

dots

dots curriculum

Mapping Curriculum for Wales

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

Autumn 2023

3 - 6
year olds



Mapping Curriculum for Wales and MiSP Curricula - dots (3 - 6 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.

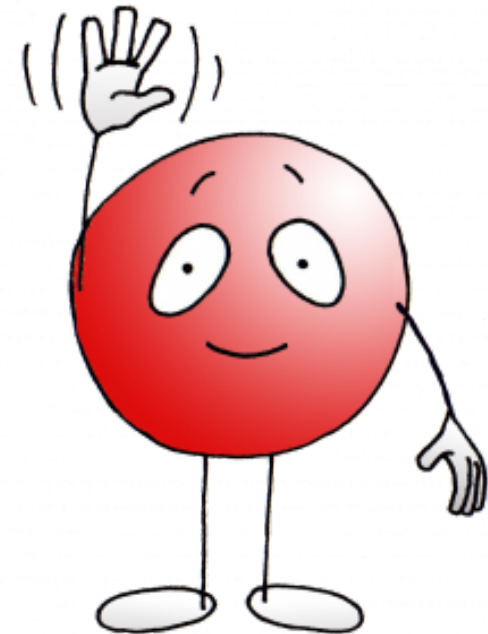
This document sets out the framework of the **MiSP dots curriculum**, the main aspects of mindfulness covered (the Core Mechanisms) and the opportunities for mindfulness learning which arise to support health and well-being for 3-6 year olds. Against this we have identified areas where dots could usefully 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 from 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.

In keeping with the intentions of CfW we have not mapped mindfulness content directly against specific Progression Step statements. We anticipate that dots will mainly offer possibilities to support Progression Step 1 as it spans the ages of 3-6. We have used the Descriptions of Learning for Progression Step 1 throughout this document for simplicity. The Paws b programme for 7-11 year olds is mapped against PS2 and the .breathe programme for 9-11 year olds is mapped against PS3. These allocations are approximate. The dots programme forms a sound basis for Paws b, .breathe and .b. The programmes are complementary and might usefully provide a progressive approach to learning and experience in this area.

For the youngest learners we take a 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 significant.

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:

- **WM4:** How we engage with social influences shapes who we are and affects our health and well-being
- **Strand:** identity, Values and Awareness
- **PS1:** I can show care and respect for others.



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 dots curriculum into children's wider experience can enrich both dots 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 dots 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 dots	NOTES/OPPORTUNITIES	CfW – Health and Well-being AoLE What Matters, Strand and Description of Learning
<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>1. Settling and Finding Our Own Space</p> <ul style="list-style-type: none"> To explore movement and stillness To begin to settle in own space To provide some simple tools for training the attention To bring curiosity to experience <p>Practices and Activities</p> <p>Shake and Freeze Settling</p> <p>The 'Bubble'</p> <p>Bringing curiosity to the experience</p>	<p>In addition to the mindfulness intentions here, learning and practising 'being in our bubble' from the beginning of the programme enables children to begin to understand about their own personal space and also respecting other people's need for it, and the importance of speaking up when they are uncomfortable with any physical contact.</p> <p>Practices which involve physical activity, bringing attention to the body and noticing body sensations (such as 'Shake and Freeze') may provide opportunities for exploring our experience when the body is active. Bringing attention to the body is in itself part of a healthy lifestyle because our ability to notice and check in with how our body is enables us to make healthy choices.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p>
<p>Attention</p> <p>Bodily awareness</p>	<p>2. Beginning to Direct Attention</p> <ul style="list-style-type: none"> To continue to settle and find own space To experience what it's like to direct attention To introduce concentration as a concept To explore the senses <p>Practices and Activities</p> <p>Shake and Freeze Concentration</p> <p>Listening Practice (finger on nose)</p> <p>Other Senses Clapping Hands</p>	<p>Although the senses are taught in the Science curriculum, they are still relevant to the Area for Health and Wellbeing – developing the ability to listen with attention, for example, is key to communication skills and relationships.</p> <p>Mindfulness also helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>

