



**Paws b curriculum**

## Mapping Curriculum for Wales

Exploring the relationship between mindfulness and the Health and Well-being Area of Learning and Experience

Autumn 2023

7 - 11  
year olds



# Mapping Curriculum for Wales and MiSP Curricula - Paws b (7-11 year olds)

To get the most out of the curricula maps we 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 the Curriculum for Wales (CfW) might work together in educational settings.

This document sets out the framework of the MiSP Paws b curriculum, the main aspects of mindfulness covered (the Core Mechanisms) and the opportunities for mindfulness learning which arise to support health and well-being for 7-11 year olds. Against this we have identified areas where Paws b could usefully offer opportunities to support the development of the Health and Well-being Area of Learning and Experience including the relevant Statements of What Matters (WM) and the strands or themes identified in the Descriptions of Learning. The strands we have used were developed by CSCJES (Central South Consortium Joint Education Service) (see appendix) but we anticipate that they will relate closely to the headings identified in other areas.

In keeping with the intentions of CfW we have not mapped mindfulness content directly against specific Progression Step statements. We anticipate that Paws b will offer possibilities to support Progression Steps 2 and 3 as it spans the ages of 7-11. We have used the Descriptions of Learning for Progression Step 2 for illustration. There is some flexibility in the age ranges of Paws b with .breathe (9-11 and mapped against PS3). The programmes are complementary and might usefully provide a progressive approach to learning and experience in this Area.

For younger learners we take a slightly lighter touch with the delivery of the programme and consider their age and maturity in the responses we receive, though they often surprise us with the depth of their understanding. Older pupils understand and identify with the issues and practices to a greater depth and their interaction across all abilities can be profound.

There are specific Descriptions of Learning which underpin the whole of the MiSP mindfulness curricula so rather than repeat them throughout the document we have included them here as part of the intrinsic approach to mindfulness:

- **WM2:** How we process and respond to our experiences affects our mental health and emotional well-being
- **Strand:** Reflection
- **PS2:** I can reflect on my experiences
- **WM4:** How we engage with social influences shapes who we are and affects our health and well-being
- **Strand:** Identity, Values and Awareness
- **PS2:** I can recognise that there are similarities and differences between people's values and attitudes.



Mindfulness has the potential to make a significant contribution to health and well-being as part of the wider approach to the experiences children have. The opportunity to expand the learning from the Paws b curriculum into children's wider experience can enrich both Paws b and CfW. We hope this document will provide support for teachers to find ways to incorporate the learning from the programme into other aspects of the curriculum and activities across the school day. The MiSP Paws b curriculum - and mindfulness in general - underpins personal development in its widest sense as well as its potential contribution to health and well-being as illustrated in this mapping exercise. It also supports the overall aim of a school's curriculum (the 4 purposes of education) to support its learners to become:

- **ambitious, capable learners, ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in life and work**
- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

### **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.

### **Key**

**WM** - Statement of What Matters from the Health and Well-being Area of Learning and Experience. These form part of the mandatory aspects of **CfW**.

**PS** - Progression Steps setting out Descriptions of Learning for each Statement of What Matters provides a guidance framework for schools to develop their curriculum, denoting progression from 3-16.

**Strand** - The main focus of a particular set of Descriptions of Learning across all 5 Progression Steps (see Annex 1 CSC Progression Steps).

**Core Mechanisms** - The main elements of mindfulness identified in Implementing Mindfulness in Schools: an evidence-based guide.

