



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
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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, whose responsibility is learning? 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 when other people are finding learning challenging and offer strategies to support and motivate them.



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### Substantive Knowledge (subject-specific)

That learning comes in stages including finding new learning challenging.

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

Signs that other people are finding learning challenging.

Strategies to support and motivate others when they are 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"> <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 learning comes in stages including finding new learning challenging.</li> <li>• Know some strategies for self-motivation when finding learning challenging.</li> <li>• Signs that other people are finding learning challenging.</li> <li>• Strategies to support and motivate others when they are finding learning challenging.</li> </ul>	

Language Plan

Language Plan		
Key vocabulary	Concepts	Speaking and Listening
Resilience Growth Mindset Intelligence Exercise Mistakes Learning Memory “The dip” Challenge Strategies (self) motivation Encouragement	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 learning comes in stages including finding new learning challenging.</li> <li>• Know some strategies for self-motivation when finding learning challenging.</li> </ul> <p><b>LO: How can I stay motivated when learning is challenging?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school. Remind children of “the dip” and what this means.</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>  <b>Social skills</b> - Considering other people’s challenges and responding sensitively.  <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>



## Sequence of Teaching and Learning

<p><b>3</b></p>	<ul style="list-style-type: none"><li>• NC OBJ: Signs that other people are finding learning challenging.</li></ul> <p><b>EQ: How do I know if a peer is finding learning challenging?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school. Remind children of “the dip” and what this means.</p> <p>Explore with children in more depth the impact of challenging learning on our feelings- how might somebody react to challenging learning? Reiterate that teachers try to find the “right level” of challenge for their pupils but that people do still find things hard.</p> <p>Children suggest ways in which they could tell if a peer or friend is stuck in “the dip” and how they would react. Focus less on how to get them out (reinforce that part of this is self-motivation) but rather on how the children could identify it and then guide them towards a growth mindset.</p> <p><u>Opportunities for:</u> <b>Social skills</b> - Considering other people’s challenges and responding sensitively. <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: Strategies to support and motivate others when they are finding learning challenging.</li></ul> <p><b>LO: Whose responsibility is learning?</b></p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify examples of this outside and within school. Remind children of “the dip” and what this means.</p> <p>Give children the statement: “My learning is only my responsibility”. How many children agree/disagree? This could be done using Kagen or as a horseshow of opinion.</p> <p>Explore with children the idea that many people can be partially responsible for learning; teachers to deliver knowledge, pupils to self-motivate and work hard with the right attitude, peers to identify those in need of help and then to guide, parents to support, TAs etc.</p> <p>Children to write a response to the EQ.</p> <p><u>Opportunities for:</u> <b>Social skills</b> - Considering other people’s challenges and responding sensitively. <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>