<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>3. Noticing the Breath</p> <ul style="list-style-type: none"> To explore physical sensations in the body To investigate the breath To experience what it is like to direct the attention <p>Practices and Activities</p> <p>Clapping Hands</p> <p>Stamping Feet Practice</p> <p>Breathing</p>	<p>Exploring physical sensations and directing attention</p> <p>As we become aware of and explore our breathing and what happens with it (for example, in the Shake and Freeze or Stamping Feet practices), there may be opportunities to link with discussions about how physical activity can increase our breathing and heart rates.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p> <p>Bodily awareness</p>	<p>4. Exploring the Breath in the Belly</p> <ul style="list-style-type: none"> To explore physical sensations in the body To explore the breath To notice what happens with the in breath and the out breath To experience what it is like to direct the attention <p>Practices and Activities</p> <p>Stamping Feet Practice, or Shake and Freeze</p> <p>Balloon Breathing</p> <p>Teddy Breathing</p>	<p>In mindfulness we learn about the connection between the breath and the parasympathetic nervous system, which includes the ability to calm and soothe ourselves. Although this is not taught directly to children, it is helpful for teachers to have a background awareness of it.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p>	<p>5. Exploring the Breath in the Tummy and Chest</p> <ul style="list-style-type: none"> To direct attention to the tummy / chest 	<p>Learning to notice where our attention is and developing the ability to direct our attention towards our breathing and our tummy and chest could have an indirect link to understanding different ways we</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p>

<p>Self-regulation</p> <p>Bodily awareness</p>	<ul style="list-style-type: none"> To use the breath as a focus of attention To begin to notice details of the breath being breathed by the body To understand what it is to practice something <p>Practices and Activities</p> <p>Balloon Breathing</p> <p>What is Practice?</p> <p>Tummy and Chest Breathing</p>	<p>learn and play. It also helps with recognising when we might need a break, through tuning into our body signals. If children are able, for example, to notice where their attention is and what it is like when they are involved in different kinds of learning (such as online learning or outdoor learning), they can become aware that they can make choices about where and how they can focus their attention.</p> <p>Similarly, if they are playing a ball game or playing with a toy, for example, they could explore the different types of attention each requires.</p>	<p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>6. Exploring Attention</p> <ul style="list-style-type: none"> To introduce the idea of the faculty of attention To experience how we might direct attention To learn some simple tools for training the attention To notice sensations in the body <p>Practices and Activities</p> <p>Tummy and Chest Breathing Attention</p> <p>Torchlight of Attention</p> <p>Experimenting with Attention (options: Hands/Cones/Torches)</p> <p>Body Tapping Practice</p>	<p>See note about attention under Session 5 above.</p> <p>Although the purpose of practices such as Body Tapping is not to promote physical activity, talking about noticing body sensations may link to discussions about how we experience physical activity and its effects on us.</p> <p>The physical feedback we get when body tapping, including noticing comfort and discomfort, tiredness and/or energy can also inform choice making about what we need now in relation to our health and wellbeing.</p> <p>Exploring touch through practices where we are touching our own bodies can help us to recognise what we experience as comfortable or uncomfortable. That feedback might help us to make kind choices for ourselves.</p> <p>There may also be opportunities here to include messages about rights over our own bodies, linked to personal safety.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p> <p>Self-regulation</p>	<p>7. Taking a Mindful Mouthful</p> <ul style="list-style-type: none"> To pay attention, on purpose, in the present moment while eating To explore how we can step out 	<p>The Mindful Mouthful practice is not about the content of food and nutrition. However, it may link to discussions about eating routines and habits (such as when, where and with whom we eat, and paying</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Impact of Nutrition</p>

