myHappymind

Curriculum Progression Mapping

Introduction

This progression map shows how the content builds each year by module.

Each year group builds on the last, taking the knowledge deeper as the children progress.

There is also progression in the quiz content, group activities and time to chat sessions as the children progress.

This document contains the key content progression for ease of reference and to aid your planning.

myHappymind

Meet Your Brain

Progression Map

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
Children will learn: • **Where their brain is in their body and what it looks like.** • **That our brain helps us to control our body, manage our emotions and help solve problems.** • **That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P - Hippocampus, Amygdala and Prefrontal Cortex.** • **That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.** • **That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.** • **That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.** Note: in Year 1, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on the "Healthy Happy Brains" song. The time to chat sessions and journal prompts is focused on what their brain has helped them with and how it has grown recently. They will be reflecting and thinking about their feelings. They will think about when they would do Happy Breathing. The group activities focus on children understanding how their own Team H-A-P reacts and seeing Neuroplasticity in action.	**Children will learn:** • **More about what their brain looks like and that it is fully grown by age 6.** • **That our brain helps us to make good decisions and remember what we have learnt.** • **That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P.** • **That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them.** • **How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.** Note: in Year 2, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on answering a question about the "Healthy Happy Brains" song. Children will be asked to think about a question before joining the Our Happy Healthy Brains song to help deepen their understanding. The time to chat sessions and journal prompts focus on how Team H-A-P has helped them. They will be reflecting and thinking about how their emotions may differ when Team H-A-P are working well, and not well. They will think about their feelings when they do Happy Breathing. The group activity is focused on children matching different scenarios to different parts of Team H-A-P and recognising when each part could be used every day.	**Children will learn:** • **How to focus their mind to help them train their brain.** • **Learn about Team H-A-P and their roles in more detail.** • **How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried.** • **Why our Amygdala behaves the way it does and how evolution has shaped how it works.** • **How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practice.** • **About Neurons and Neural pathways and the role they play in learning.** • **How to look after their brains to help them to be at their best.** In Year 3, myHappymind mini's are introduced, which are short videos explaining key concepts in more detail. myHappymind music is not embedded in the lessons, but the children are welcome to sing along whenever they fancy! The time to chat sessions and journal prompts focus on Neuroplasticity, and they will be asked to think of examples of when they used to find something difficult but now don't. Children will be thinking of examples of when they use different parts of Team H-A-P. They will be reflecting on times when their Amygdala reacts. The group activities are focused on children finding out where their mind goes and thinking of things that are good and bad for their brain.

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
Children will learn: • **How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to.** • **How they use each part of Team H-A-P and reflect on when they use them to develop their understanding.** • **How the Amygdala reacts to real and perceived danger.** • **About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down.** • **About the brain's structure and how neurons carry messages to create neural pathways.** • **How neural pathways help us to form habits.** • **More about how to look after their brains and what happens if we don't. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly.** The time to chat sessions and journal prompts focus on children reflecting on when they may need to focus their minds. They will discuss times when their Amygdala was triggered by a danger that was not real and how they can manage it. They will also reflect on when their neural pathways have gotten stronger. The group activities are focused on children knowing if danger is real or not real.	**Children will learn:** • **The difference between their brain and mind.** • **More detail about each part of the brain and why they work the way they do.** • **How they can train their brains in times of stress by using Happy Breathing when their Amygdala gets triggered.** • **About how others react differently to them and that we all have different triggers that cause us to Fight, Flight or Freeze.** • **About how to more intentionally look after their brains to keep them healthy.** • **About the hormones in their brain and how they can manage them, including dopamine and cortisol.** The time to chat sessions and journal prompts focus on children reflecting more deeply on when their Amygdala has taken over, how it reacted, why it happened and how they can manage it. They will reflect on times when cortisol might not have been helpful.	**Children will learn:** • **About a growth mindset and self-regulation techniques in times of stress.** • **To reflect on their stress points as they relate to transitioning to Secondary school (as these are different for everyone) and work through strategies to cope with these scenarios.** • **To train their brain and how it grows each time.** • **About the links between their thoughts, feelings and actions and how the thoughts they have can influence how we act.** • **About calming their amygdala when facing stressful thoughts or having a tough time.** • **How to manage their emotions to move forward positively and learn that they can train their minds just like their bodies.** • **How to re-frame scary challenges to become exciting opportunities.** Note: the style of the Year 6 lessons is slightly different to reflect their age. There are activities built into each lesson using their specific journal. The activities focus on children recognising when they use each part of Team H-A-P and when it has been helpful and not. They will reflect on their feelings towards High School and learn strategies to manage their Amygdala. They will notice the difference between when they have negative and positive thoughts about the transition. They will also write an affirmation to help them with the change.

