

Mapping Our Curricula -

Exploring the Relationship between Mindfulness (The MiSP Mindfulness Curricula) and the Curriculum for Wales



MiSP

MINDFULNESS IN SCHOOLS PROJECT

WWW.MINDFULNESSINSCHOOLS.ORG

UK charity

To bring mindfulness to
young people and those who
care for them.

8,600+ teachers trained
1.1 million+ students reached

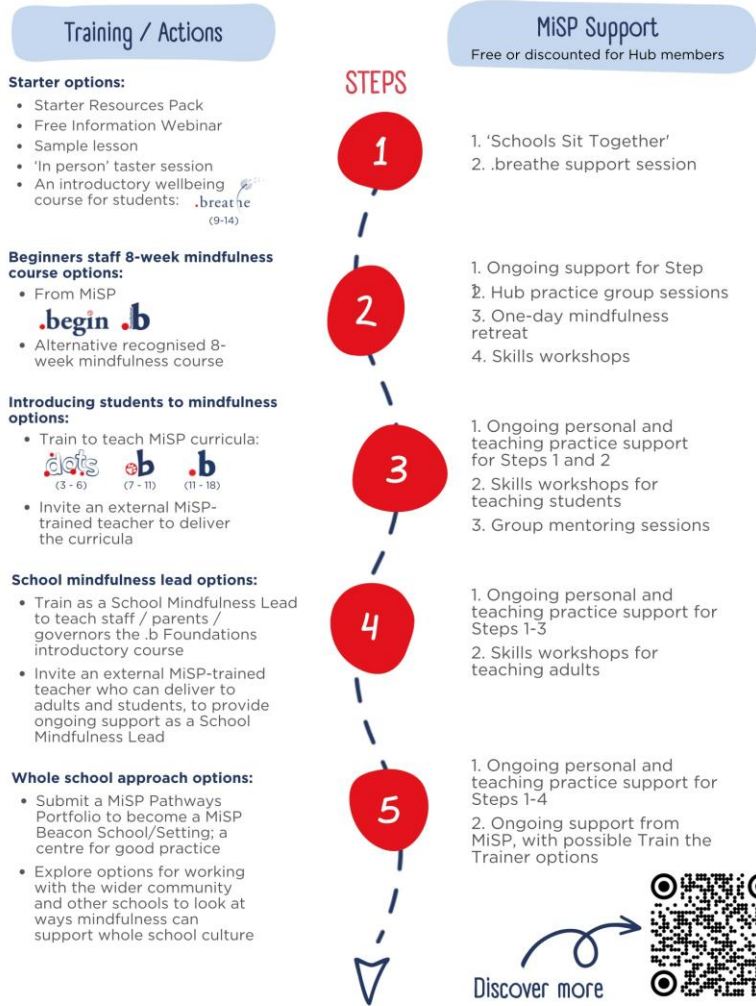
.begin **.breathe**  **dots**  **b.b.b**  **SML**

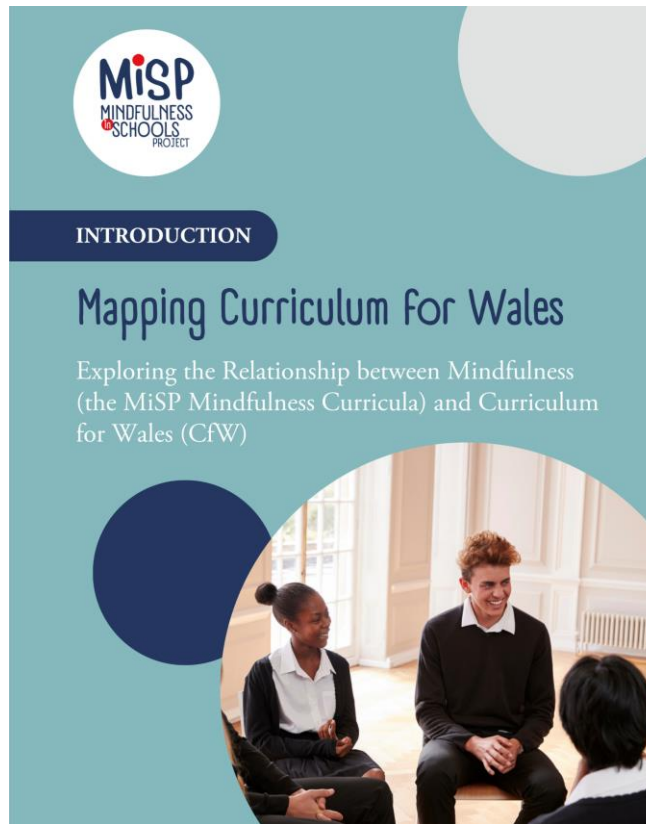
Supporting schools in taking steps towards a whole school approach to well-being and flourishing

