



.b curriculum

Mapping Curriculum for Wales

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

Autumn 2023

11 - 18
year olds



Mapping Curriculum for Wales and MiSP Curricula - .b (11 - 18 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.

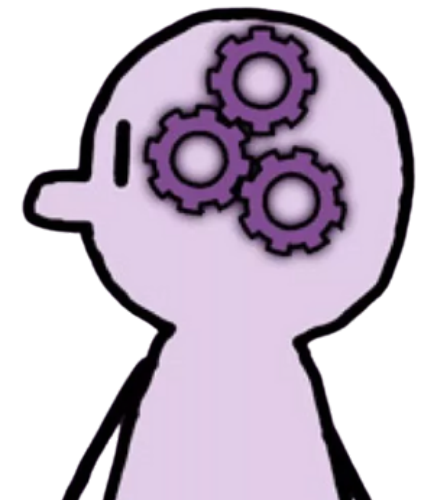
This document sets out the framework of the **MiSP .b curriculum**, the main aspects of mindfulness covered (the Core Mechanisms) and the opportunities for mindfulness learning which arise to support health and well-being for 11-18 year olds. Against this we have identified areas where .b could usefully offer opportunities to support the development of the Health and Well-being Area of Learning and Experience including the relevant Statements for 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 .b will offer possibilities to support aspects of Progression Steps 3,4 and 5 as it potentially spans the ages of 11-18. We have used the Descriptions of Learning for Progression Step 4 for illustration. There is some flexibility in the age ranges of .b with .b 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 pupils 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 wellbeing
- **Strand:** Reflection
- **PS4:** I can respond to current experiences, as well as reflect, and to learn from the past, in order to anticipate and prepare myself and others for future experiences
- **WM4:** How we engage with social influences shapes who we are and affects our health and well-being
- **Strand:** Identity, Values and Awareness
- **PS4:** I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.



Mindfulness has the potential to make a significant contribution to health and well-being as part of the wider approach to the experiences pupils have. The opportunity to expand the learning from the .b curriculum into pupils' wider experience can enrich both .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 .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 .b	NOTES / OPPORTUNITIES	CfW - Health and Well-being AoLE What Matters, Strand and Description of Learning
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Introduction</p> <ul style="list-style-type: none"> To introduce mindfulness in a way that is engaging, entertaining and persuasive For pupils to have their first taste of mindfulness practice, and specifically to: <ol style="list-style-type: none"> 'Play attention' via mindfulness of hands Do a '.b' <p>Practices and Activities</p> <p>Playing attention hands</p> <p>Kung Fu Panda</p> <p>. b</p>	<p>The Kung Fu Panda clip in this lesson introduces the idea of bringing our attention to the present moment. It specifically connects with self-talk and our relationship with ourselves, and begins to touch on the concept of resilience.</p> <p>There is a link with study and performance skills, and what it means to be our best, whether in learning, music or sport.</p> <p>It introduces strategies (including the .b practice) to help steady ourselves when we need to, in different contexts, such as exams, managing relationships or coping with stress.</p>	<p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Compassion</p>	<p>Lesson One - Playing Attention</p> <ul style="list-style-type: none"> To introduce pupils to the faculty of their attention For pupils to experience that they can direct their attention For pupils to understand the untrained mind's fickle nature – it is like a puppy To begin to provide some simple tools for training their attention To introduce key attitudes to attention training: kindness, patience, repetition <p>Practices and Activities</p> <p>Play attention</p> <p>Puppy breathing</p>	<p>As well as supporting pupils with settling and focusing, teaching about and practising 'being in your own bubble' and 'give space to others' may provide an opportunity to link to developing awareness of the characteristics of positive relationships, personal space and boundaries, and the importance of consent in situations involving physical contact.</p> <p>This lesson includes learning about how normal it is for the mind to wander. Due to a negativity bias, our minds often wander to difficult memories or potential difficulties in the future. When we remember those things, or our mind plays out difficult future scenarios, it brings up the feelings as if it is happening for real at the time, even when it is not actually what is happening. Learning to notice mind wandering and choosing to anchor attention in the here and now is key to how mindful awareness can support mental wellbeing and resilience. The</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p> <p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p>