Core Mechanism	MiSP Paws b	NOTES/OPPORTUNITIES	CfW – Health and Well-being AoLE What Matters, Strand and Description of Learning
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Self-regulation</b></p>	<p><b>Lesson 1 – Our Amazing Brain</b></p> <ul style="list-style-type: none"> <li>To introduce the idea of the mind and the brain as separate but connected</li> <li>To explore how the brain can be changed depending on how we train our minds</li> <li>To experience what it's like to direct the attention</li> <li>To provide some simple tools for training the attention</li> </ul> <p><b>Practices and Activities</b></p> <p>Clapping Hands</p> <p>The 'Bubble'</p> <p>Counting breaths</p>	<p>Mindfulness: developing body awareness</p> <p>As well as supporting children with settling and focusing, teaching about, and practising 'being in our bubble' may provide an opportunity to link to developing awareness of personal space and boundaries, and the importance of consent in situations involving physical contact.</p> <p>Learning about attention, the mind and the brain in mindfulness provides an opportunity to link to exploration of how we learn.</p> <p>In Lesson 1, the importance of practice and how it helps us to learn and get better at what we do is introduced. This can link to discussions about resilience, including how when we are learning new things we might not feel we are very good at it and how it is helpful to have a go and sometimes to make mistakes.</p> <p>The concept of 'being in our bubble' is reinforced and included in the practices through the whole programme, so the corresponding statements are relevant throughout.</p> <p>We also explore strengths and activities we are good at.</p>	<p><b>WM1 - Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2 – How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p>
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p>	<p><b>Lesson 2 - Making Choices</b></p> <ul style="list-style-type: none"> <li>To recognise that we have to make many choices in a day</li> <li>To understand that we can train our brain to be aware of when we make those choices</li> <li>To begin to train the mind in order to become more aware of our feelings and thoughts which can affect the choices we make</li> <li>Begin to recognise when</li> </ul>	<p>For the exploration of choice making, many different contexts in children's lives could be used to apply it to: for example healthy lifestyles, including choices about eating (not just what to eat, but when, where and with whom to eat), activities, exercise, sleep.</p> <p>Choices about how we spend our leisure time, about friendship situations or about saving or spending money could also be included.</p> <p>There is also an opportunity in discussions about choices to explore the difference between wants and needs (for example, are sweets a want or need? What about a television, or a computer?).</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Impact of nutrition</b> PS2: I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and wellbeing.</p> <p><b>WM2: How we process and respond to our experiences affects our mental health and well-being</b></p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p>

	<p>there is an opportunity to make skilful choices</p> <p><b>Practices and Activities</b></p> <p>Counting breaths</p>	<p>The focus for learning in mindfulness is on developing an awareness of our thoughts and emotions as we are noticing and making choices, rather than on finding solutions to the issues in different situations. So in this context, choice is often about emotional regulation and self-care.</p> <p>This lesson reinforces agency and autonomy - knowing that we have choices and are making choices even when we aren't aware of it. We also explore knowing that different circumstances/moods influence these choices. Mindfulness is about building self-regulation and clear-sightedness to enable us to make the best choices to support ourselves/others/any given situation in that moment.</p>	<p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of Decisions</b> PS2: I can recognise that my decisions can impact on me and others, both now and in the future.</p>
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Self-regulation</b></p> <p><b>Compassion</b></p>	<p><b>Lesson 3 - Puppy Training</b></p> <ul style="list-style-type: none"> <li>To introduce the idea of the faculty of attention</li> <li>To experience how we might direct our attention</li> <li>To understand the untrained mind's fickle nature – it is like a puppy</li> <li>To learn some simple tools for training the attention with attitudes of kindness, patience and repetition</li> </ul> <p><b>Practices and Activities</b></p> <p>Playing Attention</p> <p>Tummy and Chest Breathing</p>	<p>In mindfulness generally, our ability to pause, come into the present moment and notice what is happening can support our mental health and wellbeing. The experience of the Paws b programme as a whole has the potential to promote and support children's wellbeing, and a specific link to statements about children's mental health has been included here.</p> <p>The importance of bringing mindful attitudes to our practice is introduced here, including how we relate to ourselves and our experience with kindness, and the value of firmness, patience and repetition in how we treat our attention.</p> <p>This begins to move us into areas around resilience, practice, personal discipline and recognising that we learn and improve each time we do something. We are reinforcing the importance of not expecting ourselves to be perfect and the value of learning from our mistakes. How we talk to ourselves makes a difference to our mental health and our learning. In turn this then links to the importance of self-care as an aspect of kindness towards ourselves.</p> <p>How we treat ourselves also impacts how we treat others.</p> <p>It is helpful for teachers to understand that when we are normalising mind wandering, this also supports how we relate to ourselves and therefore others.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Reflection</b> PS2: I can reflect on my experiences.</p>