The Pathways Model



The Pathways Model





The Guidance document



Intention

Highlights opportunities for linking with and enhancing the Area for Health and Well-being teaching and learning in schools with mindfulness and vice versa

How Mindful Approaches could support the 4 Purposes

- 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 and valued members of society
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Health and Well-being Area of Learning and Experience

“The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.” - Hwb



How mindfulness can support this:

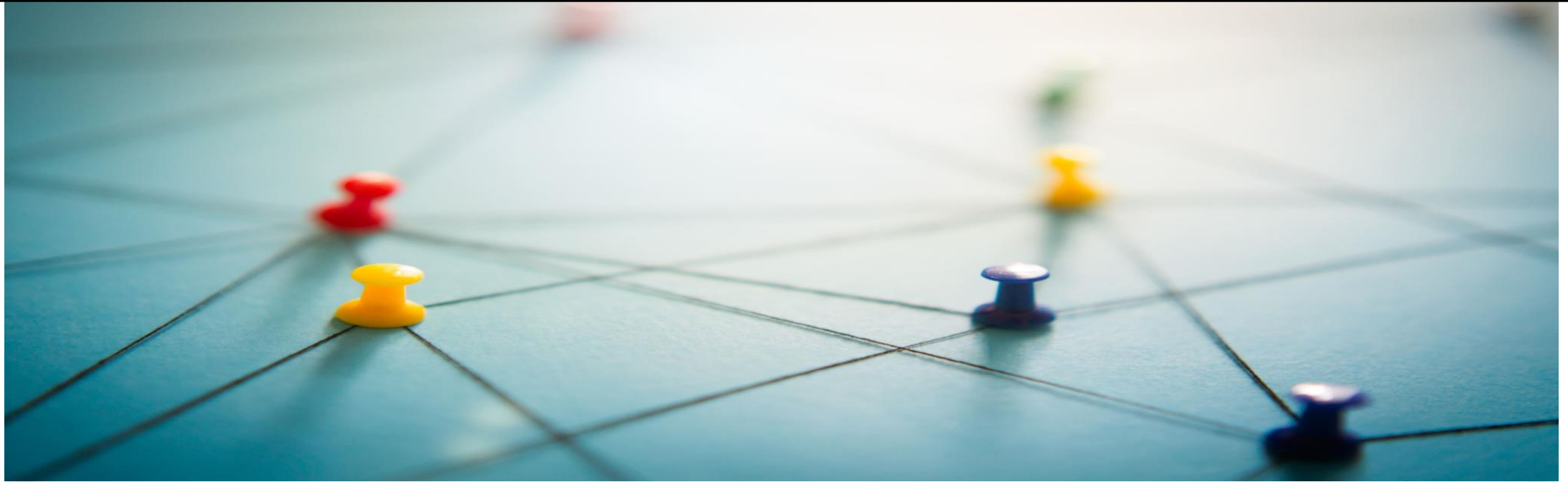
- Through helping children and young people develop and apply knowledge and skills
 - Helps them to cultivate a way of being or an approach to the way they live their lives
 - It is fundamentally a practice, it's experiential and it invites us to model what we learn in various 'in school' and 'out of school' situations
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Things to consider:

- The Maps are not intended to just be a checklist of content – the relationship between the two is more nuanced – one does not substitute the other – rather they can potentially complement, enrich and extend the learning in each
 - In the same way that mindfulness teaching supports the Area for Health and Well-being learning, delivering mindfulness in school can go beyond simply offering a mindfulness curriculum. It can form an integral part of an approach to whole school well-being; complementing and supporting existing school policy and initiatives
 - Embedding mindfulness into school life for both pupils and staff can make a significant contribution to an educational environment which enables and encourages children to flourish
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Links between the CfW and Mindfulness



