



‘Being Me in My World’

Psychology, Neuroscience and Mindfulness

Whole School Overview

INTRODUCTION TO OUR SPECIALIST CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Wellbeing	Neuroscience/ Psychology	EDI	P4C	Psychology/ Neuroscience	Social Science	Transition

Thank you to Lucy Keller from Kings College London who created this part of our curriculum following the vision of supporting the wellbeing of students to have healthy habits for the future, driven by the executive headteacher, children and staff. The consultation with the children and their voices are captured in co-creating this curriculum. [original notes](#)

This part of the curriculum was created by Lucy Keller, a primary teacher/leader, mindfulness in schools, and co-MSc in Psychology and Neuroscience of Mental Health as the Headteacher as part of a wider curriculum addition. The 'Being Me in My World' is not a replacement for the PSHE curriculum but a deepening, going beyond the curriculum by enhancing and exploring practices that cultivate healthy habits of mind that are actionable. The lesson duration is 30 minutes per session. The Teaching and Learning Rubric is enhanced with mindfulness traits awareness for teachers.

The format is different for Reception and fits in with the way the EYFS is structured, it can dovetail with Think Equal. Most staff are trained in being trauma-aware and sensitive to children whilst all staff have had training in adverse childhood experience (ACES). It is important when doing this kind of work to be trauma-sensitive, and inclusive and to ensure a safe space to safeguard everyone. Supervision can be sought should this raise any personal issues for adults whilst for children awareness and support via our ELSA, therapist or speaking with the SENDCo and referral to specialists. Fidelity to the ideas in the curriculum is important and feedback from children and adults should be given to the EHT to amend and co-create. A mindful space is available within each classroom, KS2 hub, friendship shelters and gardens. The museum of the brain installation in the cabin can support an understanding of neuroplasticity along with the KS1 lightbox. Mindfulness evidence suggests that attention, self-regulation and physical health are positively impacted by practice. It

can be envisaged by a head, heart and body triad, that aligns with our focus, kindness leaves, and daily breath practice. Our values of Care, Respect, and Inspire are linked to this triad along with the trinity. Mindfulness traditions exist within faith traditions and outside of them. Christian mindfulness can be accessed through the London Diocesan Board of Schools. Our curriculum is beyond the national curriculum and responds to current mental health challenges and context.

EARLY YEARS /KEY STAGE ONE

This phase of learning brings a lot of attention to **emotional literacy** either through **co-regulation**, in **real-time** (I'm noticing everyone seems excited today) or through **explicit teaching** (learning about emotions, words to describe them and how to begin working with them either through literature, certain classroom routines or simple practices). Being able to put words to emotions has been shown to help reduce brain activity in the amygdala (Lieberman et al., 2007) and having words, signs or symbols to express our internal experience is vital. *A permanent display of emotion words with pictures in the room or easily accessible emotions cards can be supportive in encouraging children to gesture to or verbalise how they are feeling.* Having an interactive element in the display can be helpful so that it is utilised. See EHT for PATHs cards.

This unit sets the tone for being mindful and aware so that we can take action to take care of our well-being and the well-being of others. This unit expands upon mindfulness from the student's breathing practices that they are already familiar with and develops self-awareness. Self-awareness begins with noticing reactions in the body, identifying feelings and then later on noticing thoughts and impulses to act. This then extends to noticing what is going on for others. This is deepened in Year Two. In Reception class, the formatting of the curriculum is a little different because the nature of Reception is very different! Your Nursery class might like to see what is happening in Reception and see if there is any pre-work they would like to explore. There is an example of sharing mindfulness for Nursery in the Reception resources if you need some inspiration. It can be helpful to think of this as EYFS and Year One as preparing the soil/ground and Year Two as planting seeds. Not pressuring yourself if they don't start showing these habits by themselves but just trusting the

process that with the right foundation and a seed sown, that later on in Year 6, this will be a more independent process. Being kind to yourselves and taking care of yourselves as teachers that take care of young children will be most important and they will learn a lot from observing you. [There are some practices here](#) if you would like to explore for yourself.

There is an emphasis on kindness in EYFS/KS1 as [Dr Kristin Neff](#) explains that it is important for young children to learn about kindness so they can develop the skills of self-compassion later. This is explored in more depth in Year 6.

