> <li>To develop awareness of others</li> <li>To explore our own space and respecting other people's space</li> </ul> <p><b>Practices and Activities</b></p> <p>Hugging Breaths (standing)</p> <p>Moving in and out of Space</p> <p>Follow Me</p> <p>Mirror Me</p>	<p>Exploring personal space, including referring to the 'bubble' could link to the early stages of learning about the importance of consent around physical space and contact with others.</p> <p>Practices which involve physical activity, bringing attention to the body and noticing body sensations may provide opportunities for exploring our experience when the body is active.</p> <p>Awareness of our bodies, movement and body sensations can make an important contribution to physical health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience</p>	<p><b>RE - BS</b></p> <ul style="list-style-type: none"> <li>what sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>PHMW – PHF</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>

		when we move can inform making choices about what helps us.		
<b>Attention</b>  <b>Metacognition</b>  <b>Self-regulation</b>  <b>Compassion</b>	<b>22. Concentrating</b> <ul style="list-style-type: none"> <li>• To explore concentration</li> <li>• To revisit the torchlight of attention</li> <li>• To work with mind wandering – noticing when attention has been pulled away</li> <li>• To learn some simple tools for training the attention with the attitude of kindness</li> </ul> <b>Practices and Activities</b> Hugging Breaths Concentration and Attention Torchlight of Attention Taking a Dot Optional: Distraction Game	<p>Learning to notice where our attention is and developing the ability to direct our attention towards our breathing and our tummy and chest could have an indirect link to understanding different ways we learn and play. It also helps with recognising when we might need a break, through tuning into our body signals. If children are able, for example, to notice where their attention is and what it is like when they are involved in different kinds of learning (such as online learning or outdoor learning), they can become aware that they can make choices about where and how they can focus their attention. Similarly, if they are playing a ball game or playing with a toy, for example, they could explore the different types of attention each requires.</p> <p>As in Lesson 14, here the idea of the wandering mind is also being explored, including how it is normal for our attention to wander. Children begin to recognise future thinking, past thinking and how to bring their</p>		<p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p>



		<p>mind back to the here and now. For example, if someone walks into the room, we can notice how our attention is distracted to look at them, and practise bringing it back to the lesson.</p> <p>For teacher information, you will not explicitly teach about this in this programme but it is helpful to have in the background; recognising that wandering minds, due to negativity bias, often wander to difficult memories or potential difficulties in the future and 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 we remember or future think even though it's not happening at the time.</p>		
<b>Attention</b>  <b>Metacognition</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>23. Being Present</b> <ul style="list-style-type: none"> <li>To understand what present means in the context of past, present and future</li> <li>To explore choosing to be present</li> <li>To choose to be present while eating</li> <li>To introduce the word</li> </ul>	<p>In this lesson children learn about what being 'in the present moment' means. In mindfulness generally, our ability to pause, come into the here and now and notice what is happening can support our mental health and wellbeing. The experience of the dots programme as a whole has the potential to promote and support children's wellbeing,</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> <p><b>PHMW - HE</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p>

	<p>‘mindful’</p> <p><b>Practices and Activities</b></p> <p>Mini or Micro Dot</p> <p>Past, Present and Future / ‘Choosing to be Present’</p> <p>Mindful Mouthful</p>	<p>and a specific link to statements about children’s mental health has been included here.</p> <p>If we can begin to recognise habits and learn how to pause and come out of a habitual reaction, we are then able to make conscious and helpful choices.</p> <p>The Mindful Mouthful practice is not about the content of food and nutrition. However, it may link to discussions about eating routines and habits (such as when, where and with whom we eat, and paying attention when we are eating), which are also important for healthy eating.</p>		
<p><b>Attention</b></p> <p><b>Bodily awareness</b></p>	<p><b>24. Walking</b></p> <ul style="list-style-type: none"> <li>• To experience awareness of the body in motion</li> <li>• To bring awareness to walking</li> <li>• To explore sensations in the feet</li> <li>• To enjoy moving the body</li> </ul> <p><b>Practices and Activities</b></p> <p>Standing Dot</p> <p>Mindful Walking</p>	<p>Although the point of mindful walking is not to take exercise, it is an opportunity to experience being outdoors and to be aware of movement and body sensations.</p> <p>Mindful walking practices may also provide opportunities for discussion about the environment and our role in caring for it. There could also be potential links here with programmes that promote nature connection and outdoor learning.</p>	<p><b>PHMW – MW</b></p> <ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><b>PHMW - PHF</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example,</li> </ul>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H3.</b> about how physical activity helps us to stay healthy and ways to be physically active every day</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p>

