



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 that learning comes in stages including finding new learning challenging.
Know some strategies for self-motivation when finding learning challenging.



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Substantive Knowledge (subject-specific)

Ways in which children learn and improve their memory

That learning comes in stages including finding new learning challenging.

Know some strategies for self-motivation when finding learning challenging.

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"> • Introduction to Growth Mindset. • That the brain is like a muscle and learning like exercise. • That intelligence is not fixed and can be improved. 	<ul style="list-style-type: none"> • Ways in which children learn and improve their memory • That learning comes in stages including finding new learning challenging. • Know some strategies for self-motivation when finding learning challenging. 	

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Resilience Growth Mindset Intelligence Exercise Mistakes Learning Memory “The dip” Challenge Strategies self-motivation	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.

1

- NC OBJ: Identify that the brain is similar to a muscle and must get regular exercise (learning).

EQ: How is the brain like a muscle?

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.

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.

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.

Opportunities for:

Social skills - Discussing mistakes with the group, taking turns.

Safeguarding - Recognise that they are in a safe environment where mistakes are ok to discuss.

Equalities - Age - identify that learning happens at all ages

Moral/Spiritual - Self-reflection on own learning

2

- NC OBJ: Ways in which children learn and improve their memory.

EQ: How do children learn?

Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.

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.

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.

Opportunities for:

Social skills - Discussing their own learning experiences with the group. Listening to others.

Safeguarding - Recognise that they are in a safe environment where mistakes are ok to discuss.

Equalities - Diversity - that challenge is personal and different for everybody.

Moral/Spiritual - Self-reflection on own learning

Sequence of Teaching and Learning

<p>3</p>	<p>• NC OBJ: That learning comes in stages including finding new learning challenging.</p> <p>EQ: What is the dip and why is it a good thing?</p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.</p> <p>Use the Dojo Mindset videos to introduce “The Dip”. Explore examples of what this might look like in different situations.</p> <p>Use learning to walk and an example from Literacy as an example.</p> <p>Children respond to a series of people who are stuck in “the dip” and remind them of what this means and that this is normal and an important step of learning.</p> <p><u>Opportunities for:</u> Social skills - Considering other people’s challenges and responding sensitively. Safeguarding - Recognise that they are in a safe environment where mistakes are ok to discuss. Equalities - Diversity - that challenge is personal and different for everybody. Moral/Spiritual - Self-reflection on own learning</p>
<p>4</p>	<p>• NC OBJ: Know some strategies for self-motivation when finding learning challenging.</p> <p>LO: How can I stay motivated when learning is challenging?</p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school.</p> <p>Explore the idea of the dip and how it impacts on mental health. Recall PSHE knowledge from Mental Health Week 2019 - big feelings and little feelings.</p> <p>Children could consider a range of situations in which people are in “the dip” and advise them on strategies to get out again.</p> <p><u>Opportunities for:</u> Social skills - Considering other people’s challenges and responding sensitively. Safeguarding - Recognise that they are in a safe environment where mistakes are ok to discuss. Equalities - Diversity - that challenge is personal and different for everybody. Moral/Spiritual - Self-reflection on own learning</p>