A school definition of mindfulness is important because it is not all about being calm. For example, if I am aware that I am angry and that I feel like stomping, that is a moment of mindfulness. This is a helpful definition that older students can understand:

Mindfulness is: Being aware of the present moment on purpose, with kindness and curiosity to things as they are. (Mindfulness in Schools Project).Misp

Mindfulness practices for EY's KS1 are best kept light, short (developing year on year) building on repetition and setting up healthy habits. For deeper learning, discussion about what students noticed in their experience after a practice is where a lot of the learning happens. All student reflections are valid. If a child says, 'it was boring' or they 'found it difficult', it is best responded to with a 'yes I see you' we can all get bored or experience challenges sometimes', It could be followed up with, "I'm really curious, how did you know you were bored, feeling challenged? Did it come as a feeling, did you think about it, did you notice anything in your body?" And then, offering support in what they could try next time. Taking an interest in their experience and inviting them to deepen their self-awareness and or take care of themselves is important.

At the end of each session, there is a '*Practice in My Pocket*'. It essentially means we can carry it around with us from place to place. This is something that you can invite them to practise in the week. We don't learn anything without practice. For EYFS/KS1, they are not going to be able to remember to do this themselves and you might

like to incorporate the short practices into a couple of other days for a couple of minutes. You can encourage them to try at home or by themselves and over time you might see some independence developing. However, this should not be forced. If staff wish to have further training from Misp please see EHT.

IMPORTANT NOTES: To ensure a **trauma-sensitive approach**, *mindfulness is invitational, should not feel forced, involve choice and **guidance from someone who practises themselves***. For example, children who have anxiety or a history of trauma might become dysregulated at being told to close their eyes. Having the option to either close your eyes, soften the gaze or keep the eyes open whilst looking down at one spot can be helpful. Children who find it challenging to sit still might like to cross their arms and place their hands on their shoulders so they are comforted or use a weighted blanket or weighted items in classes, from cushions to cats, in practices that do not require movement within the classrooms. Knowing a range of different practices is important so that they are not always about stillness and children access a range of different ways to explore mindfulness. As mentioned, mindfulness is best shared by someone with experience of practising for themselves, ideally having participated in a course at their level (therefore having a deeper understanding of what might come up). Yoga is shared between the schools and available for all staff to support this. As mindfulness is a way of being that we embody rather than a lesson or content, it's a bit like swimming. You would not ask a teacher who could not swim to teach swimming by reading out of a book. Practising mindfulness as a teacher means you have already navigated your way through what it *feels like* to practice. Feel free to join in and refer to trait mindfulness evidence and previous mindfulness training. Environmental provision is dependent on how we are:

Clear vs Distracted

Calm vs Reactive

Kind vs Critical

Empowering vs Controlling

We have all encountered a busy mind, being 'bored' or meeting uncomfortable moments with curiosity and kindness. We share practices authentically, and safely, validating experiences without judgement.

RECEPTION

Note to Teacher: The resources and provisions outlined are suggestions. You may find others that work better for your setting. What is really important is that the children are developing words to express their feelings and that there is a lot of attention to this. Showing kindness and curiosity to children's feelings through co-regulation is key but giving them the tools to start expressing themselves is invaluable. They may not be able to say they are angry in the moment or be able to access language easily when a brain region called the amygdala (associated with big emotions) is activated, it is even a big ask even for older students and adults sometimes. Think of Reception class as preparing soil to plant some seeds and be kind to yourselves in the process. It's not like you share these ideas and the outcome is achieved which is why the Reception outcomes are all about exploration and 'beginning' to do things. As with all this kind of personal/social work, occasionally there may be disclosures. Please ensure you familiarise yourselves with your school's safeguarding protocol.

Resources to collect before the unit commences:

- See recommended texts as these could become part of your class library and will support the development of emotional literacy.
- You might want to begin the year or add to transition a feelings display board at their height where you can add feelings pictures to the board as they learn new words. You could also add their names so that they can begin to check in on how they are feeling later on in the unit.
- You might want to make a class glitter jar and there are instructions in week 3 for this.

