Module progression map- myHappymind

Meet your brain

Year 3	Year 4	Year 5	Year 6
How to focus their mind to help them train their brain. 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 practise. 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.	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 brain and what happens if they don't. They will learn how our minds can feel like a snow globe, leaving us unable to see clearly.	The difference between their brain and their 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.	About using 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 they do this. About the links between their thoughts, feelings and actions and how the thoughts they have can influence how they 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.
The Time to Chat sessions and Time to Journal prompts focus on Neuroplasticity, and they will be asked to think of examples of when they used to find something	The Time to Chat sessions and Time to Journal prompts focus on children reflecting on when they may need to focus their minds. They will discuss times when	The Time to Chat sessions and Time to Journal prompts focus on children reflecting more deeply on when their Amygdala has taken over, how it reacted, why it	The style of the Year 6 lessons is slightly different to reflect their age. There are activities built into each lessons, using their specific journal. The activities focus on

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	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 become stronger. The group activities are focused on children knowing whether danger is real or not real	happened and how they can manage it. They will reflect on times when Cortisol might not have been helpful	children recognising when they use each part of Team H-A-P and when it has been helpful or not helpful. They will reflect on their feelings towards secondary 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.

Celebrate module

Year 3	Year 4	Year 5	Year 6
Children will learn: That scientists discovered that we all have 24 Character Strengths but in different amounts. That we all have 24 strengths, but focusing on the 5 main categories of Character Strengths and thinking 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 their character can grow based on our experiences, just like their brains do with Neuroplasticity. Why it is important to spot Character Strengths in	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 Character Strengths over and over, we will build Neural Pathways to create a habit. That Character Strengths can help them solve problems and that everyone uses different strengths. These strengths can always help them. That Team H-A-P loves it when we use our Character Strengths	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 Character Strengths around and grow them through Neuroplasticity. That when they stop and reflect on using their Character Strengths, their Hippocampus will store it as a	Children will learn: What their top Character Strengths are based on completing an official survey which will rank their strengths from 1-24. More about what each of the 24 Character Strengths means and how they help them each day. How to grow their strengths to help them with 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

others and how they can be used. That Character 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	because Dopamine gets released in the brain to help us perform at our best	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 Character Strengths, Dopamine gets released and we feel confident. They will also learn that using their strengths can help them manage their Cortisol levels	