



Policy:	Personal Development Policy (Including Relationships, Health Education RHE and Relationships and Sex and Education SRE)
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Personal Development Policy,

Including:

Relationships Education, Relationships and Sex education (RSE) and Health Education

Following statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Context and Rationale:

At Chawton CE Primary School PSHE (Personal, Social Health Education) and RSE (Relationships and Sex Education) are known as **Personal Development**. Our **Personal Development** curriculum is a planned programme of learning through which the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

Personal Development provides all the pupils with opportunities to:

- Develop confidence, resilience and build self-esteem in order to make the most of their skills
- Develop empathy and prepare to play an active role as citizens
- Develop good physical and mental health habits and understanding
- Develop good relationships and respect the differences between people

Our **Personal Development** curriculum has been developed by the Subject Leader and Headteacher in accordance with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DFE 2019) and through consultation with teaching staff, who contributed with key needs of the pupils in the age ranges they teach.

The **Personal Development** curriculum will be reviewed annually, through discussions with staff, pupils and parents, and it will be adjusted accordingly.

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love**, **courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of.

'Let all that you do, be done in love.' 1 Corinthians 16:14

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' Joshua 1: 5-9

'If we walk in the light as He himself is in the light, we have fellowship with one another...' 1 John 1-7

We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each others' strengths and special qualities.

1. Aims

The aims of Personal Development at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Help children develop lively, enquiring minds, to acquire knowledge and to develop the skills of communication and information handling which equip them for life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Help children to develop a range of personal and social skills, which will then help them to develop self-awareness, to relate well to others and form stable relationships in their future lives.
- Support children to make decisions based on accurate knowledge and a sense of right and wrong
- Encourage children to see themselves as active, valued members of the community, knowing their rights and with the ability to express these appropriately and responsibly.
- Teach children the practical skills of keeping safe in a variety of different scenarios
- Teach children that people have to take responsibility for their own actions, decisions and choices in life.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required, however, to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Chawton CE Primary School we teach Personal Development as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Headteacher and the Personal Development Subject Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult about the policy
4. Pupil consultation – we investigated what exactly pupils want from their Personal Development sessions
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Our focus for Personal Development will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Within this, our Relationships and Sex Education will ensure that children learn about the emotional, social and cultural development, and it also involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. There will be opportunity for information sharing, exploring issues and values. It is not the promotion of sexual activity.

As a school with a religious character, the religious background of all pupils will be taken into account when planning teaching, so that topics in the core content in this guidance are appropriately handled. We will teach the distinctive faith perspective on relationships and balanced debate may take place about issues that are seen as contentious. We will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools. However, we feel that this is an important developmental milestone which should be discussed in the open and safe community that school offers, prior and during some significant changes during the onset of puberty.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born. This includes all forms of conception (including surrogacy and IVF) to help children understand that there are many ways in which parents can become a loving biological parent.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationships and Sex Education

Relationships and Sex Education (RSE) is taught within our Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

We believe that Personal Development education is at its strongest when there is clear communication between home and school. Every half term, as part of the weekly newsletter, information will be sent home from the Personal Development Lead informing parents and carers of the upcoming learning for their child, along with useful resources to support them at home.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

At the start of every year, classes will agree on clear 'ground rules' for Personal Development sessions. It is essential to establish a safe learning environment, as Personal Development learning works within the pupils' real life experiences.

Early Years

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning.

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led in order to reflect the interests and needs of the children. Children take part in circle times to discuss topics taken from their learning, as well as taking part in continuous and enhanced provision carefully designed to further their development in Personal Development. This provision could be linked to their learning (such as the addition of empty containers of household products in the home corner as a prompt for Keeping Safe) or an ongoing area of Personal Development (such as a turn-taking game).

Key Stage 1 and 2

In Key Stage 1 and 2 Personal Development lessons are more structured. We follow the Heartsmart programme for church schools. This is complimented with Jigsaw resources as well as rich reading texts as suggested in 'No Outsiders in Our School' (2016) and the use of Philosophy for Children (P4C). The use of rich reading texts support our community of learners in developing active speaking and listening skills as well as providing them with opportunities to experience diversity through a safe and comfortable vehicle.