OUTCOMES (YR)				
<ul style="list-style-type: none"> · I am beginning to use words/signs to express my needs and feelings (sad, happy, angry, excited, scared, calm, tired, hungry, thirsty) · I am exploring short moments of stillness and calm as a group or with an adult · I am exploring kindness and begin to take care of my needs and the needs of others 				
Week 1	Week 2	Week 3	Week 4	Week 5
My Feelings	My Feelings	Exploring Short Moments of Calm	Kindness	Kindness
<p>Connections to Curriculum</p> <p><i>-Personal Social and Emotional Development</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Connections to Curriculum</p> <p><i>-Personal Social and Emotional Development</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Connections to Curriculum</p> <p><i>-Personal Social and Emotional Development</i></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Connections to Curriculum</p> <p><i>-P4C 'family and friendships</i></p> <p><i>-Personal, Social and Emotional Development</i></p> <p>Show sensitivity to their own and to others' needs.</p> <p><i>-Jigsaw</i></p> <p>- I understand why it is good to be kind and use gentle hands.</p> <p>-Whole school framework key question - 'Do you want to be Friends?</p>	<p>Connections to Curriculum</p> <p><i>P4C 'family and friendships</i></p> <p><i>-Personal, Social and Emotional Development</i></p> <p>Show sensitivity to their own and to others' needs.</p> <p><i>-Jigsaw</i></p> <p>- I understand why it is good to be kind and use gentle hands.</p> <p>-Whole school framework key question - 'Do you want to be Friends?</p>

<p>Key Explorations <i>Building Emotional Literacy</i></p> <p>How do I feel? How do others feel? What feelings do I know? Use? What makes you happy? Sad? Scared?</p>	<p>Key Explorations <i>Building Emotional Literacy</i></p> <p>How do I feel? How do others feel? What feelings do I know? Use? What makes you angry? Excited?</p>	<p>Key Explorations <i>Introducing Short Mindful Moments a Part of Routine</i></p> <p>Exploring the idea of becoming still and calm using the glitter jar.</p> <p>When do you feel calm? What helps you to feel calm?</p>	<p>Key Explorations <i>Building Emotional Literacy and Kindness</i></p> <p>What does it mean to be kind?</p> <p>Continuing to build on repertoire of short mindful moments (bunny breathing)</p>	<p>Key Explorations <i>Building Emotional Literacy and Kindness</i></p> <p>What does it mean to be a good friend? What things do good friends do?</p> <p>Continuing to build on repertoire of short mindful moments (sending happiness practice)</p>
<p><u>*Weekly Session Plans, Potential Provision, Resources and Teacher Notes</u></p>	<p><u>*Weekly Session Plans, Potential Provision, Resources and Teacher Notes</u></p>	<p><u>*Weekly Session Plans, Potential, Provision Resources and Teacher Notes</u></p>	<p><u>*Weekly Session Plans, Potential, Provision Resources and Teacher Notes</u></p>	<p><u>*Weekly Session Plans, Potential Provision, Resources and Teacher Notes</u></p>

YEAR ONE

Note to Teacher: In this unit we are beginning to plant the seeds of mindfulness, develop emotional literacy, develop curiosity for our feelings and begin to think about how to support ourselves. As you probably know, this does not mean that we expect children to suddenly be able to regulate, and handle their emotions with maturity etc.. That is a life's work (and their brains are not fully developed to be able to do this yet) and even as adults we can struggle with this sometimes. The most important thing is that as teachers you take care of your wellbeing, demonstrate this to pupils in our interactions with them and to set them up for healthy habits. Year One's sessions end with something called a 'Practice in My Pocket'. Practice in My Pocket is something we can offer at the end of a session to carry with us throughout the week (as if we were putting it in our pocket to keep). Make sure to read the teacher's notes at the beginning of each session and to check the resources to see if they are appropriate for your particular class, for example for session 1 you can either use a storybook, slides or a video.

Resources to collect before the unit commences:

- Book 'The Most Magnificent Thing' by Ashley Spires
- You might want to set up a 'mindful corner' of the room. Not because mindfulness cannot be practised everywhere but because it might have some special resources like a glitter jar, some books about feelings, fidget toys etc...