	(Walking at different speeds) (Walking barefoot on different surfaces – 3 options) (Optional Extension: Feet as Hands)		walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	
<b>Attention</b>  <b>Metacognition</b>  <b>Emotion regulation</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>25. Dropping the Anchor</b> <ul style="list-style-type: none"> <li>To understand that by ‘anchoring’ our attention in the lower half of the body, we can begin to settle even when our minds are stormy</li> <li>To find ways to settle when we feel unsettled</li> <li>To begin to recognise when there is an opportunity to make skilful choices</li> <li>Encouraging children to explore anchoring as a way to settle enough to be able to respond, rather than react – to make good choices for themselves and others</li> </ul> <b>Practices and Activities</b> FOFBOC Anchors Snow Globe (Micro Dot)	In <b>dots</b> , the children are equipped with strategies to help them when their minds are ‘stormy’ and/or they are feeling a range of tricky emotions, enabling them to feel they can make choices about how to respond.  As in Session 17, learning how to steady ourselves when we recognise the wobble/worry can make an important contribution in many situations we find challenging, including when we need to keep ourselves safe.  If children have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice as a way to anchor their attention, this can help them to see things more clearly and they can then make choices about their actions, such as how to get help and whom to approach.  If the school uses worry boxes, this can be linked in here.	<b>RE – BS</b> <ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <b>PHMW - MW</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>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</li> </ul>	<b>H11.</b> about different feelings that humans can experience <b>H12.</b> how to recognise and name different feelings <b>H13.</b> how feelings can affect people’s bodies and how they behave <b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and / or change their mood when they don’t feel good <b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it <b>H24.</b> how to manage when finding things difficult <b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

		Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p><b>PHMW - PHF</b></p> <ul style="list-style-type: none"> <li>how and when to seek support, including which adults to speak to in school if they are worried about their health.</li> </ul>	
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Self-regulation</b></p>	<p><b>26. What Do You Think?</b></p> <ul style="list-style-type: none"> <li>To practise 'anchoring' attention in the lower half of the body</li> <li>To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories)</li> <li>To begin to recognise thoughts</li> <li>To step back from thoughts – thoughts are not facts</li> </ul> <p><b>Practices and Activities</b></p> <p>FOFBOC</p> <p>Duck! Rabbit!</p> <p>What do you Think?</p> <p>(Dot practice)</p>	<p>Although a focus on understanding our minds and noticing our thoughts is not named explicitly in the DfE and PSHE Association statements, this is an important part of mindfulness. In any of the contexts listed here (including friendship situations and emotions), it would be helpful for children if they developed the ability to do this. Developing metacognition and the ability to notice when our thinking is causing us to wobble enables us to then steady ourselves. If we can step away and take our attention to the body, we may then be able to see what is true and not true and check in about it. Children can therefore start to recognise that the mind sometimes tells stories.</p> <p>This session also includes</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>RE – CF</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>RE – RR</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and / or change their mood when they don't feel good</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>R8.</b> simple strategies to resolve arguments between friends positively</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>

		<p>developing an understanding that there are different ways of seeing things (e.g. in the book 'Duck Rabbit'), including respecting different points of view.</p> <p>If the school uses worry boxes, this can be linked in here.</p> <p>Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.</p>	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>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.</li> </ul>	
<b>Metacognition</b>  <b>Emotion regulation</b>  <b>Compassion</b>	<p><b>27. What's in the Box?</b></p> <ul style="list-style-type: none"> <li>To recognise that we all worry</li> <li>To investigate how worry feels in the body</li> <li>To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories)</li> <li>To develop self-care and compassion – the Hugging Breaths practice</li> </ul> <p><b>Practices and Activities</b></p> <p>Pointing Breaths</p> <p>What Do You Think?</p> <p>We all Worry</p> <p>What's in the Box?</p>	<p>The DfE and PSHE Association statements have some detail about recognising, naming and managing emotions, but thoughts and the mind are not explicitly named. Learning about worry can have an interconnection here: a worry thought can be connected with a worry feeling.</p> <p>In dots, the children are equipped with strategies to help them when their minds are 'stormy' and/or they are feeling a range of tricky emotions, enabling them to feel they can make choices about how to respond.</p> <p>Again, it is useful to make the link here with the importance of talking to and telling someone when we experience</p>	<p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and / or change their mood when they don't feel good</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H24.</b> how to manage when finding</p>