	Finger breathing	<p>'Attention is like a puppy' slide illustrates this. We are also beginning to explore the attitudes of mindfulness, including how we relate to ourselves and our experience with kindness, firmness, patience and repetition.</p> <p>This begins to move us into areas around resilience, practice, personal discipline, recognising that we learn and improve each time we do something. It is not about being perfect, and we learn from our mistakes. Again, how we talk to ourselves matters for mental health and study skills reasons.</p> <p>It is helpful to have discussions about the balance between setting intentions and holding ourselves to account, and being kind to ourselves when things don't go to plan and not expecting perfection of ourselves.</p> <p>In Lesson 1, the importance of practice and how it helps us to learn and get better at what we do is introduced. This can link to discussions about resilience, including how when we are learning new things we might not feel we are very good at it and how it is helpful to have a go and sometimes to make mistakes.</p> <p>The concept of 'being in your own bubble' is introduced and included in the practices through the whole programme, so the corresponding statements are relevant throughout.</p>	
Attention Metacognition Self-regulation Compassion Bodily awareness	Lesson Two - Taming the Animal Mind <ul style="list-style-type: none"> To explore that the mind has a life of its own – we often can't control it To nurture an attitude of curiosity, kindness, acceptance and openness that helps us to deal more skilfully with these fluctuating mind-states To teach that by 'anchoring' our attention in the lower half of the body we can begin to turn towards calm even when our minds are stormy. Practices and Activities My mind feels, my body feels	<p>In this lesson we deepen the exploration of how we relate to ourselves, and how we can worsen our mind states by judging them and trying to get rid of them. This includes learning about meeting ourselves wherever we are and not having the expectation that we will always be calm and settled.</p> <p>We also encourage an attitude of curiosity towards how the mind is, allowing, accepting, and offering kindness to ourselves when things aren't how we would like them to be, or when we are not how we would like to be.</p> <p>In mindfulness we are learning to relate to ourselves in a more kind and supportive way,</p>	WM1: Developing physical health and well-being has lifelong benefits Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health. WM2: How we process and respond to our experiences affects our mental health and well-being Strand: Self-Awareness and Regulation PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. I can identify different strategies to self-regulate my emotions in response to a

	FOFBOC	<p>which might include noticing when we are judging ourselves. This could link to work exploring resilience, self-criticism, self-worth, self-image and self-esteem.</p> <p>If pupils have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice, this can help them to then make choices about their actions, such as how to get help and whom to approach.</p>	<p>range of experiences.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Impact of Decisions PS4: I can consider relevant factors and implications when making decisions individually and collectively.</p>
<p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Three - Recognising Worry</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> The mind habitually interprets and 'tells stories' about what is happening We can get stuck in our heads and 'ruminate' or 'catastrophise' Such rumination is not only 'stressful' – it affects our bodies and behaviour, from sleep and sport to spots and studies Practices like the 7-11 and Beditation help us deal with this by switching us from 'thinking' mode to 'sensing' mode <p>Practices and Activities</p> <p>7/11</p> <p>Hot Cross Bun</p> <p>Beditation</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 our actions, which might include doing a practice such as 7/11 or a Beditation.</p> <p>Using the 'Hot Cross bun' model (an adaptation of the Padesky and Mooney model) gives us the opportunity to cultivate our awareness of the different aspects of our experience (body sensations, thoughts, emotions and urges/impulses) and to recognise the interconnection between them. We can explore how they affect each other and can create negative or positive feedback loops, which gives us the opportunity to notice and choose to resource ourselves so we can potentially step out of negative feedback loops.</p> <p>The Beditation practice can be linked to learning about the importance of good quality sleep and discussion about what impacts on our sleep. This practice helps us to refocus our attention on the body and away from ruminative thinking that might stop us sleeping. It is explored further in the .breathe programme.</p> <p>This lesson might also offer an opportunity to signpost pupils to people within school they can speak to and/or recognised external agencies that</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p> <p>Strand: Physical Health and Safety PS4: I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond 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 well-being</p> <p>Strand: Self-Awareness and Regulation PS4: I can advocate 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.</p> <p>Strand: Reflection PS4: I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Impact of Decisions PS4: I can consider relevant factors and implications when making decisions individually and collectively.</p> <p>WM5: Healthy relationships are fundamental to our well-being</p>