OUTCOMES (Y1)				
<ul style="list-style-type: none"> · I use some words/signs to express my feelings (in addition to Early Years sad, happy, angry, scared excited) frustrated, safe, lonely, proud, peaceful calm, brave, surprised · I understand that naming my strong feelings and taking deep breaths can help to tame them and begin to apply this with an adult · I am beginning to recognise feelings in others and to take kind action to support them 				
Week 1	Week 2	Week 3	Week 4	Week 5
Being Curious About My Feelings	Noticing My Body	My Brain, My Feelings and Taking Care of Myself	The Feelings of Others	Taking Kind Action
Curriculum Connections – JIGSAW I recognise a range of feelings when I face certain consequences	Curriculum Connections – JIGSAW I recognise a range of feelings when I face certain consequences	Curriculum Connections – JIGSAW I know how to make my class a safe place for everybody to learn	Curriculum Connections – JIGSAW I know how to make my class a safe place for everybody to learn I know that I belong to my class.	Curriculum Connections – JIGSAW I know how to make my class a safe place for everybody to learn P4C theme-community
<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>

YEAR TWO

Note to Teacher: In the whole school sequence, year two is a great age to begin exploring mindfulness more regularly and in different ways. Mindfulness needs to be invitational and never forced. There are suggestions on how to work with this. It is important that those sharing mindfulness with children have their own practice. For example, a child may experience worry or anxiety in a practice and those sharing that practice would need to be able to validate all experiences and to offer appropriate guidance, and suggestions to support students and to ensure that they feel safe. The connection to Jigsaw in making the class a safe place includes keeping myself and others safe. Bringing curiosity to our feelings, thoughts, body sensations etc... as teachers and then letting this spill out into our students will give them a great foundation in noticing their experience and then making choices to take care of themselves and others. Make sure you read the teacher's notes thoroughly before each session and with these kinds of sessions, ensure you refamiliarise yourself with the school's safeguarding protocol.

Resources to collect before the unit commences:

- Large paper or display board to write feelings words they learn up and have them visible for all sessions or even to use when writing stories, recounts or character profiles.
- You might want to begin wellbeing journals but these start more formally in Year Three so it's up to you!
- _Check the resources in the session plan ahead of time to ensure they are appropriate for your class.

OUTCOMES (Y2)				
<ul style="list-style-type: none"> · I can use words to express feelings (building on EY's and Y1 sad, happy, angry, scared excited, frustrated, safe, proud, peaceful, calm, brave, kind) worried, joyful, bored, grateful · I am able to express my worries, notice my anger and am learning to take steps to take care of myself · I am becoming aware of and curious about feelings, body sensations, and urges 				
Week 1	Week 2	Week 3	Week 4	Week 5
Changing Feelings	Being Mindful of Our Bodies	Taking Care of Big Feelings	Taking Care of Worries	Gratitude is My Superpower
Curriculum Connections: <i>Jigsaw</i> I can help make my class a safe and fair place <i>P4C topic-changes</i>	Curriculum Connections: <i>Jigsaw</i> I can help make my class a safe and fair place	Curriculum Connections: <i>Jigsaw</i> I can help make my class a safe and fair place	Curriculum Connections: <i>Jigsaw</i> I recognise when I'm worried and know who to ask for help	Curriculum Connections: <i>Jigsaw</i> I can help make my class a safe and fair place
<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>

KEY STAGE TWO

This phase invites students and teachers to be curious about their reactions, experience and learn strategies to support them in feeling well. There are only 5 sessions in a unit to leave a week for coming back to anything you would like. This phase builds upon the last but be aware that when you first teach your sessions (and they did not have any experience in KS1 with this yet), students may not have been exposed to as many words for emotions/ body sensations or a range of different mindfulness practices yet. It might take a year to get into the swing of it. Many of these practices and sessions are tried and tested but you are free to tweak them to make them more personal to your unique set of individuals. However, please continue reading to make sure students are kept safe and that the correct information is being communicated. We have to be very careful when sharing anything that involves mental health. Re-establishing safeguarding protocol as a teaching team and with your classes will be important as sometimes when we talk about personal experience, this can bring up disclosures.