	Our minds make things up Hugging Breaths	worrying thoughts and feelings.  If the school uses worry boxes, this can again be linked in here. Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.		things difficult  <b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
<b>Attention</b>  <b>Emotion regulation</b>  <b>Compassion</b>	<b>28. Noticing the Lovely</b> <ul style="list-style-type: none"> <li>To be aware of our connection with others and with the wider world</li> <li>To encourage an appreciation of what is good in life</li> <li>To learn how to shift attention towards pleasant experiences</li> <li>To explore kindness and being helpful</li> <li>To express gratitude</li> </ul> <b>Practices and Activities</b> Hugging Breaths The Tricky Stuff Option 1 – Appreciation Walk Option 2 – Acts of Kindness Option 3 – Expressing Gratitude Closing Practice – Noticing the	Training our minds to look for and notice the positive and things that we appreciate, that can actively work against a negativity bias (the tendency to remember and focus on bad experiences more than good ones). This can also help us to develop the ability to shift our attention away from a negative experience towards the positive. We are developing the skills to notice when our mind is on something challenging, allowing this, then stepping back and choosing to focus on something positive, which in turn can help to shift our mood.  Learning to ‘savour’ our experiences, i.e. pausing and noticing, and allowing ourselves to stay with the good long enough for it to register rather than rushing on to the next thing, is also a key part of	<b>RE – FPC</b> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> </ul> <b>RE - CF</b> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <b>PHMW - MW</b> <ul style="list-style-type: none"> <li>that mental wellbeing is a</li> </ul>	<b>H10.</b> about the people who help us to stay physically healthy  <b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  <b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good  <b>H33.</b> about the people whose job it is to help keep us safe  <b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives  <b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for  <b>R21.</b> about what is kind and unkind behaviour, and how this can affect others



	Lovely	this session.	<p>normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p> <p><b>L4.</b> about the different groups they belong to</p>
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Emotion regulation</b></p> <p><b>Compassion</b></p>	<p><b>29. Happiness</b></p> <ul style="list-style-type: none"> <li>To investigate what it is to be happy</li> <li>To learn to shift attention towards pleasant experiences</li> <li>To explore how savouring these experiences can increase levels of happiness</li> <li>To share happiness with others</li> </ul> <p><b>Practices and Activities</b></p> <p>Noticing the Lovely</p> <p>Mindful Mouthful</p> <p>Happy</p> <p>Smile!</p> <p>Option 1 – Pass the Smile</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 again about noticing where our focus is and choosing to put it on to something good.</p> <p>This session 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>	<p><b>PHMW - HE</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet, including understanding calories and other nutritional content.</li> </ul> <p><b>PHMW - MW</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>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.</li> <li>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.</li> <li>the benefits of physical exercise, time outdoors, community</li> </ul>	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people's bodies and how they behave</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and / or change their mood when they don't feel good</p>

	<p>Option 2 – Smile Tennis</p> <p>I feel happy when ...</p> <p>(Would You Rather?)</p> <p>Happiness Picture(s)</p>		<p>participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p> <p><b>Compassion</b></p> <p><b>Bodily awareness</b></p>	<p><b>30. Dot, Dot, Dot ...</b></p> <ul style="list-style-type: none"> <li>• To recognise the <b>dots</b> journey and recall all that has been learned</li> <li>• To recap the toolkit or library of <b>dots</b> practices</li> <li>• To consider what to carry on practising</li> <li>• To celebrate completing the <b>dots</b> curriculum</li> </ul> <p><b>Practices and Activities</b></p> <p>Balloon Breathing, or</p> <p>Mindful Musical Statues, or</p> <p>Mindful Mouthful, or</p> <p>A Mindful Party</p> <p>You Choose!</p> <p>Let's Celebrate!</p> <p>Closing Practice – Taking a dot</p>	<p>At the end of the programme, as well as reviewing their learning, this is an opportunity to celebrate their achievements (individual and collective).</p> <p>Depending on which practices are selected to review here, they can be matched to curriculum statements from previous lessons above.</p>		<p><b>H21.</b> to recognise what makes them special</p> <p><b>H23.</b> to recognise what they are good at, what they like and dislike</p> <p><b>L14.</b> that everyone has different strengths</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](mailto:enquiries@mindfulnessinschools.org) if we can support you further.

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## 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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