		support mental health and wellbeing.	<p>Strand: Communicating Feelings PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. I can identify different strategies to self-regulate my emotions in response to a range of experiences.</p> <p>Strand: Communicating and Seeking Help PS4: I can communicate my needs and feelings, and respect those of others.</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p>	<p>Lesson Four - Being Here Now</p> <ul style="list-style-type: none"> To explain how 'autopilot' prevents us from being alive and awake to our experience in the here and now To learn to appreciate and savour the pleasant To learn how to respond rather than react to the unpleasant To learn how a .b can quickly bring our attention into the here and now, and help us to respond rather than react to what is difficult <p>Practices and Activities</p> <p>Mindful eating .b</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 moments of difficulty and in our lives more broadly. This could then help us to bring awareness to and change unhelpful habits of behaviour, including other behaviours related to stress.</p> <p>With mindfulness, we are not exploring the content of healthy eating, but the mindful eating practice may link to discussions about eating habits and what influences choices about what and how we eat, where, when and with whom, what else we might be doing at the same time.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p> <p>WM2: How we process and respond to our experiences affects our mental health and wellbeing</p> <p>Strand: Self-Awareness and Regulation PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. I can identify different strategies to self-regulate my emotions in response to a range of experiences.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Informed Choices PS4: I can research, examine and evaluate a range of evidence to make considered and informed decisions.</p> <p>Strand: Impact of Decisions PS4: I can consider relevant factors and implications when making decisions individually and collectively.</p>
<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>Lesson Five - Moving Mindfully</p> <p>For pupils to understand that:</p> <ul style="list-style-type: none"> Mindfulness is not just about being still, as in the FOFBOC or Beditation. It is also about movement. We spend a great deal of time doing 	<p>Mindful movement offers us more opportunities for moving out of thinking and into sensing, when walking or doing any other form of exercise.</p> <p>Tuning into the body enables us to check in on the body's needs and respond to them - the</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p>

	<p>actions ‘mindlessly’... on autopilot</p> <ul style="list-style-type: none"> • One such activity is walking. We are rarely ‘present’ when we walk • Learning to move mindfully can also be used as a resource for peak performance in sport, music and the performing arts <p>Practices and Activities</p> <p>Mindful movement – sitting or standing</p> <p>Samurai walking</p>	<p>need for sleep, fluids, food, movement, rest etc. and noticing when we’re not well, enabling us to seek the right help or support.</p> <p>Building on the previous lesson, often our self-talk or rumination can be self-critical or it might catastrophise big events; performing in exams, doing sport, playing at a concert. Focusing attention on sensing means we are able to let go a little of that unhelpful self-talk and just focus on what we are doing.</p>	<p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS4 I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p>	<p>Lesson Six - Stepping Back</p> <p>For students to:</p> <ul style="list-style-type: none"> • Understand that they have the capacity to ‘step back’ from their thoughts • Learn that it can be helpful to see thoughts as ‘traffic’ flowing through the mind • Identify some of the particular ‘thought-buses’ that pass through their mind • Recognise that they don’t have to ‘get on the bus’ of these difficult thoughts <p>Practices and Activities</p> <p>Sounds and thoughts</p> <p>Thought buses</p> <p>.b</p>	<p>Metacognition is not only helpful for our awareness of learning and study skills (cultivating awareness of personal learning style and strategies) but also for inviting some space between ourselves and our thoughts, developing perspective and clear sightedness.</p> <p>As we learn to recognise our thought patterns, some of which may be habitual, mindful awareness helps us to recognise negative thinking and create space so that we can check in around its accuracy. We are not trying to avoid or push away negative thinking, but rather acknowledging and allowing it, which can then enable us to step back and choose what happens next, which might include doing a practice such as .b, reinforcing the learning from lesson 4 about responding rather than reacting.</p> <p>This space gives us the possibility of recognising thought patterns (‘neurons that fire together wire together’), and therefore the opportunity to choose to use practice to step back and allow the thoughts to pass through the mind without getting involved.</p> <p>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>This lesson might also offer an opportunity to signpost pupils to people within school they can speak to and/or recognised external agencies that</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p> <p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS4 I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p> <p>Strand: Communicating and Seeking Help</p> <p>PS4: I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional wellbeing. I can identify people and groups who can help me with my mental health and emotional wellbeing.</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>PS4: I can research, examine and evaluate a range of evidence to make considered and informed decisions.</p> <p>Strand: Impact of Decisions</p> <p>PS4: I can consider relevant factors and implications when making decisions individually and collectively.</p>