<p>Bodily awareness</p>	<p>of autopilot when we choose to</p> <ul style="list-style-type: none"> To explore the difference between eating this way and how we usually eat To experience how bringing attention to experience can reveal new aspects to it <p>Practices and Activities</p> <p>Shake and Freeze</p> <p>Eating on Autopilot</p> <p>Mindful Mouthful</p>	<p>attention when we are eating), which are also important for developing an approach to healthy eating.</p>	<p>PS1: I am beginning to make connections between my diet and my physical health and wellbeing.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Compassion</p>	<p>8.Choosing</p> <ul style="list-style-type: none"> To recognise that we have to make many choices in a day (even if adults do make lots of choices for young children) To understand that we can become aware of when we make those choices To practise making choices To begin to recognise when there is an opportunity to make skillful choices To recognise that different people make different choices <p>Practices and Activities</p> <p>You Choose book</p> <p>Tummy and Chest Breathing Making Choices</p> <p>Would You Rather</p> <p>Being Aware of Choices</p>	<p>When discussing choices we make every day, an area that could be explored is health and healthy lifestyles, including choices about eating (not just what to eat, but when, where and with whom to eat), activities, exercise and/or sleep. Choices about how we spend our leisure time, about friendship situations or about saving or spending money could also be included.</p> <p>In a mindfulness context, choice is often about emotional regulation and self-care.</p> <p>There is also an opportunity in discussions about choices to explore the difference between wants and needs (for example, are sweets a want or need? What about a television, or a computer?).</p> <p>Also in this session there are opportunities to notice how different people make different choices, which could link to learning about identity and diversity.</p>	<p>WM3: Our decision-making impacts on the quality of our lives and the lives of others</p> <p>Strand: Informed Choices</p> <p>PS1: I can make decisions based on what I like and dislike.</p> <p>Strand: Impact of Decisions</p> <p>PS1: I have developed an awareness that my decisions can affect me and others. I can take part in group decisions.</p>

<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>9. Moving</p> <ul style="list-style-type: none"> To experience awareness of the body in motion To enjoy moving the body To explore movement and stillness To develop awareness of others To explore the contrast between noise and silence <p>Practices and Activities</p> <p>Shake and Freeze, or Mindful Musical Statues</p> <p>Optional: Noise and Silence</p> <p>Follow Me (4 variations)</p> <p>Standing Still, noticing the Breath</p>	<p>Awareness of our bodies, movement and body sensations can make an important contribution to physical health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us.</p> <p>The practices which can be done in pairs or small groups, such as Follow Me and Mirror Me, can help develop skills of cooperation and paying attention to each other. There is also an opportunity here to explore different roles people take: what it is like to lead or to follow, and the fact that we can't have all leaders or all followers in a group.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p>
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>10. The Dot</p> <ul style="list-style-type: none"> To learn the 'dot' practice as a means to stop and notice To use the breath as a focus of attention To explore the everyday experience of stopping and 'checking in' with present moment awareness <p>Practices and Activities</p> <p>Tummy and Chest Breathing The Breath</p> <p>Exploring the Dot</p> <p>The Dot Practice</p>	<p>The 'Dot' practice is about stopping and noticing, which might also lead to recognition of the need to sometimes pause and rest, and the value of other approaches to self-care.</p> <p>Many of the Dots practices, including settling in the bubble, the dot itself and other breathing practices, provide an opportunity for children to experience a shift in mode. In adult mindfulness we learn about moving from 'doing' to 'being' and from 'thinking' to 'sensing' mode. With both children and adults, we develop the ability to step back and create the space to make a choice.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>

<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>11. Walking and Noticing</p> <ul style="list-style-type: none"> To explore how we can step out of 'autopilot' when we choose to To bring curiosity to experience To explore and notice what is around us To use all the senses <p>Practices and Activities</p> <p>Optional Mini Dot A 'Mindless' Walk Attention</p> <p>A 'Mindful' Walk</p>	<p>Although the point of mindful walking is not to take exercise, it is an opportunity to experience being outdoors and to be aware of movement and body sensations.</p> <p>Mindful walking practices may also provide opportunities for discussion about the environment and our role in caring for it. There could also be potential links here with programmes that promote nature connection and outdoor learning.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p> <p>Bodily awareness</p>	<p>12. Exploring Touch</p> <ul style="list-style-type: none"> To experience mindfulness of touch To explore the sense of touch with our hands To use the sense of touch to be aware of the world around us To encourage curiosity and openness <p>Practices and Activities</p> <p>Mini Dot</p> <p>Exploring Touch</p> <p>'What does it feel like?'</p> <p>Extension: Texture Hunt</p>	<p>The 'What does it feel like?' practice includes the suggestion of touching their own clothing, hair, skin etc. This could provide an opportunity to reinforce messages about their rights over their own bodies, and being aware of how physical contact makes them feel.</p> <p>Exploring touch through practices where we are touching our own bodies can help us to recognise what we experience as comfortable or uncomfortable. That feedback might help us to make kind choices for ourselves.</p> <p>This is another opportunity to learn about how Mindfulness helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>