<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Self-regulation</b></p>	<p><b>Lesson 4 - Everyday Mindfulness</b></p> <ul style="list-style-type: none"> <li>To introduce the idea of autopilot</li> <li>To explore how we can step out of autopilot when we choose to</li> <li>To understand the role of the hippocampus in connecting previous experiences with current ones</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>Paws b</p> <p>A Mindful Mouthful</p>	<p>As above under Lesson 3, learning about and practising choosing to be present (including understanding the difference between mindfulness and mindlessness/autopilot) can support our mental health and wellbeing.</p> <p>Being on autopilot can mean that we are trapped into habitual ways of doing things. If we notice our habits, including noticing automatic liking and disliking, it gives us the space to choose; the chance to consciously select what supports us in our lives. This can then help us to break unhelpful habits of behaviour, including other behaviours related to stress.</p> <p>In this lesson, we learn about the role of the hippocampus in helping us draw on memories/previous experiences to develop new skills or get better at existing skills. This can help demonstrate that it is ok to make mistakes because that is how we learn. This can support building resilience and learning skills.</p> <p>The 'Mindful Mouthful' practice in this lesson may provide an opportunity for discussion about eating choices – not so much to emphasise nutritional content, but more about how eating mindfully can support choices about healthy eating within a healthy lifestyle, including exploring habits around eating.</p> <p>Other aspects of a healthy lifestyle can be used as examples here, as can situations involving relationships with family and friends for instance.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Impact of Nutrition</b> PS2: I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and wellbeing.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Reflection</b> PS2: I can reflect on my experiences.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p>
<p><b>Attention</b></p> <p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>Lesson 5 – Noticing The Wobble</b></p> <ul style="list-style-type: none"> <li>Recognising that we all wobble</li> <li>Expanding breath awareness practices – finger breathing</li> <li>Exploring how to notice the wobble, and finding ways to steady ourselves</li> <li>Understanding how the Insula works with the Prefrontal Cortex to help us</li> </ul>	<p>In this lesson the focus is on wobbling physically, noticing body sensations and steadying ourselves when we do. This may naturally lead into discussions about wobbling emotionally, which can be continued in the next lesson.</p> <p>Awareness of our bodies, movement and body sensations can make an important contribution to health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p>

	<p>do this</p> <p><b>Practices and Activities</b></p> <p>My mind feels, My body feels</p> <p>Paws b</p> <p>Finger Breathing</p> <p>Wobbling and Steadying</p>	<p>This could also support us to recognise when we feel at risk or unsafe. If children are learning mindfulness, to support their learning about safety and the assessing and managing risk.</p>	<p><b>Strand: Self-awareness and Regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of Decisions</b> PS2: I can recognise that my decisions impact on me and others, both now and in the future. I can take part in group decisions, and I understand why some decisions need to be made as a group.</p> <p><b>Strand: Assessment and Management of Risk</b> PS2: I can identify and assess risks.</p> <p><b>Strand: Influences and Social Norms</b> PS2: I can recognise and follow the rules of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations with support.</p> <p><b>Strand: Identity, Values, and Awareness</b> PS2: I can recognise that there are similarities and differences between people's values and attitudes.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Safety in Relationships</b> PS2: I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.</p>
<p><b>Attention</b></p> <p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p>	<p><b>Lesson 6 – Finding A Steady Place</b></p> <ul style="list-style-type: none"> <li>Recognising how we notice when we (and others) are wobbling</li> <li>Learning how to steady ourselves when we notice</li> </ul>	<p>Learning how to steady and anchor ourselves when we recognise our mood, including if there is wobble and/or worry, can make an important contribution in many situations we find challenging.</p> <p>Mindfulness helps us to tune into our emotions, through noticing body sensations, including when focusing on our breathing, as well as feelings.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Physical Competence and Literacy</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p>



<p><b>Bodily awareness</b></p>	<p>the wobble</p> <ul style="list-style-type: none"> <li>Exploring settling attention in the lower part of the body as an anchor or steady base</li> </ul> <p><b>Practices and Activities</b></p> <p>My mind feels, My body feels</p> <p>Wobbling and Steadying</p> <p>FOFBOC</p>	<p>Mindful awareness also helps us to recognise, acknowledge and feel the full range of emotions we are experiencing. It is also about being with our emotions, whether they are positive or challenging, and not trying to ignore or push them away. This is not included explicitly in the teaching and learning at this age, but it is helpful for teachers to understand in the way they approach this area.</p> <p>This is an opportunity to recognise how we are all different and may experience and show our emotions in different ways.</p> <p>If children have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice, this can then help them to make choices about their actions, which might include how to get help and whom to approach.</p> <p>There is an opportunity to link to discussions about a range of contexts, including friendship and family situations.</p>	<p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>Strand: Empathy</b> PS2: I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>WM4: How we engage with social influences shapes who we are and affects our health and well-being</b></p> <p><b>Strand: Influences and Social Norms</b> PS2: I can recognise and follow the rules of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations with support.</p> <p><b>Strand: Identity, Values, and Awareness</b> PS2: I can recognise that there are similarities and differences between people's values and attitudes.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Communicating Feelings</b> PS2: I can communicate my needs and feelings in my</p>
--------------------------------	---	--	---