This phase begins to look at the ways in which we pay attention and become aware of our internal experience through noticing thoughts, impulses, emotions and body sensations. By becoming aware of these, we have more space to make wiser choices that take care of our wellbeing and the wellbeing of others. Year 3 begins with more mindfulness as this can help to set up and establish habits that should be fully developed by the end of KS2. KS2 begins the journey of journaling practices and you might like those journals to pass up through the years so they can remember what came before. You might even like to offer quiet reflection times in the week for students to use their journals for their own personal or teacher guided journaling if you feel this would be beneficial. As KS2 students are a little older, you might like to explore them being able to take their journals home if they can remember to bring them back. This might help students navigate home life with strategies they have learned but this is totally up to you as a school (it may not be appropriate). Offering journaling options such as using cartoons with thought bubbles and speech bubbles, drawing, cutting and sticking or writing can be helpful to make these inclusive to everyone.

The most important element of this unit is the teacher student relationship ([see video](#)). Children will only engage as much as they feel psychologically safe and that they belong. In terms of content, we as adults also have trouble with our attention sometimes, get distracted, we get angry and have times where we feel stressed and overwhelmed. Seeing this as an opportunity to develop a teacher-student relationship where ‘the human in me meets the human in you’ and bringing curiosity to your own experience is going to motivate and encourage the children. For example, saying that you noticed your mind had wandered off and you were not listening but that you are now present, is going to mean the world to them. Saying you felt stressed about something felt tense in your body and then decided to do a or b or c to help yourself is going to normalise feelings and strategies.

Keeping it fun, and light-hearted, as an exploration that validates all experiences with compassion and curiosity is going to make this work really well! If you practise mindfulness already this will come naturally as:

*Mindfulness is being aware of the present moment on purpose with **kindness and curiosity** as they are.*

Mindfulness is process oriented so keep that in mind. See this as an exploration rather than an objective such as, ‘we have been learning to pay attention’ and that means we all need to be able to do this. People who have been practising mindfulness for years will have times when they are unfocussed or react quickly. The mind is ever interesting and this is a continuous journey. Keeping it open enough for students and yourselves to find out what works for you is going to be helpful.

There is an *invitation* section at the end of each session. This is to encourage the continuation of the exploration to happen after the session at school or perhaps at home. A check in occurs the session after to see if anyone had a go at anything they learned. It’s ok if they didn’t. We are sowing the seeds of independence here. You might find this builds up over the module. You can also always come back to key messages/practices throughout the week, if you have time not to illustrate when they didn’t do something but as a practice in and of itself. The

more these ideas/practices are referred to throughout the week the more meaningful it will be. Having any practices, you learn stuck up visibly on the wall so they can go back to them could be helpful. Even though we are now KS2 we are still sowing seeds. You will be surprised at those that seem uninterested and that these ideas come back to them in their hour of need! Explore all the practices yourselves first and see what comes up for you!

IMPORTANT NOTES: In order to ensure a **trauma-sensitive approach**, *mindfulness needs to be invitational, should not feel forced, and should involve choice and guidance from someone who practises themselves*. For example, children who may feel anxious, or have a history of trauma might become dysregulated at being told to close their eyes. Having the option to either close your eyes, soften the gaze or keep the eyes open whilst looking down at one spot can be helpful. Children who find it challenging to sit still might like to cross their arms and place their hands on their shoulders so they are comforted or use a weighted blanket in practices that do not require movement. Knowing a range of different practices is important so that they are not always about stillness and children access a range of different ways to explore mindfulness. As mentioned, mindfulness is best shared by someone with experience of practising for themselves, ideally having participated in a course at their own level (therefore having a deeper understanding of what might come up). As mindfulness is a way of being that we embody rather than a lesson or content, it's a bit like swimming. You would not ask a teacher who could not swim to teach swimming by reading out of a book. Practising mindfulness as a teacher means you have already navigated your way through what it *feels like* to practice. You will have already encountered having a busy mind, being 'bored' or meeting uncomfortable moments with curiosity and kindness. This means you can share practices authentically, safely and validate all experiences without judgement.