These lessons are taught by the class teacher, in discrete weekly lessons of approximately 30 minutes. These lessons are recorded as part of the class Personal Development scrapbook and will be monitored by the Personal Development Subject Lead as well as the Governing Body.

Elements of Personal Development may also be covered through other core subjects as well as connections made throughout each Learning Quest. Teachers will also act responsively to situations that may arise within the class. The Personal Development Subject Lead will respond to any wider issues which may require further Personal Development sessions and will research and develop planning for the school as required.

Key facts about puberty and the changing adolescent body, particularly from aged 9 through to aged 11, including physical and emotional changes as well as key facts about the menstrual cycle will be taught in addition to the science curriculum.

For more information about our Relationship and Sex Education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.i The governing board

The governing board will approve the Personal Development policy, and hold the Headteacher to account for its implementation.

7.ii The Headteacher

The Headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.iii Staff

Staff are responsible for:

- Delivering Personal Development in a sensitive way
- Modelling positive attitudes to Personal Development

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Personal Development (Relationships and Sex Education)

Staff do not have the right to opt out of teaching Personal Development. Staff who have concerns about teaching Personal Development are encouraged to discuss this with the Headteacher.

7.iv Pupils

Pupils are expected to engage fully in Personal Development and, when discussing issues related to Personal Development, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents *do not* have the right to withdraw their children from the relationships education section of Personal Development.

Parents *have* the right to withdraw their children from the non-statutory/non-science components of sex education within Personal Development.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Mrs Sarah Goldsworthy (Headteacher).

Alternative learning tasks will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of Personal Development as part of their induction and it is included in our continuous professional development (CPD) calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Personal Development.

10. Monitoring arrangements

Assessment in Personal Development is not about 'passing' or 'failing' or about behavioural attitudes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

As part of our planned programme for Personal Development, teachers have clear expectations of what the pupils will know and understand at the end of each year and key stage. Children's outcomes are reported to parents in annual reports and are also passed on to the next teacher to inform the following year's learning. Teachers assess the children's outcomes in Personal Development by making informal judgements as they observe them during lessons.

Personal, social, emotional development (PSED) is a Prime area of learning in the EYFS. Pupil progress is tracked through observation of the children during child initiated times and teacher assessment of adult led activities. This informs the relevant profile scores achieved by the children at the end of the Foundation stage.

The delivery of Personal Development is monitored by Mekeisha Mason (Personal Development Subject Lead) and by the Governing body through:

Learning walks, monitoring of Personal Development scrapbooks, pupil conferencing, discussions and reports to the governing body and staff discussions in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work (Heartsmart) to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

In Key Stage 1 and 2, pupils' ideas and discussions are recorded in the class Personal Development scrapbook for reference; teachers may also keep photographs of activities as part of this. It is expected that most outcomes for Personal Development will be verbal, however pupils will also record written or drawn responses on some occasions. Pupils' development in Personal Development is monitored by class teachers as part of our internal assessment systems.

11. Equality of Opportunity

At Chawton CE Primary School we promote the needs and interests of all pupils, irrespective of their gender, culture, ability, background or personal circumstance. Teachers take into account the age, ability, readiness and cultural background of the children in their care when teaching Personal Development to ensure that all can fully access Personal Development education provision. Pupils with SEND follow the same Personal Development education programme as all other students. Teachers carefully consider variation and support to ensure that they can access learning materials.

Pupils are not routinely withdrawn from Personal Development sessions to catch up on other National Curriculum subjects.

12. British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, worships and discrete Personal Development lessons, these values are embedded within our curriculum.

We plan Collective Worships and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, diversity and mutual respect.

13. Confidentiality

In the context of Personal Development, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others.

This policy will be reviewed annually by Mrs Sarah Goldsworthy (Headteacher) and Mrs Mekeisha Mason (Personal Development Subject Lead). At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

See separate document entitled 'Personal Development Curriculum map.'