			relationships, and notice the needs and feelings of others. <b>Strand: Safety in Relationships</b> PS2: I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.
<b>Metacognition</b>  <b>Emotion regulation</b>  <b>Self-regulation</b>  <b>Bodily awareness</b>	<b>Lesson 7 - Working With Difficulty</b>  <ul style="list-style-type: none"> <li>Introducing the amygdala - learning to deal skilfully with difficulty</li> <li>Exploring the nature of mind and human patterns of reactivity</li> <li>Taking responsibility to keep the mind and body safe and healthy by choosing a response</li> </ul> <b>Practices and Activities</b> FOFBOC Paws b	<p>In this lesson, we are again developing our ability to recognise signals (including stress signals) from our body, mind and/or emotions. This enables us to create space, through using a practice such as a FOFBOC or a Paws b, and then make wise choices about our actions, which might include talking to someone about how we feel.</p> <p>Exploring what might cause stress and recognising actions and behaviours that could be a reaction to stress could link to learning about understanding and managing risk and keeping safe in different contexts, including online safety and relationship situations.</p> <p>Living with loss and change is another potential area of discussion when learning about stress and its possible causes.</p> <p>This can support many areas of learning in PSHE – for example situations involving friendship and relationship difficulties, online experiences and/or safety contexts.</p> <p>In this lesson we are normalising our human experience through neuroscience, by understanding the function of the amygdala and this can enable understanding and kindness to ourselves.</p>	<b>WM1: Developing physical health and well-being has lifelong benefits</b> <b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts. <b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way. <b>WM2: How we process and respond to our experiences affects our well-being and mental health</b> <b>Strand: Self-awareness and Self-regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences. <b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings. <b>Strand: Reflection</b> PS2: I can reflect on my experiences. <b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b> <b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know. <b>Strand: Assessing and Managing Risk</b> PS2: I can identify and assess risk.
<b>Metacognition</b>  <b>Emotion regulation</b>  <b>Self-regulation</b>	<b>Lesson 8 - Choosing Your Path</b>  <ul style="list-style-type: none"> <li>Understanding when Fight/Flight/Freeze are important and when they are less helpful</li> <li>Exploring the difference between reacting and</li> </ul>	<p>This lesson continues to provide opportunities to explore strategies for recognising and responding to feelings. It goes on to consider approaches to self-care and compassion, including ways of being kind to ourselves (and to others), which might include elements listed here (sleep, exercise, time outdoors, activities, spending time with family and friends).</p> <p>Good quality sleep plays an important role in a</p>	<b>WM1: Developing physical health and well-being has lifelong benefits</b> <b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts. <b>Strand: Physical Health and Safety</b>