myHappymind

Celebrate

Progression Map

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
Children will learn: • **What character strengths are and how they make us unique and special.** • **About the 5 Character strengths and what they mean.** 1. **Love and Kindness** 2. **Bravery and Honesty** 3. **Exploring and Learning** 4. **Teamwork and friendship** 5. **Love of life and our world** • **How the best way to learn more about your strengths is to notice them.** • **That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy.** • **That it is nice to tell other people when they use their strengths, as it makes them feel good.** Note: in Year 1, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on the "We are wonderful and special" song. The time to chat sessions and journal prompts are focused on what strengths they have and examples of when they have used them. The group activities are focused on children understanding what the strengths mean and asking them to think of actions to go with each strength to help them spot them.	**Children will learn:** • **About the same 5 character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action.** • **That when we use our character strengths, we can be our very best selves and that we all have our own unique set of strengths and we are all different.** • **What Neuroplasticity is and how we can grow our strengths if we practise using them.** • **About how to recognise the strengths in themselves.** • **How to think about which strengths they would like to grow or use more of.** Note: in Year 2, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on answering a question about the "We are wonderful and special" song. The time to chat sessions and journal prompts focus on asking children to think of which strengths they have and which ones they have used recently. The group activities focus on children understanding what the strengths mean, recognising strengths in real-life situations and how they could be used in themselves and friends. They will compare if they have the same strengths as friends and learn how it feels when they receive feedback about their character strengths. Activities will also help children understand how to grow their strengths.	**Children will learn:** • **That scientists discovered that we all have 24 character strengths but in different amounts.** • **We all have 24 strengths but focus on the 5 main categories of character strengths and think about them like a pick and mix bag of sweets.** • **That half of our character is set by genetics and the other half from our experiences.** • **That our character can grow based on our experiences, just like their brains do with Neuroplasticity.** • **Why it is important to spot strengths in others and how they can be used.** • **That strengths can help them to approach difficult situations.** • **When they use their character strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy.** Note: In Year 3, myHappymind mini's are introduced, which are short videos explaining key concepts in more detail. myHappymind music is not embedded in the lessons, but the children are welcome to sing along whenever they fancy! The time to chat sessions and journal prompts focus on children recognising which strengths are most like them and reflect on which strengths others have. Children will be focusing on picking their Top 3 strengths. The group activities are focused on children deciding which strengths they would use in different situations and why. They will be given situations to think about and decide how they would use particular strengths to help them. They will also be choosing strengths to grow.

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
Children will learn: • **That scientists have discovered that we all have 24 Character Strengths, but in different amounts.** • **Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them.** • **How when we spot strengths over and over, we will build Neural Pathways to create a habit.** • **That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them.** • **That Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best.** The time to chat sessions and journal prompts focus on children looking at each strength more closely. They will be reflecting on: • Examples of different people using each strength. • When they last used the strengths. • Which strengths have they spotted weekly? • Which of their strengths do they use the most? • How they can grow the strength they use the least and how they will implement that. The group activities focus on children looking at problems and seeing how strengths can help them in different situations.	**Children will learn:** • **How the 24 character strengths are organised into 6 key virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence.** • **That strength spotting shows children how strengths can be used in different ways.** • **That they still have all 24 strengths, but when they use their Top 5 Team H-A-P feels at its best.** • **How they can move their strengths around and grow strengths by practising them through Neuroplasticity.** • **That when they stop and reflect on using their strengths, their Hippocampus will store it as a memory. They will learn that when faced with a similar situation, they can remember how that strength can help.** • **How strength spotting can help Team H-A-P feel happy as when we use our strengths, Dopamine gets released, and we feel confident. They will also learn that using our strengths can help them manage their Cortisol levels.** The time to chat sessions and journal prompts focus on which strengths they recognise in themselves the most and pick their Top 5 strengths. Children will be strength spotting each week and reflecting on what they noticed in themselves and others. They will consider which strengths they can use even more as a class. The group activities are focused on children thinking about how they are going to grow the strengths they don't use as much. They will look at different scenarios and think about how the top strengths for that scenario can help. They will also think about other strengths that could help too.	**Children will learn:** • **What their top strengths are based on completing an official survey which will rank their strengths from 1-24.** • **More about what each of the 24 strengths means and how they help them each day.** • **How to grow their strengths to help them transition and overcome challenges.** • **How their character strengths have helped them get to this point in their lives and how these skills and strengths are transferable to the Secondary School environment.** Note: the style of the Year 6 lessons are slightly different to reflect their age. There are activities built into each lesson using their specific journal.