RELATIONSHIPS & HEALTH EDUCATION

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RELATIONSHIPS EDUCATION							
Families and people who care for me <i>Pupils should know...</i>							
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓			✓	✓	
F3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		✓		✓		✓
F4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
Caring Friendships <i>Pupils should know...</i>							
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

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		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓		✓	✓	✓	✓
Respectful Relationships <i>Pupils should know...</i>							
RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		✓	✓	✓	✓	✓
RR6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
Internet Safety and Harms <i>Pupils should know...</i>							
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Physical Health and Fitness <i>Pupils should know...</i>							
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
Healthy Eating <i>Pupils should know...</i>							
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
Drugs, alcohol and tobacco <i>Pupils should know...</i>							



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
GET HEARTSMART (Meet Boris)	My HeartSmart Toolbelt Looking at Boris' special tools to learn what it means to be HeartSmart ACTIVITY PSED - SC/SA	Becoming Boris Using junk materials to dress up as Boris ACTIVITY PSED - MR	Fill Boris' Toolbox Roll a dice to find the missing tools from Boris' toolbox GAME PSED - MR	How do they feel? Learning to read facial expressions and body language to understand how someone is feeling ACTIVITY PSED - MFB	My Heart is full Talking about the things we love and how they make us feel ACTIVITY PSED - MFB	Heart Hunt Looking for hidden hearts GAME PSED - MR
DON'T FORGET TO LET LOVE IN (I am special)	I am loved! Learning that each one of us is loved, special and important CIRCLE TIME PSED - SC/SA	My Favourite Things Thinking about our favourite things and how they are all different ACTIVITY PSED - SC/SA	My heart! Talking about how we demonstrate different emotions ACTIVITY PSED - MFB	Twinkle Twinkle Thinking about what makes our friends special GAME PSED - MR	Who am I? Children to find different objects they like ACTIVITY PSED - SC/SA	EYFS has talent Demonstrating our different skills and talents ACTIVITY PSED - SC/SA
TOO MUCH SELFIE ISN'T HEALTHY (I love others)	I love to... Discussion about who you love and what you love to do together ACTIVITY PSED - MR	Parachute Families Game to demonstrate how everyone's family is different GAME PSED - MR	Sorting Feelings Looking at ways people express how they are feeling and ways we can show we care ACTIVITY PSED - MFB	How do you do? Exploring ways to show care and affection for others GAME PSED - MR	Helpful Hearts Thinking about how we show others we care when we offer our help ACTIVITY PSED - MR	Thank you for helping me Thanking members of the school community for their help ACTIVITY PSED - SC



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
DON'T RUB IT IN, RUB IT OUT (I am a good friend)	Super Friends Discussing what makes a super friend ACTIVITY PSED - MR	Musical friends Game to show the importance of including others GAME PSED - MR	Listening Ears Game to encourage children to listen to one another GAME PSED - MFB	Soft words, Hard words Thinking about the types of words we use and how they make others feel ACTIVITY PSED - MR	If I met the Scrapman Being kind to others even when their behaviour is unkind ACTIVITY PSED - MR	Grumpy Frog Story Exploring saying sorry through story STORY PSED - MFB
FAKE IS A MISTAKE (I tell the truth)	Boris and the Scrapman's lies Children to differentiate between lies and truth. ACTIVITY PSED - MFB	Cheer up Boris! Write or draw a postcard for Boris using kind and encouraging words. ACTIVITY PSED - MFB	How Rabbit got his long ears Story to explore the importance of telling the truth STORY PSED - MR	Hat Game Pretending to be someone else is fun but being me is better ACTIVITY PSED - SC/SA	Thankful Heart Circle time to think about what the children are thankful for. CIRCLE TIME PSED - SC/SA	Tell me about you Sharing and celebrating differences in our homes and families SHOW & TELL PSED - SC/SA
NO WAY THROUGH, ISN'T TRUE (I can do it!)	Boris in the kitchen Considering how we can move forward from mistakes we make DISCUSSION PSED - SC/SA	I can challenge Series of challenges for children to practise and complete. ACTIVITY PSED - SC/SA	Stuck! Circle time to consider what to do when the children are stuck. CIRCLE TIME PSED - SC/SA	When I grow up Game and discussion around what children want to do when they grow up GAME PSED - SC/SA	Magnetic Maze Activity to demonstrate persevering to find a way through ACTIVITY PSED - SC/SA	Changing Caterpillars Considering change through the life cycle of a caterpillar ACTIVITY PSED - SC/SA