<p><b>Compassion</b></p>	<p>responding</p> <ul style="list-style-type: none"> <li>Practising pausing and choosing a different path</li> <li>Beginning to explore self-care and compassion – can we be kind to ourselves as well as others?</li> </ul> <p><b>Practices and Activities</b></p> <p>Paws b</p> <p>Petal Practice</p>	<p>healthy lifestyle, in learning and as an element of self-care, and there is an opportunity here to explore how mindfulness practice can support good sleep patterns.</p> <p>This is included in more detail in the .breathe programme.</p> <p>In this session we discuss the role of the amygdala and how it is still helpful to keep us safe in some circumstances. Sometimes these messages from the brain and body can be important indicators e.g. in the context of safety in relationships with others so it can also be wise to trust our instincts. We don't need to override the amygdala all the time, we can become aware of the messages it is sending us and our practice can support us in making choices in how to respond.</p> <p>Pausing, noticing, doing a practice and choosing our path can be applied to a variety of contexts, including situations involving family and friends, healthy lifestyles and safety contexts.</p>	<p>PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Regulation</b></p> <p>PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b></p> <p>PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>Strand: Reflection</b></p> <p>PS2: I can reflect on my experiences.</p> <p><b>Strand: Empathy</b></p> <p>PS2: I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed choices</b></p> <p>PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of decisions</b></p> <p>PS2: I can recognise that my decisions impact on me and others, both now and in the future. I can take part in group decisions, and I understand why some decisions need to be made as a group.</p> <p><b>Strand: Assessment and management of risk</b></p> <p>PS2: I can identify and assess risks.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Communicating feelings</b></p> <p>PS2: I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</p>
<p><b>Attention</b></p> <p><b>Metacognition</b></p>	<p><b>Lesson 9 - The Storytelling Mind</b></p> <ul style="list-style-type: none"> <li>Exploring the nature of mind (trying to make sense of, filling in gaps, telling us</li> </ul>	<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><b>Self-regulation</b></p>	<p>stories)</p> <ul style="list-style-type: none"> <li>• Learning to recognise thoughts (metacognitive awareness)</li> <li>• Beginning to explore decentring from thoughts – thoughts are not facts</li> </ul> <p><b>Practices and Activities</b></p> <p>FOFBOC</p>	<p>The focus on thoughts here includes worrying or anxious thoughts, and worry thoughts can often lead to worry feelings. This therefore provides another opportunity to show how mindfulness can help with recognising and coping with emotions.</p> <p>We can talk about worry being a normal part of human experience. If Worry Boxes are used in your school and/or class, this can be included in the discussion about choices as another way they can ask for help or tell someone about what has happened or how they are feeling.</p> <p>One possible context for exploring the story telling mind is online activity. There is a potential link here with discussions about social media and how it might lead to comparisons or judgements about what is or isn't true. If we are able to notice our thoughts and thought patterns when engaged in online activity, this could be another opportunity for applying the learning about recognising our thoughts and creating space around them, enabling us to be discerning in the choices we make about how to act.</p>	
<p><b>Metacognition</b></p> <p><b>Emotion regulation</b></p> <p><b>Self-regulation</b></p> <p><b>Bodily awareness</b></p>	<p><b>Lesson 10 - Stepping Back</b></p> <ul style="list-style-type: none"> <li>• Understanding how thinking about what might be can exhaust us</li> <li>• Learning to recognise how this can combine with body sensations, moods and actions</li> <li>• Exploring how to use practice to steady and step back from difficult thoughts</li> </ul> <p><b>Practices and Activities</b></p> <p>FOFBOC</p> <p>Hot Cross Bun</p> <p>Petal Practice</p>	<p>The understanding of metacognition is further explored again here, continuing to develop our ability to steady ourselves and step back from our thoughts. Again, it is helpful to recognise the relationship between our thoughts and feelings, including worries. We can continue to normalise worry in this session.</p> <p>Metacognition is not only helpful for our awareness of learning and study skills (cultivating awareness of personal learning style and strategies) but also for inviting some space between ourselves and our thoughts, developing perspective and clear sightedness.</p> <p>Teachers will probably not explicitly teach some of the learning below on the Hot Cross Bun and metacognition but it is useful to have awareness of this in the background for this lesson.</p> <p>Using the 'Hot Cross bun' (an adaptation of the Padesky and Mooney model) gives us the opportunity to cultivate our awareness of the different aspects of our experience (body sensations, thoughts, emotions and urges/impulses) and to recognise the interconnection between them. We can explore how</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Self-regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>Strand: Reflection</b> PS2: I can reflect on my experiences.</p>