		support mental health and wellbeing.	
Attention Emotion regulation Compassion Bodily awareness	Lesson Seven –Befriending the Difficult For pupils to: <ul style="list-style-type: none"> Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects. Identify and draw their ‘stress signature’ – where in the body do they feel stress? Learn to respond rather than react, by ‘turning towards’ and ‘being with’ difficult emotions. Practices and Activities Stress – body, mind, actions Stress signature Shock ball/What’s in the box/forfeits .b	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. Inviting the idea that we don’t always have to react to stressful triggers and situations but can choose to respond instead, using a practice like .b, creates the possibility of changing how we relate to stress. We can use practice to steady ourselves and the space created might then allow us to choose what happens next, maybe making a more helpful choice. Stress management could be included in discussions about the range of emotions we might experience and strategies to manage them. 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. Living with loss and change is another potential area of discussion when learning about stress and its possible causes.	WM1: Developing physical health and well-being has lifelong benefits Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health. Strand: Physical Health and Safety PS4: 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 others. WM2: How we process and respond to our experiences affects our mental health and wellbeing Strand: Self-Awareness and Regulation PS4 I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. WM3: Our decision-making impacts on the quality of our lives and the lives of others Strand: Informed Choices PS4: I can research, examine and evaluate a range of evidence to make considered and informed decisions. Strand: Impact of Decisions PS4: I can consider relevant factors and implications when making decisions individually and collectively. WM5: Healthy relationships are fundamental to our well-being Strand: Communicating Feelings PS4: I can communicate my needs and feelings, and respect those of others.
Attention Emotion regulation	Lesson Eight – Taking In The Good <ul style="list-style-type: none"> To encourage an appreciation of what is good in life To explain how even the ordinary can be experienced as ‘good’ if we are 	This lesson’s focus builds on the previous lesson through using that space created by practice to choose, to potentially choose to focus on the good. The grape practice and ‘How did I get here’	WM1: Developing physical health and well-being has lifelong benefits Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support

<p>Self-regulation</p>	<p>more fully aware of it</p> <ul style="list-style-type: none"> To teach the advice of those who have done this even in awful circumstances To teach a practice of 'taking in the good' so that what is good turns from an idea into an experience <p>Practices and Activities</p> <p>Mindful eating with appreciation – grape</p> <p>How did I get here? – appreciation for everything and everyone that makes it possible for you to be here</p> <p>Gratitude practice</p> <p>Gratitude letter/text/phone call</p> <p>3 good things/10 finger gratitude</p>	<p>encourage exploration of interconnection and community, cultivating appreciation of how everyone/everything works together to help us have what we need in life.</p> <p>'Taking in the good' enables us to turn our focus to what is working in our lives, big and small things, and trains the mind to look for the good. This This helps to balance out the mind's negativity bias (part of our survival mechanism; a hyper vigilance to threat). Practising mindfulness enables us to notice the difficult, acknowledge it and choose to focus on the good as a way of supporting ourselves.</p> <p>There is the possibility for exploring nourishment from food here, which could link to discussions about eating habits and what influences choices about what and how we eat, where, when and with whom. The mindful eating with appreciation practice is not focused however on the content and nutrition aspects of healthy eating. It is more to do with the appreciation of where food comes from, savouring the experience of eating it and recognising what sustains us.</p> <p>The 'Three Good Things' practice is suggested to do at night. Instead of going to sleep on worries, it suggests going to sleep thinking about the good things.</p>	<p>my physical and emotional health.</p> <p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation PS4 I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness.</p> <p>Strand: Reflection PS4: I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>Strand: Empathy PS4: I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Strand: Identify Values and Awareness PS4: I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.</p>
<p>Attention</p> <p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Compassion</p>	<p>Lesson Nine - Pulling It All Together</p> <p>For pupils:</p> <ul style="list-style-type: none"> To identify what they have found most useful in the .b course. To consider in what areas of their life they might apply their new mindfulness skills. To fill in feedback questionnaires about the course. <p>Practices and Activities</p> <p>FOFBOC</p>	<p>This lesson involves revisiting the learning from previous sessions, and enabling the young people to reflect on the impact for them of the learning.</p> <p>It also includes the opportunity to celebrate their achievements so far, and to set intentions for carrying on practising if that is what they are planning.</p> <p>There is an opportunity here to celebrate the learning, perhaps a recognition of where mindfulness has helped.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection PS4: I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health.</p> <p>WM2: How we process and respond to our experiences affects our mental health and well-being</p> <p>Strand: Self-Awareness and Regulation PS4: I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. I can identify different strategies to self-regulate my emotions in response to a range of experiences.</p>

<p>Bodily awareness</p>	<p>Letter to self or alternatives</p> <p>Celebration chocolates</p>		<p>Strand: Reflection PS4: I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Informed Choices PS4: I can research, examine and evaluate a range of evidence to make considered and informed decisions.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>Strand: Identify Values and Awareness PS4: I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact.</p> <p>WM5: Healthy relationships are fundamental to our well-being</p> <p>Strand: Communicating Feelings PS4: I can communicate my needs and feelings, and respect those of others.</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) Developing physical health and well-being has lifelong benefits					
	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
Physical Literacy	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.
Impact of Nutrition	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.
Emotional + Physical Connection	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.
Physical Health + Safety	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

	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.

(WM3) 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>	

(WM4) 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.

(WM5) 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.

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