One of the direct links - Mental health and wellbeing

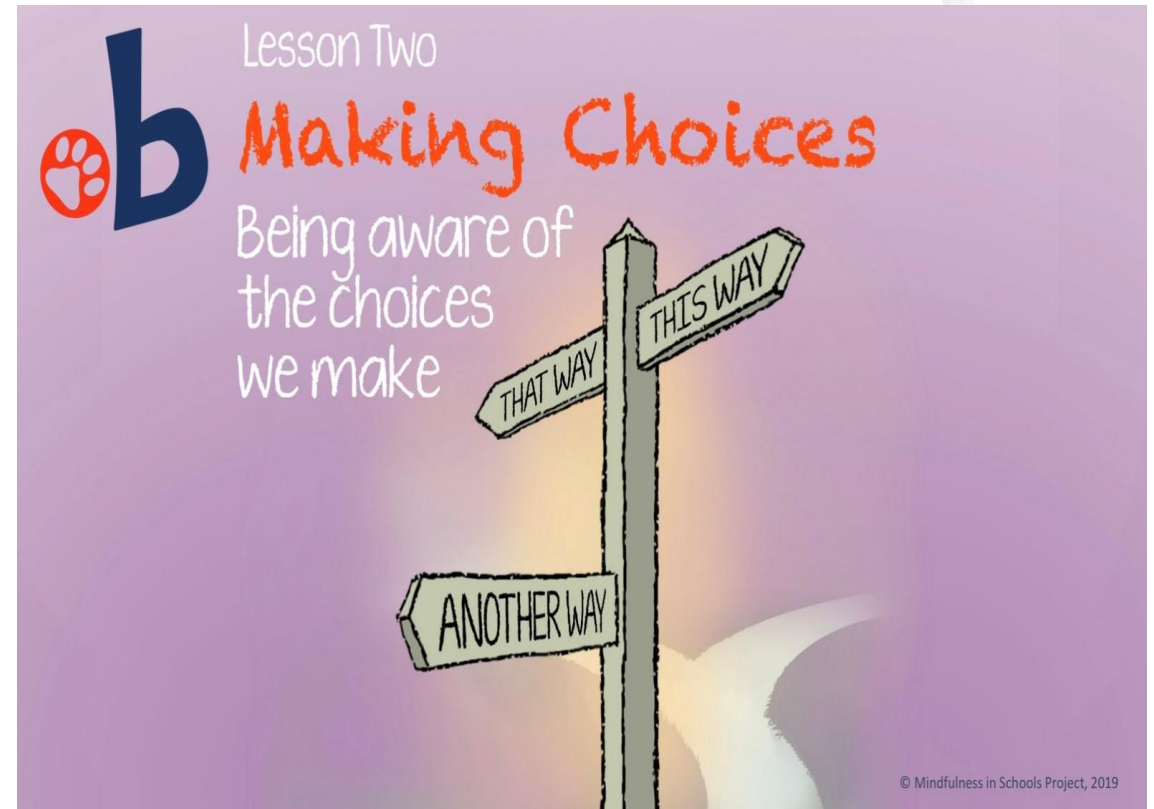
The theme of mental health and well-being can be woven through discussion in enquiry after mindfulness practices or through the examples used to illustrate learning in lessons.

The following What Matters statements are examples of learning that can be built through a range of mindfulness lessons:

- How we process and respond to our experiences affects our mental health and well-being
 - Our decision-making impacts on the quality of our lives and the lives of others
-

Curriculum link:

- Exploring choice making
- Examples to do with healthy lifestyles, family relationships or safety could be used



Indirect links – Health and Well-being learning may be discussed as examples in mindfulness teaching

Area for Health and Well-being topics that do not have direct correspondence but may be touched on in mindfulness learning:

- courage
 - tolerance
 - relationship building
 - bullying
 - puberty
 - substance education
 - body image
 - safeguarding
 - loss and change
 - signposting to sources of support
-



Indirect links – a mindfulness approach

- The character and nature of mindfulness learning supports the Area for Health and Well-being Progression steps
- Teachers' embodiment of mindfulness practice can enable open exploration of themes and ideas in this area
- Mindfulness can underpin the attributes and principles of each of the four purposes



Mindfulness themes/skills that could support teaching Health and Well-being

Key areas within a mindfulness curriculum that support the application of Health and Well-being themes:

- focus/attention
 - compassion
 - self-regulation
 - emotional literacy and regulation
 - becoming aware of the thought process/metacognition
 - awareness of thoughts/feelings/body sensations
 - learning about the brain
 - exploring breathing
 - being with the difficult
-



Nuances in intention and communication

- An example in the Area for Health and Well-being - the body and movement are referenced in terms of physical activity and exercise.
- In mindfulness the emphasis is on helping us move from thinking to sensing, the ability to tune into body sensations and notice signals that help us recognize what we need.



How mindful approaches could support children's learning behaviours

Mindfulness learning can improve:

- Concentration
- Ability to direct attention
- Focus
- Communication skills
- Self-regulation



These behaviours are directly related to the four purposes

Framework on embedding
a whole-school approach to
emotional and mental well-being



Guidance

Whole School Approaches

- The Area for Health and Well-being and Mindfulness connection works best within the context of a positive whole school approach to Well-being.
- The ‘Framework on embedding a whole-school approach to emotional and mental well-being’ gives comprehensive guidance for a whole school initiative around mental health and well-being
- Mindfulness and the MiSP curricula could provide the foundation for or sit comfortably with or alongside other SEL programmes and/or other aspects of school life



Implementing
Mindfulness in Schools:
An Evidence-Based Guide

“Through its present moment, embodied, skills-based approach, mindfulness can help ensure that the aims of SEL are realised in practice and action, not just expressed as, theories, words and future intention.”