		<p>they affect each other and can create negative or positive feedback loops, which gives us the opportunity to notice and choose to resource ourselves so we can step out of negative feedback loops.</p> <p>As we learn to recognise our thought patterns, some of which may be habitual, mindful awareness helps us to recognise negative thinking and create space so that we can check in around its accuracy. We are not trying to avoid or push away negative thinking, but rather acknowledging and allowing it, which can then enable us to step back and choose what happens next, which might include doing a practice such as paws b in the moment., reinforcing the learning from lesson 7 and 8 about responding rather than reacting.</p> <p>This space gives us the possibility of recognising thought patterns ('neurons that fire together wire together'), and therefore the possibility of using practice to step back and allow the thoughts to pass through the mind without getting involved. This awareness we are cultivating might help us to refrain from feeding into familiar unhelpful thought patterns and there is potential, with less use, to change the hold those automatic thought patterns can have on us.</p> <p>Awareness of our bodies, movement and body sensations can make an important contribution to health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us.</p> <p>This might include contexts where we explore feeling safe or unsafe, or situations to do with relationships for example.</p> <p>Exploring different perspectives and points of view through the illusion pictures is a potential link with learning about identity and diversity. Through the enquiry part of the lessons, this can be threaded through the whole programme, learning about how different people might see and experience things differently.</p>	<p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of Decisions</b> PS2: I can recognise that my decisions impact on me and others, both now and in the future. I can take part in group decisions, and I understand why some decisions need to be made as a group.</p> <p><b>Strand: Assessment and Management of Risk</b> PS2: I can identify and assess risks.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Communicating Feelings</b> PS2: I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</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>Lesson 11 – Growing Happiness</b></p> <ul style="list-style-type: none"> <li>• Exploring how we can nurture ourselves and others</li> <li>• Learning how to make room for and choosing happiness in our lives</li> <li>• Noticing the details of experience of happiness</li> <li>• Sharing happiness</li> </ul> <p><b>Practices and Activities</b></p> <p>My mind feels, my body feels</p> <p>Hot Cross Bun</p>	<p>There is a clear link between the ability to notice, make choices about, grow and share happiness and mental health and wellbeing. Recognising the importance of self-care and compassion as well as care and kindness towards others is an essential part of this.</p> <p>Within work about the range of emotions children experience, it is helpful to include learning about how to savour positive experiences. Here this is about noticing where our focus is and choosing to move it to something good.</p> <p>This lesson also includes the value of sharing happiness with others. We are noticing what we enjoy, and how we can impact other people’s happiness, for example, through smiling. The themes of connection, community and belonging are also included here.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Self-regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>Strand: Reflection</b> PS2: I can reflect on my experiences.</p> <p><b>Strand: Empathy</b> PS2: I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of Decisions</b> PS2: I can recognise that my decisions impact on me and others, both now and in the future. I can take part in group decisions, and I understand why some decisions need to be made as a group.</p> <p><b>WM4: How we engage with social influences shapes who we are and affects our health and well-being</b></p> <p><b>Strand: Influences and Social Norms</b> PS2: I can recognise and follow the rules of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations</p>
---	--	--	---

			<p>with support.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Communicating Feelings</b> PS2: I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</p>
<p><b>Attention</b></p> <p><b>Metacognition</b></p> <p><b>Emotion regulation</b></p> <p><b>Compassion</b></p>	<p><b>Lesson 12 - The Yum Factor</b></p> <ul style="list-style-type: none"> <li>• Learning how to shift attention towards pleasant experience</li> <li>• Understanding how savouring these experiences can increase levels of happiness</li> <li>• Recognising the Paws b journey, and recalling what we have learned.</li> </ul> <p><b>Practices and Activities</b></p> <p>Magic Mix – Gratitude, Happiness, Kindness</p>	<p>Exploring the Yum Factor emphasises the value of offering kindness and compassion to ourselves as well as to others, within the broader theme of self-care.</p> <p>If we are able to be kind to ourselves, we are more likely to be able to be authentically kind to others.</p> <p>Developing the ability to recognise and feel appreciation and gratitude helps us to acknowledge good things in our lives. Training our minds to look for, acknowledge and allow whatever is there, negative or positive and potentially choosing to turn towards and savour the positive can actively begin to balance out the negativity bias (the tendency to remember and focus on bad experiences more than good ones). This helps us to develop the ability to shift our attention away from a negative experience towards the positive.</p>	<p><b>WM1: Developing physical health and well-being has lifelong benefits</b></p> <p><b>Strand: Emotional and Physical Connection</b> PS2: I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p><b>Strand: Physical Health and Safety</b> PS2: I can recognise some of the behaviours, conditions and situations that affect my physical health and wellbeing, and I know how to respond and get help in a safe way.</p> <p><b>WM2: How we process and respond to our experiences affects our well-being and mental health</b></p> <p><b>Strand: Self-awareness and Self-regulation</b> PS2: I can, with support, focus attention on my perceptions and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.</p> <p><b>Strand: Communicating and Seeking Help</b> PS2: I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.</p> <p><b>Strand: Reflection</b> PS2: I can reflect on my experiences.</p> <p><b>Strand: Empathy</b> PS2: I can pay attention to the feelings of others and I am learning to think about why they may feel that way.</p> <p><b>WM3: Our decision-making impacts on the quality of our lives and the lives of others</b></p> <p><b>Strand: Informed Choices</b> PS2: I can make decisions based on what I know.</p> <p><b>Strand: Impact of Decisions</b> PS2: I can recognise that my decisions impact on me and others, both now and in the future. I can take part in group decisions, and I understand why some decisions need to be made as a group.</p>