myHappymind

Appreciate

Progression Map

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
Children will learn: • **What appreciate means, what types of things we appreciate, and how we show appreciation.** • **That you can appreciate others, experiences and themselves and not just material things. They will be able to say the categories on the Wheel of Gratitude.** • **How to develop an Attitude of Gratitude. They will learn that showing gratitude makes them feel good; when we make someone feel good, it makes us feel good too.** • **How Happy Breathing exercises help to remind us to appreciate the things we might forget.** • **By practising giving gratitude over and over again, our brains will improve at appreciating things and people. This is called Neuroplasticity.** • **That when we give and receive gratitude, it makes Team H-A-P happy, and they can work well together.** Note: in Year 1 the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on the "Being Thankful Today" song. The time to chat sessions and journal prompts focus on children thinking about who they are grateful for, when they have used their strength to be a good friend, and how they can show gratitude to themselves. Children will understand which experiences they may be grateful for too. The group activities are focused on children recognising what each of the categories are on the Wheel of Gratitude.	**Children will learn:** • **That being thankful or having gratitude are other words for appreciating.** • **What the Wheel of Gratitude is and that it is important to focus on all parts of the Wheel of Gratitude; themselves, others, and experiences.** • **That when we show gratitude to someone it makes them feel good. When we make someone feel good, it makes us feel good too. This is because a special chemical gets released into our brains which makes us feel amazing.** • **That Team H-A-P love it when we appreciate ourselves, so it is important to be kind to ourselves and others.** • **How being grateful for ourselves can be hard and Happy Breathing can help us.** Note: in Year 2 the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on answering a question about the "Being Thankful Today" song. The time to chat sessions and journal prompts will focus on children's definitions of appreciation and how they can show appreciation. They will be discussing their ideas of ways they can show appreciation to others. They will be focusing on who/what they appreciate and why. They will be asked to reflect on how Team H-A-P felt during different experiences. The group activities are focused on children reflecting on their character strengths to help them show gratitude to themselves. They will be focusing on and acting out different experiences that they may have had with the rest of the class.	**Children will learn:** • **That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget.** • **That the more they show gratitude, the easier it is - like Neuroplasticity.** • **How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel.** • **That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together.** • **How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.** • **How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too.** In Year 3, myHappymind mini's are introduced, which are short videos explaining key concepts in more detail. myHappymind music is not embedded in the lessons, but the children are welcome to sing along whenever they fancy!