YEAR THREE

Note to Teacher: Following on from the Year Two curriculum, in the whole school sequence, year three is a great age to continue exploring mindfulness more regularly and in different ways. This should always be invitational and never forced. It should be light-hearted and fun. This unit should help to set this up. However, it is important that those sharing mindfulness with children have their own practice. For example, a child may experience worry or anxiety in a practice and those sharing that practice would need to be able to validate all experiences and to offer appropriate guidance, and suggestions to support students and to ensure that they feel safe. Make sure you read the notes to the teacher thoroughly before each session. This is also the year when well-being journals kick off. You might like to use these at other times or offer quiet reflection times in the week for students to use them in personal or directed ways. Offering options such as using cartoons with thought bubbles and speech bubbles, drawing, cutting and sticking or writing can be helpful to make these inclusive to everyone.

Resources to collect before the unit commences:

- A chime bar (see link in resources for a picture and link to buy if needed), this will likely be with music resources.
- A Wellbeing journal for each student -you might even want to spend a little time decorating these and personalising them.
- You may wish to print out the slides with different mindfulness practices to stick up in the room as reminders to use on their own time or for times when you explore them again.
- If you have a torch to show how our attention shifts from place to place, it can sometimes be helpful but is not essential.

OUTCOMES (Y3)

- I am becoming more aware of my where my attention is and am exploring training my puppy mind with kindness by coming back to notice whatever we are focussing on
- I am beginning to notice feelings, body sensations impulses/ urges to act and explore making wiser choices
- I am becoming more aware of the emotions of others and take steps to support them when they are in need

Week 1	Week 2	Week 3	Week 4	Week 5
Playing Attention	Training My Puppy Mind	Paying Attention to the Positives	Name it to Tame It	Being Attentive to Others
<p>Curriculum Connections – JIGSAW</p> <p>Paying attention leads us to be able to - I can show interest in what others are saying.</p>	<p>Curriculum Connections – JIGSAW</p> <p>Paying attention leads us to be able to - I can show interest in what others are saying.</p>	<p>Curriculum Connections – JIGSAW</p> <p>I recognize how it feels to be happy, sad, or scared and am able to identify if other people are feeling those emotions.</p>	<p>Curriculum Connections – JIGSAW</p> <p>I recognize how it feels to be happy, sad, or scared and am able to identify if other people are feeling those emotions.</p> <p>Skills Identify emotions and say how I'm feeling.</p>	<p>Curriculum Connections – JIGSAW</p> <p>I recognize how it feels to be happy, sad, or scared and am able to identify if other people are feeling those emotions.</p>
<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>

YEAR FOUR

Note to Teacher: unit continues from Year Three and moves from developing self-awareness to being aware of others and then exploring the range of emotions that we face in daily life. As with all mindfulness practices, make sure there is choice and appropriate guidance such as eyes can be open or closed. Say you will keep your eyes open to make sure they are safe. Ensure students are respectful to those who wish to practise. If students opt out of mindfulness practice, invite them to take some notes of the steps in their well-being journal in case they want to try it another day or have something else appropriate.

Please make sure to read all of the teacher's notes thoroughly in each lesson plan ahead of time.

Resources to collect before the unit commences:

- A Wellbeing journal for each student -you might even want to spend a little time decorating these and personalising them. Next year these could be handed up from Year Three.
- A large cardboard box with holes on for session one (see explicit instructions in resources session 1).
- A chime bar (see link in resources for a picture and link to buy if needed), this will likely be with music resources. Year Three needs this too so perhaps have one between you.
- For session 4 as it is pair work, you may wish to organise a bigger space if your classroom is small (such as the hall if you are able). Check out the session first and see what you think.

Outcomes Y4

*I am becoming aware of my emotions and am developing strategies to work skilfully with them

*I understand what it means to be present, am practising being present to my own experience and the experience of others (particularly in mindful listening and in supporting others in being included)

*I am developing self-awareness by noticing my thoughts emotions body sensations and impulses and am developing awareness of the needs of others