			<p><b>WM4: How we engage with social influences shapes who we are and affects our health and well-being</b></p> <p><b>Strand: Influences and Social Norms</b>  PS2: I can recognise and follow the rules of different groups and situations in which I take part.</p> <p>I can change how I interact and behave in different situations with support.</p> <p><b>WM5: Healthy relationships are fundamental to our well-being</b></p> <p><b>Strand: Communicating Feelings</b>  PS2: I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.</p> <p><b>Strand: Friendship and Conflict</b>  PS2: I can make friends and try to resolve disagreements, seeking support when needed.</p>
--	--	--	---



# Health and Well-being

## Annex 1

Support in understanding progression: The table below shows the statements of what matters, and the strands of progression within the descriptions of learning

<b>(WM1) Developing physical health and well-being has lifelong benefits</b>					
	<b>Progression step 1</b>	<b>Progression step 2</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Physical Literacy</b>	I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor</i> and <i>fine motor movements</i> in different environments, moving safely in response to instructions.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	I can develop and apply a range of skills in familiar, unfamiliar, and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.	I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation, and commitment.	I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.
<b>Impact of Nutrition</b>	I am beginning to make connections between my diet and my physical health and well-being.	I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.	I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being. I can plan and prepare a variety of nutritious meals.	I can adjust my diet in response to different contexts and apply my knowledge and understanding of a balanced diet and nutrition to support others. I can apply a range of techniques to prepare a variety of nutritious meals.
<b>Emotional + Physical Connection</b>	I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	I can describe the way in which physical and emotional changes are connected in different contexts.	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review, and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.	I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health and can work collaboratively to plan and refine strengths and areas for improvements.	I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.
<b>Physical Health + Safety</b>	I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.	I can explain the behaviours, conditions and situations that affect my physical health and well-being, and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others.	I can apply my knowledge of the behaviours, conditions and situations that affect my physical health and well-being, to keep myself and others safe. I can safely intervene, using learnt techniques, when others' physical health is at risk.

**(WM2) How we process and respond to our experiences affects our mental health and emotional well-being**

	<b>Progression step 1</b>	<b>Progression step 2</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Self-Awareness + Regulation</b>	I have an awareness of my <i>perceptions</i> and thoughts. I can focus my attention and am aware of being able to do this. I am beginning to have an awareness that thoughts and feelings change, and I am starting to notice when change happens.	I can, with support, focus attention on my <i>perceptions</i> and thoughts. I can understand how and why my thoughts, feelings and actions change in response to different experiences.	I can recognise the benefits of being able to focus attention on my <i>perceptions</i> and thoughts and know that I am developing my <i>self-awareness</i> . I can <i>self-regulate</i> my emotions in a healthy way using strategies that I have developed.	I can independently focus attention on my <i>perceptions</i> , thoughts, and feelings in order to further develop my <i>self-awareness</i> . I can identify different strategies to <i>self-regulate</i> my emotions in response to a range of experiences.	I can use my <i>self-awareness</i> to appreciate the complexity of my emotions and apply strategies to <i>self-regulate</i> them in a healthy way and to connect with others.
<b>Communicating + Seeking Help</b>	I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.	I can notice and communicate my feelings. I am beginning to notice when I need help to manage my feelings.	I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. I can ask for help when I need it from people I trust.	I can <i>advocate</i> the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. I can identify people and groups who can help me with my mental health and emotional well-being.	I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. I can identify when to seek help based on a good understanding of my mental health and emotional well-being.
<b>Reflection</b>		I can reflect on my experiences.	I can reflect on the way that past events and experiences have affected my thoughts, feelings, and actions. I can anticipate how future events may make me and others feel.	I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.
<b>Empathy</b>	I have an awareness of the feelings of others. I am aware of when others are kind to me and when I am kind to others.	I can pay attention to the feelings of others, and I am learning to think about why they may feel that way.	I can empathise with others. I can understand how and why experiences affect me and others.	I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