<p>Attention</p> <p>Self-regulation</p>	<p>13. Exploring Sounds</p> <ul style="list-style-type: none"> To explore sitting well To experience mindfulness of sound To use the sense of hearing to be aware of the world around us To encourage curiosity and openness <p>Practices and Activities</p> <p>Sitting Well</p> <p>Mini Dot</p> <p>Listening Practice</p> <p>Exploring Different Sounds</p>	<p>Although the senses are taught in the Science curriculum, they are still relevant to Health and Wellbeing – developing the ability to listen with attention, for example, is key to communication skills and relationships.</p> <p>This is another opportunity to learn about how Mindfulness helps us to use the senses as a focus for grounding ourselves and for exploring how we are experiencing the world around us.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>
<p>Attention</p> <p>Self-regulation</p> <p>Compassion</p> <p>Bodily awareness</p>	<p>14. Working with Distraction</p> <ul style="list-style-type: none"> To revisit the torchlight of attention To use the body and/or breath as an anchor To work with distractions – noticing when attention has been pulled away To learn some simple tools for training the attention with the attitude of kindness <p>Practices and Activities</p> <p>Stamping Feet</p> <p>Torchlight of Attention</p> <p>Distraction Game</p>	<p>In mindfulness, we are encouraging an attitude of kindness in relation to ourselves and our own experience, as well as kindness towards others. Here this is in the context of training the attention with kindness, and discussion about what pulls attention away or distracts us can also be included.</p> <p>Developing this attitude of kindness towards ourselves will support our ability to be kind to others.</p> <p>This session includes noticing distraction and learning how it is normal that our attention goes to different places.</p> <p>Bringing an attitude of friendliness and kindness to ourselves as we notice where our attention is and learn to anchor it in the body or the breath is a key part of mindfulness.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>

<p>Attention</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>15. Wobbling and Steadying</p> <ul style="list-style-type: none"> To develop an awareness of others To explore physical wobbles To contrast these with sensations of steadiness To explore movement and steadiness <p>Practices and Activities</p> <p>Shake and Freeze, or 'Mindful' Musical Statues</p> <p>Moving in and out of Space</p> <p>The Wobbling Practice</p>	<p>Being able to tune into physical sensations in their bodies (including wobbles), linked to emotional awareness, supports children in responding to a range of possible difficulties.</p> <p>This ability can also play an important role in safeguarding. Recognising body signals to do with discomfort or risk enables children to know when they might need to act, including seeking help and support.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p>
<p>Attention</p> <p>Bodily awareness</p> <p>Emotion regulation</p>	<p>16. Recognising Emotions</p> <ul style="list-style-type: none"> To begin to recognise emotions in ourselves and others To begin to name these emotions To begin to recognise that we may show these emotions in different ways To develop an increased awareness of the in and out breath <p>Practices and Activities</p> <p>The Wobbling Practice</p> <p>What are Emotions Like?</p> <p>'Pointing Breaths'</p>	<p>Mindfulness helps us to tune into our emotions, through noticing body sensations, including when focusing on our breathing, as well as feelings.</p> <p>Mindful awareness also helps us to recognise, acknowledge and feel the full range of emotions we are experiencing. It is also about being with our emotions, whether they are positive or challenging, and not trying to ignore or push them away. This is not included explicitly in the teaching and learning at this age, but it is helpful for teachers to understand in the way they approach this area.</p> <p>This is another opportunity to recognise how we are all different and may experience and show our emotions in different ways.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Empathy</p> <p>PS1: I am aware of when others are kind to me and when I am kind to others. I have an awareness of the feelings of others.</p>