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
Children will learn: • **How they can develop an Attitude of Gratitude at home and school.** • **How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too.** • **That the more time they think about gratitude, the stronger the neural pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit.** • **How giving gratitude can help us get through tough times, and when they can see everything they are grateful for, it makes the problems we face a little easier to manage.** The time to chat sessions and journal prompts focus on children developing an Attitude of Gratitude at home and school. They will discuss when, where and to who they will share their gratitude. They will reflect on their progress each week. The group activities are focused on understanding the Domino Effect and how giving gratitude can spread. Children will look more closely at their strengths and how they can appreciate themselves. They will think about how they used a strength, how it helped them, and how it made them feel.	**Children will learn:** • **What appreciation means and think of ways to show appreciation to others.** • **What they should focus on when thinking about gratitude. They will explore 3 questions to help them develop deeper levels of gratitude.** • **Why it is important to tell others that we're grateful for them and how it makes others feel good when we create a Gratitude Domino Effect.** • **How gratitude helps our bodies stay calm and releases Dopamine. This then helps to keep Team H-A-P happy and the Amygdala calm.** • **That when we regularly give and receive gratitude, Dopamine will continuously be released, and even thinking about experiences or people we are grateful for releases Dopamine.** • **That the more we think about gratitude, the stronger the Neural pathways get and the easier it becomes.** • **That an Attitude of Gratitude helps us to see all things we are grateful for and makes the problems we face a little easier.** • **That often the hardest category to think about gratitude in is ourselves.** The time to chat sessions and journal prompts focus on children using 3 questions to help them develop a deeper sense of gratitude. Children will spin the Wheel of Gratitude each day and record what they are grateful for. They will be reflecting on which category they think about the most and which they would like to focus on more. They will discuss how being grateful for people can help them through difficult situations. The group activities focus on children recognising how it feels to be the giver and receiver of gratitude. They will reflect on their top strengths and how this can make them feel good about who they are, helping them to use their strengths even more. They will practice giving gratitude to themselves.	**Children will learn:** • **How gratitude can help them think about all they have in their lives to be thankful for.** • **How to build their resilience by looking at when their bucket is full vs when their bucket is empty.** • **How focussing on their appreciation around the strengths work they have done can remind them of what they DO have during times of stress.** • **To establish a new perspective on how gratitude can help them to build resilience when they face tough times.** Note: the style of the Year 6 lessons is slightly different to reflect their age. There are activities built into each lesson using their specific journal. The group activities focus on children recognising who they have in their lives to support them, which strengths they have to use in challenging times and what experiences are already in place to support them.

myHappymind

Relate

Progression Map

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
Children will learn: • **That relate means to get along with others and understand another person and that they can relate with family, friends, and teachers in different ways.** • **How their character strengths help them get along with others and learn that it is okay that we are all different.** • **What Active Listening is.** • **What 'Stop, Understand and Consider' means and think about how this can help them with friendship issues.** • **That Happy Breathing can help them if they have big emotions when falling out with friends.** Note: in Year 1 the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on the "Good Friends" song. The time to chat sessions and journal prompts focus on children reflecting on who they relate to and how they can use their strengths to relate. They will think about when they can use Active Listening to help them. The group activities will focus on children understanding what relating and Active Listening are. They will be creating their own set of actions to help them remember the checklist. They will see Active Listening in action to see how it can help and what happens when they don't use the skills.	**Children will learn:** • **That we relate to different people in different ways and that different people relate differently, too.** • **How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay.** • **That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong.** • **How to spot the characteristics of a good friend and recognise this in themselves.** • **How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others.** • **That Team H-A-P feels happy when we Actively Listen because we are using all parts of the team.** • **How to 'Stop, Understand and Consider' and why it is important to do this before responding.** • **How Happy Breathing can help them with friendship issues by keeping them calm.** Note: in Year 2 the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on answering a question about the "Good Friends" song. The time to chat sessions and journal prompts focus on children discussing and thinking about what they think relate means and give examples of when they have gotten along with others. They will think about a range of different people they could relate to and when they have reacted differently to someone else.	**Children will learn:** • **That their strengths can be really helpful in friendships by helping them to accept other people's differences and how this is a good thing.** • **That when they face differences in opinions or challenges with friendships, it can be hard to remember we all have differences. They will learn how the skill 'Stop, Understand and Consider' can help them with friendships.** • **That everyone sees things differently and that this is a positive thing. Children will learn they can ask 'what do you think about that?' to help them better understand and relate to others.** • **That the more they practice seeing other perspectives, the more the brain will remember it. Children will learn Neuroplasticity works with relating to others too.** • **That we normally choose our friends because of their character.** • **That we all see things from different perspectives; friends can help us solve problems by approaching them differently.** • **How Active Listening can help their friendships and what happens if they don't Actively Listen with their friendships.** • **That when we listen to friends, they will know that we care for them.** In Year 3, myHappymind mini's are introduced, which are short videos explaining key concepts in more detail. myHappymind music is not embedded in the lessons, but the children are welcome to sing along whenever they fancy!