Year 1 CYCLE A

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF3, MW1 PSHE - H2, R2	Power How we can use our power in positive and negative ways ACTIVITY R&HE - CF3, CF5 PSHE - R2, R12	Feelings Bingo Understanding our emotions GAME R&HE - MW2, MW3 PSHE - R1, H4	What goes in, must come out - Worms! What we put in our hearts is what comes out ACTIVITY R&HE - MW1 PSHE - H2	Guess Who? Who we are grateful for in our class and why GAME R&HE - CF1, CF2 PSHE - R9	Healthy Choices Helping Boris make good choices to keep healthy ACTIVITY R&HE - MW1, PH1 PSHE - H2	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - R2, R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - R1, R4	Pants! Learning about appropriate and inappropriate contact WORKSHEET R&HE - BS3, BS4 PSHE - R10	Truth or Lies Differentiating between truths and lies about us ACTIVITY R&HE - MW1 PSHE - H3	Would you Rather? Game of preference GAME R&HE - CF3 PSHE - L8	Marshmallow Test Learning that there is a choice in spending and saving ACTIVITY R&HE - N/A PSHE - L7	Taking Care of Me Ways to take care of ourselves everyday ACTIVITY R&HE - HP4, HP5 PSHE - H1, H6, H7, H11	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	Who's Missing? Developing an awareness of our surroundings and the people around us ACTIVITY R&HE - CF1 PSHE - L4	The Smartest Giant in Town How can we help others? How have others helped us? STORY R&HE - CF2, CF3 PSHE - L1	Who Looks After Me? Who looks after us? How can we show them our appreciation? ACTIVITY R&HE - F1, F2, F4 PSHE - H13	Teamwork - Monsters University Working as a team to reach an end goal FILM CLIP R&HE - CF2 PSHE - L3	Helping Boris Discussing simple rules to help keep us safe online WORKSHEET R&HE - OR2, OR3, ISH1 PSHE - H12	Too Much Selfie isn't Healthy Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H2	Goldilocks and Baby Bear Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends ACTIVITY R&HE - RR1, CF5 PSHE - R2, R4	Forgiveness Fizz Discussion around how forgiveness can help hard situations disappear ACTIVITY R&HE - CF4 PSHE - R1	Chalk faces Different ways we can handle negative emotion effectively ACTIVITY R&HE - MW2, MW3, MW4 PSHE - R6, R7	Disappointed Robots Exploring different ways to handle disappointment ACTIVITY R&HE - MW3 PSHE - H3, H4	Builders and Wreckers How the words we use can build others up or knock them down ACTIVITY R&HE - MW8, RR6 PSHE - R11, R14	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R1	The Best Me Being yourself is the best you, you can be ACTIVITY R&HE - N/A PSHE - L8	Don't Hide What's Inside! Don't hide your true thoughts and feelings ACTIVITY R&HE - CF3, F4 PSHE - R1, R5	Mask Making Thinking about who we can trust to talk to when we are sad or mad ACTIVITY R&HE - CF5, BS6, BS7, BS8 PSHE - H13, H4	Telephone Whispers How small lies can have a big impact GAME R&HE - CF2 PSHE - R4, R2	Smile! Looking at the importance of good oral hygiene and dental health WORKSHEET R&HE - HP4 PSHE - H1	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R1
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H3, H4	Mission Possible Learning from our experiences and trying again ACTIVITY R&HE - MW4 PSHE - H3, R7	Tummy Talk Trusting our instincts. Good secrets v bad secrets ACTIVITY R&HE - BS5, BS6 PSHE - R3, H15	Seeds of Potential There is potential in all of us ACTIVITY R&HE - RR1 PSHE - L1, L4, H9	Hearts that Dream Creating Dreamboards to capture our hopes and dreams ACTIVITY R&HE - MW6 PSHE - H2	Love a lot, Miss a lot Circle time and activity around people, animals and things we have lost WORKSHEET R&HE - MW2, MW3, MW9 PSHE - H5, R1	'No Way Through' isn't True Reflection Circle time - What we have learned WORKSHEET R&HE - MW1 PSHE - H3, H4