<p>Attention</p> <p>Self-regulation</p> <p>Compassion</p> <p>Bodily awareness</p>	<p>17. FOFBOC</p> <ul style="list-style-type: none"> To recognise that we all wobble/worry To explore how worry feels in the body To learn how to steady ourselves when we notice the wobble To explore settling attention in the lower part of the body (FOFBOC) <p>Practices and Activities</p> <p>Pointing Breaths</p> <p>We all worry</p> <p>How does worry feel in the body?</p> <p>FOFBOC</p>	<p>Within the range of emotions that might be explored with children, worry is an important example to include.</p> <p>As in Session 15, there is a variety of contexts that could arise in discussions about what might make us wobble, including situations involving family and friends, and safety contexts. This could link, for example, to learning about recognising risk, how it feels and how to prevent and manage risky situations.</p> <p>Learning how to steady and anchor ourselves when we recognise the wobble/worry can make an important contribution in many situations we find challenging.</p> <p>If children have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice, this can help them to then make choices about their actions, such as how to get help and whom to approach.</p> <p>It is also helpful for teachers to understand that mindfulness includes the recognition of the parasympathetic (rest and digest) and sympathetic (fight, flight, freeze) nervous system, and how that links to the difference between reacting and responding and to self-care.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p>
<p>Metacognition</p> <p>Self-regulation</p> <p>Emotion regulation</p> <p>Bodily awareness</p>	<p>18. Noticing Choices</p> <ul style="list-style-type: none"> To be aware of choices To begin to recognise when there is an opportunity to make more skilful choices To pause and take a Micro Dot before making a choice <p>Practices and Activities</p> <p>Stamping Feet</p> <p>You Choose, or Would You Rather Making Choices</p>	<p>Discussions about everyday choices may include aspects of healthy lifestyles. Choices about how we spend our leisure time (including play), about friendship situations or about saving or spending money could also be included in scenarios.</p> <p>In a mindfulness context, choice is often about emotional regulation and self-care.</p> <p>There is also an opportunity in discussions about choices to explore the difference between wants and needs (for example, are sweets a want or need? What about a television, or a computer?).</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>PS1: I can make decisions based on what I like and dislike.</p> <p>Strand: Impact of Decisions</p> <p>PS1: I have developed an awareness that my decisions can affect me and others. I can take part in group decisions.</p>

	<p>Taking a Micro Dot</p> <p>Noticing Choices</p>	<p>Also in this session there are opportunities to notice how different people make different choices, which could link to learning about identity and diversity, including how we treat each other with respect.</p>	
<p>Emotion regulation</p> <p>Self-regulation</p> <p>Compassion</p>	<p>19. Saying Thank You</p> <ul style="list-style-type: none"> To be aware of how we are connected with others and with the wider world To be aware of people who help us or who have been kind to us To express gratitude by saying thank you <p>Practices and Activities</p> <p>Mini or Micro Dot</p> <p>The Grape / People / Saying Thank You</p> <p>Option 1: Mindful Mouthful</p> <p>Option 2: Thank You Cards</p>	<p>When discussing people who help us or who have been kind to us, there is an opportunity to include a range of different contexts, and also to reinforce the importance of knowing whom, when and how to ask for help and support when it is needed.</p> <p>Discussions about connection might also link to work exploring relationships with family and with friends, the importance of feeling we belong, and what it is like to feel connected.</p> <p>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>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Empathy</p> <p>PS1: I am aware of when others are kind to me and when I am kind to others. I have an awareness of the feelings of others.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being</p> <p>Strand: identity, Values and Awareness</p> <p>PS1: I can show care and respect for others.</p>
<p>Emotion regulation</p> <p>Compassion</p>	<p>20. Being Kind to Ourselves</p> <ul style="list-style-type: none"> To recognise ways in which we are kind to others To consider ways in which we can be kind to ourselves To begin to explore self-care and compassion – can we be kind to ourselves as well as others To introduce the Hugging Breaths practice <p>Practices and Activities</p> <p>Pointing Breaths Being Kind to Others</p> <p>Being Kind to Ourselves</p>	<p>Mindfulness emphasises the value of offering kindness and compassion to ourselves as well as to others, within the broader theme of self-care.</p> <p>If we are able to be kind to ourselves, we are more likely to be able to be authentically kind to others.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Empathy</p> <p>PS1: I am aware of when others are kind to me and when I am kind to others. I have an awareness of the feelings of others.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being</p> <p>Strand: identity, Values and Awareness</p> <p>PS1: I can show care and respect for others.</p>