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
	They will look back at their top strengths to see how this has helped them to relate. They will reflect on their experiences and consider when Active Listening could have helped them. They will also be thinking about when Happy Breathing may have helped them with a friendship challenge. The group activities will focus on children roleplaying different ways of reacting to different people. They will also have a go at doing Active Listening with a partner.	The time to chat sessions and journal prompts focus on children thinking about how 'Stop, Understand and Consider' could have helped them in past situations and how seeing things from different perspectives can help them too. They will recognise that their friends may have some of the same strengths and some different and that they may use them differently. Children will reflect on what they think are the most important strengths in friendships and what strengths their friends have. The group activities will focus on children reflecting on their Top Strengths and how they have helped them to relate. Children will be sharing their ideas and opinions about different scenarios. They will think about how it would make them feel and which strength they would use to approach it.

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
Children will learn: • **That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.** • **When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.** • **That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.** • **Why it is important to show gratitude to their friends when they help.** • **That the skills needed to listen actively can help them to 'Stop, Understand and Consider'.** • **That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too.** The time to chat sessions and journal prompts focus on children thinking about what they think 'Stop, Understand and Consider' means and when they think it would help. Children will also be thinking about a time when they faced a difficult situation and which strength could have helped them. They will think about situations when they and a friend approach the same situation differently and reflect on which strengths they think are most important in friendships and why. Children will be journaling about a time when talking to their friends helped them.	**Children will learn:** • **What their top 5 strengths are and which virtue they fall under.** • **That when they see things from different perspectives, they are using their Prefrontal Cortex and then their brain can remember this and store it in their Hippocampus.** • **That they can train their brain to notice how people use their strengths differently. That strengths help release Dopamine and make Team H-A-P happy, calm and relaxed.** • **That you are more likely to see different strengths and perspectives positively when Team H-A-P is working as a team. We can do Happy Breathing to stay calm when facing challenging situations and see other people's perspectives.** • **That friends can help solve problems, and it is important to show gratitude towards them. This can help develop an Attitude of Gratitude, and the Gratitude Domino Effect makes everyone feel good.** • **Skills needed to listen actively and how this will help them to 'Stop, Understand and Consider'. They will understand why this is so important in friendships.** The time to chat sessions and journal prompts focus on children thinking about what they think 'Stop, Understand and Consider' means and reflecting on when it may have been helpful to deal with a situation differently. They will think about when they can use this skill at home and in school. They will be reflecting on times when their friends have helped them. The group activities will focus on children finding other children in the class who have the same and different top strengths to them. They will be finding out how they use their strengths to help them and will recognise that everyone can use strengths differently to approach situations.	**Children will learn:** • **Relationship building powers i.e., how they go about making friendships today – what strengths they have here and what they can develop.** • **How those skills are transferable to their upcoming changing environment.** • **Strategies to manage friendships through change, transition and peer pressure by practising different communication strategies.** • **Strategies for seeing different perspectives through role play.** Note: the style of the Year 6 lessons is slightly different to reflect their age. There are activities built into each lesson using their specific journal. The Activities will focus on children picking a friend and listing 3 reasons they like them. They will be thinking about how their friendships make them feel. They will also brainstorm their ideas on making friends in preparation for their transition and how they can use their top strengths to help them form new friendships.

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
The activities are focused on children remembering which top strengths they have and which children in the class have the same and different top strengths to them. Children will be finding out if they use their strengths in the same way as friends. They will also think about how they can use all 5 strengths in one situation to approach it differently. They will participate in Active Listening and consider when it could help their friendships.	Children will be thinking of ways they can use strengths in a situation and notice someone else might have a different idea to them. They will need to listen to each other and agree on the best 5 strengths. They will also participate in a timed activity to think of as many strengths as possible to help deal with one situation. They will take part in an Active Listening Activity and check their partner used the skills to remember their 5 strengths and examples.	

