



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Careers Pathfinders

### Medium Term Plan: Careers Pathfinders: PSHE

#### Resilient Me: Growth Mindset

Using the K,S,U you have learnt in this unit of work, is easier work always better for children? Demonstrate your understanding of growth mindset and resilience and reflect on your own learning journey.



Careers Pathfinders

#### Aspect of Study

Resilience and Change  
Growth Mindset  
Mental health and wellbeing  
Careers and skills for life

#### Transferable Knowledge:

How people learn and how the brain works  
How to demonstrate resilience  
The significance of having a growth mindset

### PSHE Association Guidance Aims:

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### During this area of study students should be taught to:

Identify some ways in which children learn and improve their memory.  
Practise and apply these strategies at home.



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Substantive Knowledge (subject-specific)

That intelligence is not fixed and can change over time.

That challenge is good for developing learning and memory.

Ways in which children learn and improve their memory.

Disciplinary Knowledge?

### Real World Links:

Children will explore that having a career will include learning new, often challenging skills. They will consider that this will often be difficult and that this is a good thing for their development. They will need these strategies in whatever career path they choose.



**Resilience** - Focus of module

**Problem Solving** - Identify that solving problems requires the resilience and growth mindset identified.

**Communication** – Identify when others are finding learning challenging and how to support them.

**Team-working** – respect and listen to other people and their needs.

### Influential Figures

- Carol Dweck - Psychologist who first identified growth mindset as a factor in learning.

### OPAL links

Opportunities for games or activities that require children to go back to something and try various methods to find an outcome.

**Curriculum Coverage**

**(Previous, expected and what follows on)**

Prior Coverage	Curriculum Coverage	Subsequent Coverage
<ul style="list-style-type: none"> <li>• Introduction to Growth Mindset.</li> <li>• That the brain is like a muscle and learning like exercise.</li> <li>• That intelligence is not fixed and can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• That intelligence is not fixed and can change over time.</li> <li>• That challenge is good for developing learning and memory.</li> <li>• Ways in which children learn and improve their memory.</li> </ul>	

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Resilience Growth Mindset Intelligence Exercise Mistakes Learning Memory “The dip” Challenge	Resilience Growth Mindset Intelligence	ORACY FRAMEWORK STRANDS

# Sequence of Teaching and Learning



**At the start of the topic, recap the terms “growth mindset” (the belief that people can become more intelligent) and “resilience”. Link this to learning and reinforce that challenging learning is good for the brain and memory. Repeatedly return to this throughout the module and throughout the wider curriculum.**

<b>1</b>	<ul style="list-style-type: none"> <li>• NC OBJ: Identify that the brain is similar to a muscle and must get regular exercise (learning).</li> </ul> <p><b>EQ: How is the brain like a muscle?</b></p>	<p>Recap the definitions of growth mindset and resilience with the children. Ensure they understand the difference between the two and that this applies across the curriculum in all subject areas.</p> <p>Show the children some of the Dojo Growth Mindset videos. Explore the discussion questions as a class. Children could then explain what advice they would have given Mojo in the scenarios.</p> <p><b>Maths link: After the session, take the opportunity to embed this in a Maths lesson by making a deliberate mistakes and celebrating it; use metacognition to model your mindset and thought process so children are encouraged when they make similar mistakes.</b></p> <p><u>Opportunities for:</u>  <b>Social skills</b> - Discussing mistakes with the group, taking turns.  <b>Safeguarding</b> - Recognise that they are in a safe environment where mistakes are ok to discuss.  <b>Equalities</b> - Age - identify that learning happens at all ages  <b>Moral/Spiritual</b> - Self-reflection on own learning</p>
<b>2</b>	<ul style="list-style-type: none"> <li>• NC OBJ: That intelligence is not fixed and can change over time.</li> <li>• That challenge is good for developing learning and memory.</li> </ul> <p><b>EQ: Is easier work always better?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.</p> <p>Show children a series of problems of different difficulties. Which would they prefer to be set as work? Discuss the factors involved in their decision with them - that they have encountered it before, that they understand the words being used, that it is clearer to know what to do etc.</p> <p>Help children recognise that there is a “right level” of challenge, where the brain can grow without it being too hard. Reiterate that teachers try to give children the perfect level of challenge.</p> <p><u>Opportunities for:</u>  <b>Social skills</b> - Discussing with others, taking turns.  <b>Safeguarding</b> - Recognise that they are in a safe environment where mistakes are ok to discuss. Identify teachers as people who care and help.  <b>Equalities</b> - Diversity - that challenge is personal and different for everybody.  <b>Moral/Spiritual</b> - Self-reflection on own learning</p>



## Sequence of Teaching and Learning

<p><b>3</b></p>	<ul style="list-style-type: none"><li>• NC OBJ: Ways in which children learn and improve their memory.</li></ul> <p><b>EQ: How do children learn?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.</p> <p>Explore with children a variety of theories on how people learn. Focus on developing memory and applying what they know. Ensure they understand the difference between knowledge and skill.</p> <p>Help children to identify that learning involves remembering and then applying something. Focus on growth mindset as a key part of that as learning does not happen automatically- children need to work hard to recall their knowledge and practice their skills.</p> <p><u>Opportunities for:</u> <b>Social skills</b> - Discussing their own learning experiences with the group. Listening to others. <b>Safeguarding</b> - Recognise that they are in a safe environment where mistakes are ok to discuss. <b>Equalities</b> - Diversity - that challenge is personal and different for everybody. <b>Moral/Spiritual</b> - Self-reflection on own learning</p>
<p><b>4</b></p>	<ul style="list-style-type: none"><li>• NC OBJ: Ways in which children learn and improve their memory.</li></ul> <p><b>LO: How do I improve my memory?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.</p> <p>Explore with children the idea of memory - what is it and how does it work? If children remember something does it mean they have learned it. [Note: Be careful here; Ofsted say yes.] - focus children back onto the idea of recall and coming back to something and then taking it further. <b>Use some examples of this from Mathematics or Literacy.</b></p> <p>Children respond to the EQ: Is easier work always better?</p> <p><u>Opportunities for:</u> <b>Social skills</b> - Discussing mistakes with the group, taking turns. <b>Safeguarding</b> - Recognise that they are in a safe environment where mistakes are ok to discuss. <b>Equalities</b> - Age - identify that learning happens at all ages <b>Moral/Spiritual</b> - Self-reflection on own learning</p>