	Hugging Breaths		
Attention Self-regulation Bodily awareness	21. Being Aware of Others <ul style="list-style-type: none"> To experience awareness of the body in motion To enjoy moving the body To develop awareness of others To explore our own space and respecting other people's space Practices and Activities Hugging Breaths (standing) Moving in and out of Space Follow Me Mirror Me	Exploring personal space, including referring to the 'bubble' could link to the early stages of learning about the importance of consent around physical space and contact with others. Practices which involve physical activity, bringing attention to the body and noticing body sensations may provide opportunities for exploring our experience when the body is active. Awareness of our bodies, movement and body sensations can make an important contribution to physical health and wellbeing. Learning to recognise the signals and messages from our bodies through body sensations we experience when we move can inform making choices about what helps us.	WM1: Developing physical health and well-being has lifelong benefits Strand: Physical Competence and Literacy PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.
Attention Metacognition Self-regulation Compassion	22. Concentrating <ul style="list-style-type: none"> To explore concentration To revisit the torchlight of attention To work with mind wandering – noticing when attention has been pulled away To learn some simple tools for training the attention with the attitude of kindness Practices and Activities Hugging Breaths Concentration and Attention Torchlight of Attention Taking a Dot	Learning to notice where our attention is and developing the ability to direct our attention towards our breathing and our tummy and chest could have an indirect link to understanding different ways we learn and play. It also helps with recognising when we might need a break, through tuning into our body signals. If children are able, for example, to notice where their attention is and what it is like when they are involved in different kinds of learning (such as online learning or outdoor learning), they can become aware that they can make choices about where and how they can focus their attention. Similarly, if they are playing a ball game or playing with a toy, for example, they could explore the different types of attention each requires. As in Lesson 14, here the idea of the wandering mind is also being explored, including how it is normal for our attention to wander. Children begin to recognise future thinking, past thinking and how to bring their mind back to the here and now. For example, if someone walks into the room, we can	WM2: How we process and respond to our experiences affects our well-being and mental health Strand: Self-Awareness and Regulation PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.

	Optional: Distraction Game	<p>notice how our attention is distracted to look at them, and practise bringing it back to the lesson.</p> <p>For teacher information, you will not explicitly teach about this in this programme but it is helpful to have in the background; recognising that wandering minds, due to negativity bias, often wander to difficult memories or potential difficulties in the future and when we remember those things or our mind plays out difficult future scenarios it brings up the feelings as if it is happening for real at the time we remember or future think even though it's not happening at the time.</p>	
<p>Attention</p> <p>Metacognition</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>23. Being Present</p> <ul style="list-style-type: none"> To understand what present means in the context of past, present and future To explore choosing to be present To choose to be present while eating To introduce the word 'mindful' <p>Practices and Activities</p> <p>Mini or Micro Dot</p> <p>Past, Present and Future / 'Choosing to be Present'</p> <p>Mindful Mouthful</p>	<p>In this lesson children learn about what being 'in the present moment' means. In mindfulness generally, our ability to pause, come into the here and now and notice what is happening can support our mental health and wellbeing. The experience of the dots programme as a whole has the potential to promote and</p> <p>support children's wellbeing, and a specific link to statements about children's mental health has been included here.</p> <p>If we can begin to recognise habits and learn how to pause and come out of a habitual reaction, we are then able to make conscious and helpful choices.</p> <p>The Mindful Mouthful practice is not about the content of food and nutrition. However, it may link to discussions about eating routines and habits (such as when, where and with whom we eat, and paying attention when we are eating), which are also important for healthy eating.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</p>
<p>Attention</p> <p>Bodily awareness</p>	<p>24. Walking</p> <ul style="list-style-type: none"> To experience awareness of the body in motion To bring awareness to walking To explore sensations in the feet To enjoy moving the body 	<p>Although the point of mindful walking is not to take exercise, it is an opportunity to experience being outdoors and to be aware of movement and body sensations.</p> <p>Mindful walking practices may also provide opportunities for discussion about the environment and our role in caring for it. There could also be</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p>

