



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, how do people learn and why is this sometimes challenging? 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:

Know and understand that intelligence is not fixed and can change over time.

Identify why challenge is good for developing learning and memory



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Substantive Knowledge (subject-specific)

That people can self-calm when they find learning challenging.

That the brain is similar to a muscle and that learning provides the exercise it needs to stay healthy.

That learning is sometimes difficult and that is a normal part of school.

That intelligence is not fixed and can change over time.

That challenge is good for developing learning and 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"> • 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"> • That people can self-calm when they find learning challenging. • That the brain is similar to a muscle and that learning provides the exercise it needs to stay healthy. • That learning is sometimes difficult and that is a normal part of school. • That intelligence is not fixed and can change over time. • That challenge is good for developing learning and memory. 	

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Resilience Growth Mindset Intelligence Exercise Mistakes Learning Memory “The dip”	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	<ul style="list-style-type: none"> • NC OBJ: Identify that the brain is similar to a muscle and must get regular exercise (learning). <p>EQ: How is the brain like a muscle?</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 the first two 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>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.</p> <p><u>Opportunities for:</u> 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</p>
2	<ul style="list-style-type: none"> • NC OBJ: Identify that the brain is similar to a muscle and must get regular exercise (learning). <p>LO: Can a person become smarter over time?</p>	<p>Start by asking children to map out the changes in their lives in which they have learned a new skill. Discuss how they learned the new skill, how much time, dedication and how many mistakes it took.</p> <p>Use an example of someone learning to walk or talk; that toddlers fall over many times. This is like making a mistake. Introduce the terms “Magic of Mistakes” and “Power of Yet”. What would this look like for a baby learning to walk? What about someone learning something new in school?</p> <p>PE link: Use an example from PE for this; learning new rules for a game. People may make mistakes the first few times while they learn the rules. Discuss the importance of having patience.</p> <p><u>Opportunities for:</u> Social skills - Discussing with others, 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</p>

Sequence of Teaching and Learning

<p>3</p>	<ul style="list-style-type: none">• NC OBJ: That intelligence is not fixed and can change over time.• That challenge is good for developing learning and memory. <p>LO: Is easier work always better?</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> Social skills - Discussing with others, taking turns. Safeguarding - Recognise that they are in a safe environment where mistakes are ok to discuss. Identify teachers as people who care and help. Equalities - Diversity - that challenge is personal and different for everybody. Moral/Spiritual - Self-reflection on own learning</p>
<p>4</p>	<ul style="list-style-type: none">• NC OBJ: Identify ways in which to self-calm when finding learning challenging. <p>LO: How can I stay calm when learning is hard?</p>	<p>Recap knowledge of growth mindset and resilience from previous lessons. Identify levels of challenge and that learning should be quite hard to grow your brain.</p> <p>Discuss what calm feels like - use the mindfulness chime to reinforce this. Explain that sometimes when learning is hard, people forget to stay calm and they worry or feel anxious. Help children recognise this is normal and create as a class a mind map of ways to stay calm.</p> <p>PE link: Children can recognise the significance of proper breathing and how this regulates the body.</p> <p>Children create their own list/map/diagram of ways they could keep themselves calm.</p> <p>Respond to the EQ.</p> <p><u>Opportunities for:</u> Social skills - Discussing with others, taking turns. Safeguarding - Identify self-regulation strategies and emotions of anxiety and worry. Equalities - Diversity - that different people have different ways of feeling calm Moral/Spiritual - Developing a personal sense of calm and ways to be calm</p>