**(WM3) Our decision-making impacts on the quality of our lives and the lives of others**

	<b>Progression step 1</b>	<b>Progression step 2</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Informed Choices</b>	<p>I can make decisions based on what I like and dislike.</p> <p>I can take part in group decisions.</p>	<p>I can make decisions based on what I know.</p> <p>I can take part in group decisions, and I understand why some decisions need to be made as a group.</p>	<p>I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals.</p> <p>I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.</p>	<p>I can research, examine, and evaluate a range of evidence to make considered and informed decisions. I can set appropriate goals and plan a course of action to achieve them.</p>	<p>I can set appropriate goals, plan a course of action, and overcome challenges to achieve them.</p>
<b>Impact of Decisions</b>	<p>I have developed an awareness that my decisions can affect me and others.</p>	<p>I can recognise that my decisions can impact on me and others, both now and in the future.</p>	<p>I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.</p>	<p>I can consider relevant factors and implications when making decisions individually and collectively.</p>	<p>I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.</p>
<b>Assessing + Managing Risk</b>	<p>I have an understanding that things can be safe or unsafe.</p>	<p>I can identify and assess risks.</p>	<p>I can identify and assess risks, and I can take steps to reduce them.</p>	<p>I can anticipate, assess, and manage risks.</p>	

**(WM4) How we engage with social influences shapes who we are and affects our health and well-being**

	<b>Progression step 1</b>	<b>Progression step 2</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Influences and Social Norms</b>	I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.  I can change how I interact and behave in different situations with support.	I have an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.  I can interact <i>pro-socially</i> in different groups and situations.	I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.  I can interact <i>pro-socially</i> in different groups and situations, adapting my behaviours accordingly.	I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.  I can interact <i>pro-socially</i> in different groups and situations, and actively <i>advocate</i> for other individuals and groups.
<b>Identify, Values and Attitudes</b>	I can show care and respect for others.	I can recognise that there are similarities and differences between people's <i>values</i> and <i>attitudes</i> .	I have developed an understanding that my <i>values</i> , <i>attitudes</i> , and identity are shaped by different groups and influences.	I can evaluate how my <i>values</i> , <i>attitudes</i> and identity are shaped by the groups and <i>social influences</i> with which I interact.	I can recognise and understand how people's <i>values</i> , <i>attitudes</i> and identity are shaped by different groups and influences.  I can promote positive attitudes and values, and, where appropriate, I can challenge harmful ones.

**(WM5) Healthy relationships are fundamental to our well-being**

	<b>Progression step 1</b>	<b>Progression step 2</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Types of Relationships</b>	I can identify who looks after me and who my family and friends are.	I can recognise that there are different types of relationships beyond my family and friends.	I can understand that there are differences within types of relationships and that relationships change over time.	I can show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.
<b>Communicating Feelings</b>	I can communicate my needs and feelings in my relationships.	I can communicate my needs and feelings in my relationships and notice the needs and feelings of others.	I can communicate my needs and feelings and respond to those of others.	I can communicate my needs and feelings, and respect those of others.	I can make meaningful connections with others, valuing safe, healthy, and equitable relationships in a range of contexts.
<b>Friendship and Conflict</b>	I can get along with others with and without support.	I can make friends and try to resolve disagreements, seeking support when needed.	I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.	I can form and maintain healthy relationships with a wider circle of people. I can respect other people's points of view and use this to help resolve conflict	I can make meaningful connections with others, valuing safe, healthy, and equitable relationships in a range of contexts. I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.
<b>Safety in Relationships</b>	I am beginning to recognise safe and unsafe behaviour in relationships.	I can recognise when I feel safe in my relationships, and I can communicate when I do not feel safe.	I can reflect on the characteristics of safe relationships, and I can seek support when needed.	I can consider the role of safety in relationships, and I can identify where my safety or the safety of others is threatened, and I know how to respond to this.	I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.
<b>Rights + Respect</b>	I am beginning to recognise that I have the right to be treated fairly and respectfully.	I can understand that everyone has rights, and, with support, I can respect those rights.	I can respect the rights of others and I understand how these impact on myself and others.	I can exercise my own rights and respect those of others, and I can recognise that rights can be infringed.	I can <i>advocate</i> the rights of myself and others.

# Further information

As guidance around CfW requirements will inevitably change and the MiSP curricula will be updated to reflect current thinking about what is effective in mindfulness in education, we will update this document as appropriate.

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

---

This work was developed in collaboration with Elizabeth Williams and Annabel Talbot:



Liz was a teacher, Headteacher and Education Advisor, and Head of Children and Young People's Strategy in the Welsh Government. She retired to focus on young people's wellbeing, and now teaches mindfulness to schoolchildren and teachers, and is a Lead Trainer for the Mindfulness in Schools Project and co-leads the Education strand of a cross sector living strategy for mindfulness in partnership with Welsh Government.

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.



© 2023 Mindfulness in Schools Project

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

[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org)

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





MiSP

MINDFULNESS

in SCHOOLS

PROJECT