	<p>Practices and Activities</p> <p>Standing Dot</p> <p>Mindful Walking(Walking at different speeds)</p> <p>(Walking barefoot on different surfaces – 3 options)</p> <p>(Optional Extension: Feet as Hands)</p>	<p>potential links here with programmes that promote nature connection and outdoor learning.</p>	
<p>Attention</p> <p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p> <p>Bodily awareness</p>	<p>25. Dropping the Anchor</p> <ul style="list-style-type: none"> To understand that by ‘anchoring’ our attention in the lower half of the body, we can begin to settle even when our minds are stormy To find ways to settle when we feel unsettled To begin to recognise when there is an opportunity to make skilful choices Encouraging children to explore anchoring as a way to settle enough to be able to respond, rather than react – to make good choices for themselves and others <p>Practices and Activities</p> <p>FOFBOC</p> <p>Anchors</p> <p>Snow Globe (Micro Dot)</p>	<p>In dots, the children are equipped with strategies to help them when their minds are ‘stormy’ and/or they are feeling a range of tricky emotions, enabling them to feel they can make choices about how to respond.</p> <p>As in Session 17, learning how to steady ourselves when we recognise the wobble/worry can make an important contribution in many situations we find challenging, including when we need to keep ourselves safe.</p> <p>If children have the ability to settle and steady themselves, for example through choosing to use the FOFBOC practice as a way to anchor their attention, this can help them to see things more clearly and they can then make choices about their actions, such as how to get help and whom to approach.</p> <p>If the school uses worry boxes, this can be linked in here. Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Emotional and Physical Connection</p> <p>PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</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>PS1:I can make decisions based on what I like and dislike.</p> <p>Strand: Impact of Decisions</p>

			PS1: I have developed an awareness that my decisions can affect me and others. I can take part in group decisions.
Attention Metacognition Self-regulation	26. What Do You Think? <ul style="list-style-type: none"> To practise ‘anchoring’ attention in the lower half of the body To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories) To begin to recognise thoughts To step back from thoughts – thoughts are not facts Practices and Activities FOFBOC Duck! Rabbit! What do you Think? (Dot practice)	<p>In any of the contexts listed here (including friendship situations and emotions), it would be helpful for children if they developed the ability to focus on understanding our minds and noticing our thoughts.</p> <p>Developing metacognition and the ability to notice when our thinking is causing us to wobble enables us to then steady ourselves. If we can step away and take our attention to the body, we may then be able to see what is true and not true and check in about it. Children can therefore start to recognise that the mind sometimes tells stories.</p> <p>This session also includes developing an understanding that there are different ways of seeing things (e.g. in the book ‘Duck Rabbit’), including respecting different points of view.</p> <p>If the school uses worry boxes, this can be linked in here. Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.</p>	WM1: Developing physical health and well-being has lifelong benefits Strand: Emotional and Physical Connection PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts. WM2: How we process and respond to our experiences affects our well-being and mental health: Strand: Self-Awareness and Regulation PS1: I have an awareness of my perceptions 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.
Metacognition Emotion regulation Compassion	27. What’s in the Box? <ul style="list-style-type: none"> To recognise that we all worry To investigate how worry feels in the body To explore the nature of mind (trying to make sense of, filling in gaps, telling us stories) To develop self-care and compassion – the Hugging Breaths practice Practices and Activities	<p>Recognising, naming and managing emotions is an important stage in learning to deal with them. Learning about worry can have an interconnection here: a worry thought can be connected with a worry feeling.</p> <p>In dots, the children are equipped with strategies to help them when their minds are ‘stormy’ and/or they are feeling a range of tricky emotions, enabling them to feel they can make choices about how to respond.</p> <p>Again, it is useful to make the link here with the importance of talking to and telling someone when we experience worrying thoughts and feelings.</p>	WM1: Developing physical health and well-being has lifelong benefits Strand: Emotional and Physical Connection PS1: I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts. WM2: How we process and respond to our experiences affects our well-being and mental health Strand: Self-Awareness and Regulation