Week 1	Week 2	Week 3	Week 4	Week 5
Self-Awareness	Being Present	Being Present with My Emotions	Being Present for Others	Including Others
<p>Curriculum Connections – JIGSAW</p> <p>Contributes to: I understand what motivates peoples' behaviour.</p>	<p>Curriculum Connections –</p> <p>Being Present contributes to learning. If we are not truly present we may not be taking in new information or the world around us.</p>	<p>Curriculum Connections – JIGSAW</p> <p>Contributes to: I understand what motivates peoples' behaviour.</p>	<p>Curriculum Connections – JIGSAW</p> <p><i>I know how it feels to be included in a group and understand how it feels to be excluded.</i></p> <p><i>I try to make people feel welcome and valued.</i></p>	<p>Curriculum Connections – JIGSAW</p> <p><i>I know how it feels to be included in a group and understand how it feels to be excluded.</i></p> <p><i>I try to make people feel welcome and valued.</i></p>
<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>

YEAR FIVE

Resources to collect before the unit commences:

- Session 3 emoji cards (print and laminate to keep)- see session 3 link
- You may wish to print out the slides with different mindfulness practices to stick up in the room as reminders to use on their own time or for times when you explore them again (Session 2, Session 5, Session 6).
- A Wellbeing Journal for each student -you might even want to spend a little time decorating these and personalising them. Next year these could be handed up from Year Four.

Note to Teacher: Whenever we are exploring units such as this, it increases the potential for disclosures or for those that are experiencing or have experienced trauma to be triggered. You will possibly find that this does not happen but we want to ensure we do no harm. Perhaps ensure another adult is on hand in case someone needs them or there is a safe place for students to go if they feel the need to opt out.. It's always good at the beginning of a unit just to re-establish safeguarding protocol so that you are clear.

Keep the sessions light and fun. Mindfulness practices need to be invitational and not forced. See guidance in all the teachers notes to support you in ensuring trauma sensitivity.

OUTCOMES (Y5) I begin to use mindfulness to respond rather than react to stressful moments for the wellbeing of myself and others I understand the difference between cognitive and emotional empathy I understand the difference between empathy and compassion and begin to develop compassion for myself and others				
Session 1	Session 2	Session 3	Session 4	Session 5
Awareness of Our Reactions	Stress-Reactions vs Response	Exploring Empathy	Empathy and Compassion	Self-Compassion
Curriculum connections – JIGSAW I understand that my actions affect me and others	Curriculum connections – JIGSAW I understand that my actions affect me and others	Curriculum connections – JIGSAW I can empathise with people in this country whose lives are different to my own	Curriculum connections – JIGSAW I can empathise with people in this country whose lives are different to my own	Curriculum connections – JIGSAW I understand that my actions affect me and others
<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>	<u>Session Plan and Resources</u>

YEAR SIX

NOTE TO TEACHER: Whenever we are exploring units such as this, there are bound to be sensitives and we want to make sure we do no harm. You know your class best of all so check through materials in advance to see what is appropriate and make sure to read the teacher notes in each lesson to ensure trauma sensitivity and options. It's always good at the beginning of a unit just to re-establish safeguarding protocol for yourself and with your class.

Resources to collect before the unit commences:

- An outline of a toolbox (displayed on the wall) to stick different mindfulness practices or wellbeing strategies that they can use to help them from this unit (Session 2, Session 5, Session 6). You could also include strategies/practices they have found out themselves or others you have found outside of this unit. This is so you can practise together from time to time and to encourage students to take to secondary school with them can be a difficult transition.
- A Wellbeing journal for each student -you might even want to spend a little time decorating these and personalising them. Next year these could be handed up from Year Five.

OUTCOMES (Y6)				
<ul style="list-style-type: none"> · I am becoming aware of moments of stress and ways in which I can intervene in the stress cycle · I am aware of moments of reactivity (including unhelpful thoughts) and take steps to ensure I respond in a way that takes care of myself and others · I understand the importance of social connectedness and gratitude in keeping myself and others well 				
Week 1	Week 2	Week 3	Week 4	Week 5
Stress Awareness	The Stress Cycle	Bringing Curiosity to Thoughts	Practising Gratitude	Compassion for Others
Curriculum Connections – JIGSAW I understand my actions affect myself and others	Curriculum Connections – JIGSAW I understand my actions affect myself and others	Curriculum Connections – JIGSAW I understand my actions affect myself and others	Curriculum Connections – JIGSAW I understand my actions affect myself and others	Curriculum Connections – JIGSAW I care about other people's feelings I can contribute to the group and understand how we best function as a whole.
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