

.breathe

.breathe curriculum

Mapping Curriculum for Wales

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

Autumn 2023

9-14
year olds



Mapping Curriculum for Wales and MiSP Curricula - .breathe (9-14 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 .breathe (dot breathe) 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 9-14 year olds. This programme was originally developed as a transition programme aimed at Y6 and Y7. As the programme has extended its relevance to a wider age range, 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.

We have identified areas where .breathe 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 regions.

Since the target age group for .breathe of 9-14 falls mainly within the approximate area of Progression Step 3 we have identified the specific Descriptions of Learning to which the concepts and activities might contribute as well as the Statement of What Matters and the strand. There is some flexibility in the age ranges of .breathe with Paws b (7-11 and mapped against PS2) and .b (11-18 and mapped against PS4). The three programmes are complementary and might usefully provide a progressive approach to learning and experience in this Area.

The .breathe programme is designed over 4 lessons covering a range of issues most pertinent to the 9-14 age group and as with other MiSP curricula the practices and learning can be continued into many aspects of school life, building on the basic curriculum. We have identified a wide range of aspects of the Health and Well-being curriculum where the .breathe curriculum might be relevant and offer possibilities to help support the range of other activities and experiences schools are planning for this area.

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 wellbeing
- **Strand:** Reflection



- **PS3:** 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.
- **WM4:** How we engage with social influences shapes who we are and affects our health and well-being
- **Strand:** Identity, values and awareness
- **PS3:** I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.

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 .breathe curriculum into children's wider experience can enrich both .breathe 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 .breathe curriculum - and mindfulness in general - underpins personal development in its widest sense as well as its potential contribution to health and wellbeing 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 .breathe	NOTES / OPPORTUNITIES	CfW – Health and Wellbeing AoLE What Matters, Strand and Descriptions of Learning
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Compassion</p>	<p>Lesson One - Puppy Training</p> <ul style="list-style-type: none"> To help students recognise the importance of breath in training their faculty of attention For students to gain an insight into the untrained mind's fickle nature – it is like a puppy To allow the students to develop some simple tools for training their own attention To encourage key attitudes to attention training: kindness, patience, repetition To help students to understand that we can choose what to do with our attention <p>Practices</p> <p>One minute challenge</p> <p>Puppy training</p>	<p>Understanding and practising how to develop the faculty of attention, focus and concentration can be linked with skills and qualities required for learning, employment and enterprise.</p> <p>There is an emphasis in this lesson on exploring breathing, using the breath to help train our attention and understanding a little about how the brain works.</p> <p>The teaching notes in this lesson refer to a range of contexts in which this learning might be helpful: for example in situations involving life changes, friendships and relationships, worry and/or sleep. This would then link in with the statements in these areas.</p> <p>This lesson includes learning about how normal it is for the mind to wander. Due to a negativity bias, our minds often wander to difficult memories or potential difficulties in the future. When we remember those things, or our mind plays out difficult future scenarios, it brings up the feelings as if it is happening for real at the time, even when it is not actually what is happening.</p> <p>Learning to notice mind wandering and choosing to anchor attention in the here and now is key to how mindful awareness can support mental wellbeing and resilience. The 'Attention is like a puppy' slide illustrates this.</p> <p>We are also beginning to explore the attitudes of mindfulness, including how we relate to ourselves and our experience with kindness, firmness, patience and repetition.</p> <p>This begins to move us into areas around resilience, practice, personal discipline, recognising that we learn and improve each time we do something. It is not about being perfect, and we learn from our mistakes. Again, how we</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS3: 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.</p> <p>Strand: Physical Health and Safety PS3: I can describe the behaviours, conditions and situations that affect my physical health and wellbeing and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p> <p>WM2: How we process and respond to our experiences affects our mental health and emotional well-being</p> <p>Strand: Self-Awareness and Regulation PS3: I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness. I can self-regulate my emotions in a healthy way using strategies that I have developed.</p> <p>Strand: Communicating and Seeking Help PS3: 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.</p>

		<p>talk to ourselves matters for mental health and study skills reasons.</p> <p>It is helpful to have discussions about the balance between setting intentions and holding ourselves to account, and being kind to ourselves when things don't go to plan and not expecting perfection of ourselves.</p>	
<p>Attention</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Two - Working With Worry</p> <p>For students to:</p> <ul style="list-style-type: none"> • Understand stress: where it comes from, why it is necessary, how it works and its potentially harmful effects. • Identify and draw their 'stress signature' – where in the body do they feel stress? • Learn to work with stress in a different way. <p>Practices</p> <p>Plus 2</p> <p>FOFBOC</p>	<p>Learning how to recognise early signs of stress empowers us to use practice and strategies to steady and step back when we notice the signs. This can help to de-escalate the build-up of stress.</p> <p>Inviting the idea that we don't always have to react to stressful triggers and situations but can choose to respond instead, using a practice, like Plus 2 or FOFBOC, creates the possibility of changing how we relate to stress. We can use practice to steady ourselves and the space created might then allow us to choose what happens next, maybe a more helpful choice.</p> <p>Although stress management is not explicitly named in the CfW statements, it could be included in discussions about the range of emotions we might experience and strategies to manage them.</p> <p>Exploring what might cause stress and recognising actions and behaviours that could be a reaction to stress could link to learning about understanding and managing risk and keeping safe in different contexts, including online safety and relationship situations.</p> <p>Living with loss and change is another potential area of discussion when learning about stress and its possible causes.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS3: 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.</p> <p>Strand: Physical Health and Safety PS3: I can describe the behaviours, conditions and situations that affect my physical health and wellbeing and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.</p> <p>WM2: How we process and respond to our experiences affects our mental health and emotional well-being</p> <p>Strand: Self-Awareness and Regulation PS3: I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness. I can self-regulate my emotions in a healthy way using strategies that I have developed.</p> <p>Strand: Communicating and Seeking Help PS3: 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.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Assessing and Managing Risk PS3: I can identify and assess risks, and I can take steps to reduce them</p>