	<p>Pointing Breaths What Do You Think? We all Worry What's in the Box?</p> <p>Our minds make things up</p> <p>Hugging Breaths</p>	<p>If the school uses worry boxes, this can again be linked in here. Writing something in the worry box could be one of the helpful choices children might make when they have steadied themselves.</p>	<p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</p> <p>Strand: Communicating and Seeking Help</p> <p>PS1: I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.</p>
<p>Attention</p> <p>Emotion regulation</p> <p>Compassion</p>	<p>28. Noticing the Lovely</p> <ul style="list-style-type: none"> To be aware of our connection with others and with the wider world To encourage an appreciation of what is good in life To learn how to shift attention towards pleasant experiences To explore kindness and being helpful To express gratitude <p>Practices and Activities</p> <p>Hugging Breaths</p> <p>The Tricky Stuff</p> <p>Option 1 – Appreciation Walk</p> <p>Option 2 – Acts of Kindness</p> <p>Option 3 – Expressing Gratitude</p> <p>Closing Practice – Noticing the Lovely</p>	<p>Training our minds to look for and notice the positive and things that we appreciate, that can actively work against a negativity bias (the tendency to remember and focus on bad experiences more than good ones). This can also help us to develop the ability to shift our attention away from a negative experience towards the positive. We are developing the skills to notice when our mind is on something challenging, allowing this, then stepping back and choosing to focus on something positive, which in turn can help to shift our mood.</p> <p>Learning to 'savour' our experiences, i.e. pausing and noticing, and allowing ourselves to stay with the good long enough for it to register rather than rushing on to the next thing, is also a key part of this session.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</p> <p>Strand: Communicating and Seeking Help</p> <p>PS1: I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being</p> <p>Strand: identity, Values and Awareness</p> <p>PS1: I can show care and respect for others.</p>

<p>Attention</p> <p>Metacognition</p> <p>Emotion regulation</p> <p>Compassion</p>	<p>29. Happiness</p> <ul style="list-style-type: none"> To investigate what it is to be happy To learn to shift attention towards pleasant experiences To explore how savouring these experiences can increase levels of happiness To share happiness with others <p>Practices and Activities</p> <p>Noticing the Lovely Mindful Mouthful Happy</p> <p>Smile!</p> <ul style="list-style-type: none"> Option 1 – Pass the Smile Option 2 – Smile Tennis <p>I feel happy when ...</p> <p>(Would You Rather?)</p> <p>Happiness Picture(s)</p>	<p>Within work about the range of emotions children experience, it is helpful to include learning about how to savour positive experiences. Here this is again about noticing where our focus is and choosing to put it on to something good.</p> <p>This session also includes the value of sharing happiness with others. We are noticing what we enjoy, and how we can impact other people's happiness, for example through smiling. The themes of connection, community and belonging are also included here.</p>	<p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p> <p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</p> <p>Strand: Communicating and Seeking Help</p> <p>PS1: I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.</p> <p>WM4: How we engage with social influences shapes who we are and affects our health and well-being</p> <p>Strand: identity, Values and Awareness</p> <p>PS1: I can show care and respect for others.</p>
<p>Attention</p> <p>Metacognition</p> <p>Emotion regulation</p> <p>Self-regulation</p>	<p>30. Dot, Dot, Dot ...</p> <ul style="list-style-type: none"> To recognise the dots journey and recall all that has been learned To recap the toolkit or library of dots practices To consider what to carry on practicing To celebrate completing the dots curriculum <p>Practices and Activities Balloon Breathing, or Mindful Musical Statues, or Mindful Mouthful, or</p> <p>A Mindful Party You Choose!</p>	<p>At the end of the programme, as well as reviewing their learning, this is an opportunity to celebrate their achievements (individual and collective).</p> <p>Depending on which practices are selected to review here, they can be matched to curriculum statements from previous lessons above.</p>	<p>WM1: Developing physical health and well-being has lifelong benefits</p> <p>Strand: Physical Competence and Literacy</p> <p>PS1: I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.</p> <p>WM2: How we process and respond to our experiences affects our well-being and mental health</p> <p>Strand: Self-Awareness and Regulation</p> <p>PS1: I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.</p>

<p>Compassion</p> <p>Bodily awareness</p>	<p>Let's Celebrate!</p> <p>Closing Practice – Taking a dot</p>		<p>I am beginning to have an awareness that thoughts and feelings change and I am starting to notice when change happens.</p> <p>Strand: Communicating and Seeking Help</p> <p>PS1: I can notice and communicate how I am feeling. I am beginning to have an awareness of how feelings are communicated through actions.</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>PS1: I can make decisions based on what I like and dislike.</p> <p>Strand: Impact of Decisions</p> <p>PS1: I have developed an awareness that my decisions can affect me and others. I can take part in group decisions.</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

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

(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.

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

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



MiSP

MINDFULNESS

in

SCHOOLS

PROJECT