‘Implementing Mindfulness in Schools’ – The Mindfulness Initiative 2021 – Katherine Weare and Adrian Bethune

Mapping Our Curricula - a tour of the resources on the website



Helping educators and young people flourish since 2009

Mindfulness in Schools Project (MiSP) is a charity and international community of mindfulness educators united in our commitment to the wellbeing of the next generation, as well as the adults caring for them.

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Thanks to our funder, we can offer subsidised training for schools in England and Wales* with higher-than-average free school meals.

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Support Us



We are honoured that Brianna Ghey's family and the Warrington Guardian have launched the Peace in Mind Campaign to raise funds for MiSP in her memory.

Donate to the GoFundMe

Train With Us



Train to teach our courses and help to bring quality mindfulness to schools first-hand.

[Download a sample lesson](#)

Find a course

Mapping Our Curricula for Wales

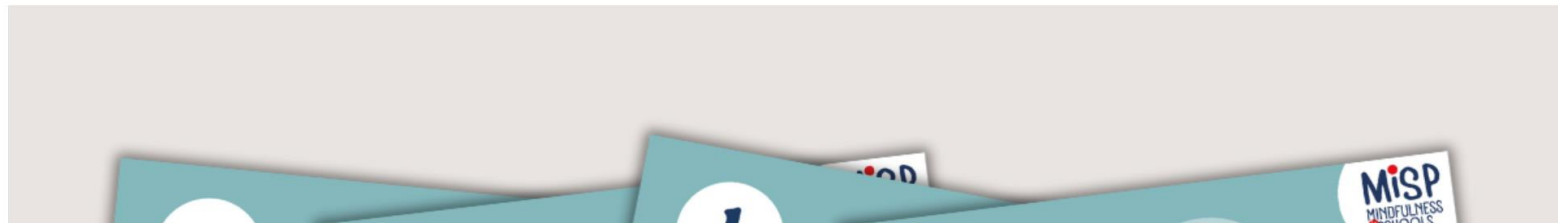
Exploring the Relationship between the MiSP Mindfulness Curricula and the Curriculum for Wales (CfW)

MiSP's curricula are not designed with an intention to adhere to any specific national curricula criteria. Instead they are supported by well-researched theory and practice from the spheres of mindfulness, neuroscience and social and emotional learning. However, the breadth of learning arising out of these approaches sits well with many aspects of prescribed and national curricula.

To get the most out of the curricula maps we would recommend reading the introductory guidance below first (or download it as a PDF via the link at the bottom of the page), as it is **essential** for providing context and outlining the intentions for the mapping alongside a broader understanding of how mindfulness and CfW might work together in educational settings.

You are invited to a **FREE webinar** exploring the relationship between the Curriculum for Wales (CfW) and the MiSP curricula on Thursday 9th November, 6pm to 7.30pm UK time. Please join us to hear all about this new resource.

Register for the Upcoming Webinar



- ▶ Overarching aims and outcomes in CfW and in Mindfulness
- ▶ How mindfulness can enhance a school's approach to teaching and learning
- ▶ Delivering an integrated approach to Health and Wellbeing and Mindfulness
- ▶ Meeting Estyn requirements for Personal Development
- ▶ What is in this document and how does it work?

Download our curricula maps:

Introduction



Intro PDF

dots



Curricula Map PDF

Paws b



Curricula Map PDF

.breathe



Curricula Map PDF

.b



Curricula Map PDF



Paws b curriculum

Mapping Curriculum for Wales

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



**7 - 11
year olds**

Autumn 2023

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

To get the most out of the curricula maps we recommend reading [the introductory PDF first](#), as it is essential for providing context and outlining the intentions for the mapping alongside a broader understanding of how mindfulness and the Curriculum for Wales (CfW) might work together in educational settings.

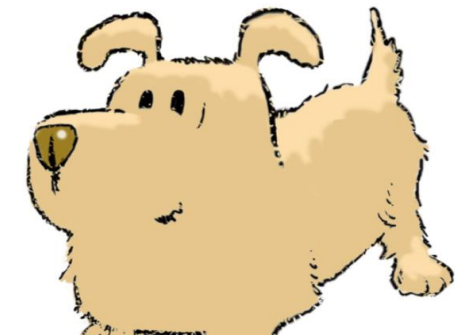
This document sets out the framework of the MiSP Paws b curriculum, the main aspects of mindfulness covered (the Core Mechanisms) and the opportunities for mindfulness learning which arise to support health and well-being for 7-11 year olds. Against this we have identified areas where Paws b could usefully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

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

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

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

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



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



Diolch!