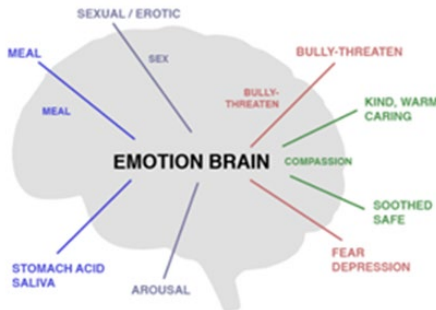


## Staff CPD Curriculum

The course comprises six 90 minute modules designed to be progressed over one or two school terms as group CPD. Modules 1 to 3 cover founding principles and practices. Modules 4 to 6 cover higher-order emotions and cultivating a compassionate school. From January 2021 training in the delivery of the staff curriculum will be available to those working in education with the relevant prerequisite qualifications.



## Content Overview

In modules 1-3 you'll consider what compassion is, as well as learn about our tricky brains, negativity bias, the stress response and our three main emotion/motivation systems. In addition, you'll be introduced to practices to calm the body and mind, and cultivate compassion.

In modules 4-6, you'll explore emotional responding in more detail including using self-compassion to help with difficult emotions. You'll also consider how compassionate practices could benefit you, your colleagues, pupils and school.

The Compassion in Schools initiative aims to improve the wellbeing of both staff and students across a range of primary and secondary schools. As leading psychologists and practitioners in the fields of Compassion and Compassionate Mind Training (CMT), we have developed two programmes to enable staff and students to better understand the link between emotions, motivations and wellbeing. Via these programmes we further share a variety of compassion-based practices to improve emotional well-being.

Published studies of our staff CPD curriculum reveal the contents to be well received, help staff deal with emotional difficulties and result in physiological dampening of the body's stress response.

## Our published research demonstrates that CMT helped educators to :

- ✓ Manage school related stress
- ✓ Increase their self-compassion
- ✓ Show compassion towards their colleagues and students
- ✓ Enhance decision making in difficult situations
- ✓ Offer better support for their students
- ✓ Manage students challenging behaviours
- ✓ Disengage from work stresses

E.g. Maratos et al. (2019) *Mindfulness* 10(2245-2258)

## Student PSHE Curriculum

The course comprises six 50 minute lessons designed to be progressed over one school half-term as part of PSHE provision. From September 2021 training in the delivery of the pupil curriculum will be available to those working in education with the relevant prerequisite qualifications.



[www.CMTschools.org](http://www.CMTschools.org)

## Content Overview

Using hands-on practices, students are introduced to the three (emotion) systems of the mind, soothing rhythm breathing and calm/contented place imagery. Following this, greater exploration of the threat and drive systems are progressed and compassionate practices introduced (via games, drawings & imagery), to enable students to better regulate their emotions. We then focus on developing the flow of compassion – to the benefit everybody (e.g. the pupil, their friends and family etc.).

*...for staff and older students:*

## Soothing Rhythm Breathing (SRB)

This exercise is designed to balance activity of the two branches of the autonomic nervous system (ANS). When we become stressed, anxious, scared or worried the **fight/flight** branch of the ANS dominates. SRB helps to stimulate the **rest/digest/calming** branch of the ANS and thus restores balance.

Briefly this exercise involves:

- Sitting comfortably with feet flat on the floor in an alert, but comfortable, posture.
- Creating a gentle expression of friendliness
- Focusing on breathing and noticing the air coming in through your nose, into your diaphragm, pausing slightly, and then the air moving back out.
- Beginning to breathe more slowly and deeply than usual. As a guide, breathing in for about 3 seconds with a gentle hold, and then out for 3/4 seconds with a gentle hold.
- Feeling that you are slowing down ..the mind slowing down ...the body slowing down

A full recording of the SRB practice (in male and female voice) can be found at [www.cmtschoools.org](http://www.cmtschoools.org)



*“Breathing exercises were very valuable in returning to myself at the end of each day”*

*“CMT exercises enhance my wellbeing by enabling me to engage with self-dialogue that is far more supportive and encouraging (both on terms of tone and content). They help me to feel good about myself...”*

Here we share with you an overview of some of the simpler to learn/use practices; which school staff, (educators & others) and students have found to help them manage their emotions, including stresses, worries and anxieties.

*...for staff and students*

## Regal Walking

What is in the **mind** is in the **body**  
...and what is in the **body** is in the **mind**.

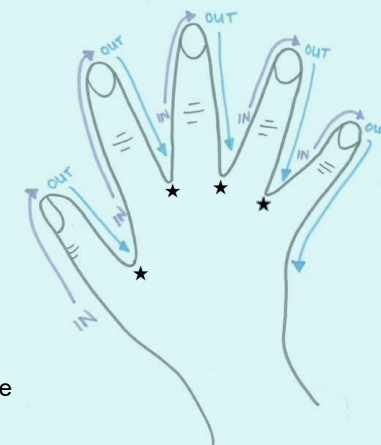


In regal walking, you are encouraged to imagine you are a king or queen, walking SLOWLY, with PRIDE, ALERTNESS and CONFIDENCE

This technique helps us to slow down and can be used in the classroom or when moving from lesson to lesson

*...for younger students:*

## Hand Breathing



★ Pause

**Hand breathing is a simpler equivalent to SRB, especially for those that have difficulty concentrating.**

In hand breathing a finger from one hand is used to trace a breathing pattern on the other hand, using the moving finger as a guide as to when to breathe in and breathe out (as depicted).

*“During the PSHE lessons I have thought about my emotions by thinking about the 3 systems we learnt. I have used the sheet we got given to practice our breathing and calming myself down if I am feeling angry any of the times ...these were the things I used to help me to keep calm.”*