myHappymind

Engage

Progression Map

Year 1 /P2/SEN 1	Year 2/P3/SEN 2	Year 3/P4/SEN 3
Children will learn: • **What engage means.** • **What types of things they can engage in.** • **That when they engage in something and feel happy, they can do the activity better.** • **That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.** • **How to set a class goal using the 3 steps.** • **That setting goals and achieving them can make Team H-A-P happy too.** • **That we do not always achieve our goals, but as long they have tried, they will learn something new.** • **That just because they can't do something straight away, it doesn't mean they won't be able to in the future.** Note: in Year 1, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on the "Goal setting" song. The time to chat sessions and journal prompts focus on children thinking of their own examples of what else they engage in before they come to school. They will review which habits they have learned to feel good. They will be encouraged to reflect and think about a time that they have not achieved something, but they still learnt something. The group activities are focused on children spotting what the goal is in a situation and thinking about what they could learn from it. As a class, children will create a class goal and review it.	**Children will learn:** • **When they feel good, they do good.** • **Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them.** • **The 3 steps to set a goal and practice setting goals as a class.** • **How Happy Breathing can help when goals are tricky.** Note: in Year 2, the myHappymind music forms a core part of all of the lessons to support the children's love of learning and understanding of the content. Children will be focused on answering a question about the "Goal Setting" song. The time to chat sessions and journal prompts are focused on children developing their understanding of what engagement means and giving examples of what different things they can engage in every day. They will think about any goals they have already set at home and school. They will review which habits they have learnt to feel good and think of examples of when they have used the habit to help them. The group activities are focused on how children could support others in their goals by thinking about what they could do or say to the boy in the situation to help him. They will set class goals and be encouraged to have a go at setting their own goal if they would like to.	**Children will learn:** • **That to engage means to pay attention and put effort into something.** • **How their feelings affect their ability to do well in an activity and learn that they have to feel good to do good.** • **What Big Dream Goals are.** • **How to use perseverance and resilience to help them not give up on something.** • **That they have to Believe to Achieve.** • **How to set their own Big Dream Goals.** In Year 3, myHappymind mini's are introduced, which are short videos explaining key concepts in more detail. myHappymind music is not embedded in the lessons, but the children are welcome to sing along whenever they fancy! The time to chat sessions and journal prompts focus on children discussing times when their emotions have impacted their activity. They will reflect on times when perseverance has helped them with something they are passionate about. The activities are focused on children thinking about what their Big Dream Goals are and they will set their own goals. They will take time to review their goals in groups. They will be reflecting on their myHappymind journey to share with parents or other children in the class.

Year 4/P5/SEN 4	Year 5/P6/SEN 5	Year 6/P7/SEN 6
Children will learn: • **That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school.** • **That Dopamine gets released in their brain when they set a goal and work towards it.** • **Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time.** • **Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals.** The time to chat sessions and journal prompts are focused on children thinking about which habits help them and which ones they could use more. They will continue to set and review their Big Dream Goals each week to develop goal setting as a habit. The group activities focus on children reviewing their learning and they will plan a short talk to share their learning about myHappymind.	**Children will learn:** • **That sometimes we need to think about what we are engaging in, and sometimes we do it on autopilot.** • **When they engage in something and feel good, Team H-A-P love it because Dopamine is released in the brain, making it easier for us to succeed.** • **Why their engagement levels may drop if their Amygdala takes over.** • **How their feelings affect their ability to do well in an activity and how Cortisol or Dopamine is released.** • **About the difference between a team and individual goal and how it is just as important to work as a team to set goals.** • **Why the skill of perseverance is critical when working as part of a group.** • **How understanding other people's character strengths can also help in team goals.** The time to chat sessions and journal prompts focus on children reflecting on times when their engagement levels were high or low and what happened during the activity. They will reflect on times when they could use perseverance with goals they are less passionate about. The group activities focus on planning and delivering their assembly about myHappymind. They will practice planning their Big Dream Goals using the 3 steps and review them each week.	**Children will learn:** • **How to set goals linked to transition, which they can work toward to help them feel more comfortable with what is ahead.** • **How to recognise their concerns and define strategies to overcome them.** • **How they can use their strengths to leverage the opportunities that they are excited about.** • **How to create goals around leveraging and practising the tools they have learned as they progress through to high school.** Note: the style of the Year 6 lessons is slightly different to reflect their age. There are activities built into each lesson using their specific journal. The activities focus on children using their journals to outline their worries and work through strategies to manage them. They will use the timetable in preparation for High School. They will get into the habit of setting 3 goals for the week and reflect on their strengths, gratitude and how Happy Breathing has helped them.