			<p>WM5: Healthy relationships are fundamental to our well-being</p> <p>Strand: Communicating feelings PS3: I can communicate my needs and feelings, and respond to those of others.</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Three - Beditation</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Sleep has a really important role to play in how we feel and think. Poor sleep can have a real impact on our day-to-day functioning and wellbeing. Poor sleep often results from the mind's natural tendency to worry. Practices like Beditation help us to work with this by switching us from 'thinking' mode to 'sensing' mode. <p>Practices</p> <p>Plus 2</p> <p>Beditation</p>	<p>Sleep has been recognised as a very important factor in young people's (and adults') wellbeing and learning, and this lesson can provide a significant opportunity to discuss this important aspect of developing physical health. It might be supported and/or extended into learning about the context of healthy lifestyles, for example exploring how diet and physical activity might affect sleep.</p> <p>The Beditation practice can be linked to learning about the importance of good quality sleep and discussion about what impacts on our sleep. This practice helps us to refocus our attention on the body and away from ruminative thinking that might stop us sleeping.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS3: 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.</p> <p>Strand: Physical Health and Safety</p> <p>PS3: 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.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Informed Choices PS3: I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals.</p> <p>Strand: Impact of Decisions PS3: I can recognise that some decisions I make will have a long- term impact on my life and the lives of others. I can understand that decisions can be made individually and collectively and that they can be influenced by a range of factors.</p>
<p>Attention</p> <p>Emotion regulation</p> <p>Self-regulation</p>	<p>Lesson Four - Being With Others</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own. 	<p>This lesson includes an exploration of relationships, friendships, our sense of connection and communication with others. It provides an opportunity to link to these aspects of the DfE and PSHE Association guidance which could then be extended to cover further content within PSHE.</p> <p>Within the exploration of how we relate to others,</p>	<p>WM1: Developing physical health and well-being has lifelong benefit</p> <p>Strand: Emotional and Physical Connection PS3: 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.</p>

<p>Compassion</p> <p>Bodily awareness</p>	<ul style="list-style-type: none"> • These signals can sometimes be difficult to read, and made all the more powerful through the combination of thoughts, feelings, actions and body sensations. • Learning to 'breathe' can give us the space and time to see more clearly and respond more skilfully in such situations. <p>Practices</p> <p>.breathe</p> <p>Review of:</p> <p>FOFBOC</p> <p>Beditation</p> <p>Puppy training</p> <p>One minute challenge Plus 2</p>	<p>there is an opportunity to include and link to discussions about identity and diversity.</p> <p>The lesson also includes noticing the story-telling mind, and uses the 'Hot Cross bun' model to explore this.</p> <p>Using the 'Hot Cross bun' (an adaptation of the Padesky and Mooney model) gives us the opportunity to cultivate our awareness of the different aspects of our experience (body sensations, thoughts, emotions and urges/impulses) and to unpick the interconnection between them. We can explore how they affect each other and can create negative or positive feedback loops, which gives us the opportunity to notice and choose to resource ourselves so we can step out of the negative feedback loop.</p> <p>The development of metacognition is helpful for enabling us to create some space between ourselves and our thoughts. This space gives us the possibility of starting to recognise thought patterns and using practice to step back and allow our thoughts to pass through the mind without us getting involved in them.</p> <p>Social media is also recognised as playing a significant part in children and young people's communication and relationships. Their learning about communication and relationships in mindfulness applies equally to their online relationships, including their recognition of their thoughts, emotions and body states, and their ability to step back and create space for themselves.</p>	<p>WM2: How we process and respond to our experiences affects our mental health and emotional well-being</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS3: I can recognise the benefits of being able to focus my attention on my perceptions and thoughts and know that I am developing my self-awareness</p> <p>I can self-regulate my emotions in a healthy way using strategies that I have developed</p> <p>Strand: Communicating and Seeking Help</p> <p>PS3: 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.</p> <p>Strand: Reflection</p> <p>PS3: 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.</p> <p>Strand: Empathy</p> <p>PS3: I can empathise with others. I can understand how and why experiences affect me and others.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Informed Choices</p> <p>PS3: I can make considered decisions, taking into account available information, including past experiences. I can set appropriate goals.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being</p> <p>Strand: Influences and Social Norms</p> <p>PS3: I have an understanding of some of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.</p> <p>I can interact pro-socially in different groups and situations.</p>
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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

(WM1) How we process and respond to our experiences affects our mental health and emotional well-being					
	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Self-Awareness + Regulation	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.
Communicating + Seeking Help	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.
Reflection		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.
Empathy	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.

(WM2) Our decision-making impacts on the quality of our lives and the lives of others

	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Informed Choices	<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>
Impact of Decisions	<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>
Assessing + Managing Risk	<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>	

(WM3) How we engage with social influences shapes who we are and affects our health and well-being

	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Influences and Social Norms	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.
Identify, Values and Attitudes	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.

(WM4) Healthy relationships are fundamental to our well-being

	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Types of Relationships	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.
Communicating Feelings	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.
Friendship and Conflict	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.
Safety in Relationships	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.
Rights + Respect	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 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.



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