Year 2 (CYCLE B)

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF3, MW1 PSHE - H2,R2	Power Plus Describing how we can use our power in positive and negative ways ACTIVITY R&HE - CF3 PSHE - L1	Heart Decisions Considering the reputations we would like to have ACTIVITY R&HE - CF2, MW4 PSHE - H2	Bright Hearts What is in our hearts, is played out in our words and actions ACTIVITY R&HE - MW3, MW4 PSHE - H2	Love Map Identifying special people and how they show us love WORKSHEET R&HE - F1, F3 PSHE - R9	Boris Face Plate Creating a robot face from healthy foods ACTIVITY R&HE - HE2, HE3 PSHE - H1	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - R2,R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1, PSHE - R1, R4	I am cubes Recognising and celebrating our strengths and ways in which we are all unique WORKSHEET R&HE - RR4 PSHE - H3	Trash or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves ACTIVITY R&HE - RR4, RR5 PSHE - L3	Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you ACTIVITY R&HE - N/A PSHE - L8	Boundin Discussion around how being thankful for what we have, changes our attitude FILM CLIP R&HE - MW6 PSHE - H3	Heartbeat- Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves ACTIVITY R&HE - PH1, PH2, PH3 PSHE - H1	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE -CF2, CF3 PSHE - R1, R2	Spot the Difference Be aware of surroundings and the people around you ACTIVITY R&HE - CF1 PSHE - L4	Secret Kindness Agents Looking for opportunities to do something kind for others ACTIVITY R&HE - CF3, RR2 PSHE - R4	Everyday Heroes Thinking about people who look after us in our community ACTIVITY R&HE - RR1, RR5, BS8 PSHE - L10	We all Fit Together Looking at how are we the same and how we are different ACTIVITY R&HE - RR1, RR5 PSHE - L9, R8	HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online WORKSHEET R&HE - OR2, OR3, OR5, ISH7 PSHE - H12, H14, H15	Too Much Selfie isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H2	That's what Friends are for (Shrek) Saying sorry and offering forgiveness between friends FILM CLIP R&HE - CF4 PSHE - R6	Balloon Spoons Demonstrating how holding onto unforgiveness can make us feel ACTIVITY R&HE - MW3, MW4 PSHE - H4	Let the Ouch Out Reflecting on helpful ways to deal with hurt WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5	Traffic Lights Ways to handle negative emotion ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13	Crumpled Hearts Demonstrating the consequences of teasing or bullying ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R1	Grains of Sand There never has and never will be another one of me ACTIVITY R&HE - N/A PSHE - L8	The Truth about Me Not all the thoughts we have about ourselves are true DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12	Real is a Big Deal Discussing how different emotions feel WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1	Nice to Meet You! Looking at ways to be polite when meeting others GAME R&HE - RR3 PSHE - R8	Sun Safe! Thinking of ways to stay safe in the sun ACTIVITY R&HE - HP2 PSHE - H1	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R1
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H3, H4	Road signs Finding alternative solutions to problems ACTIVITY R&HE - MW2 PSHE - H3	Ways to Say Looking at seemingly 'impossible' situations in different ways ACTIVITY R&HE - MW2, MW4 PSHE - H4	Rainbows from Rain Overcoming challenges and difficulties ACTIVITY R&HE - MW2, MW3 PSHE - H3	Imagine a Bright Future Imagining 'What if...' in a positive way ACTIVITY R&HE - MW1 PSHE - H1, H2	Energy Detectives Looking for signs of energy and thinking about ways to conserve it ACTIVITY R&HE - N/A PSHE - L1, L5	'No Way Through' isn't True! Reflection Circle time - What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H3, H4



Year 3 (CYCLE A)

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	Batteries Looking at ways we can be positive (kind) and negative (unkind) to one another ACTIVITY R&HE - CF1, CF2 PSHE - R2	Inside Out Recalling memories and associating a feeling with them FILM CLIP R&HE - MW3, MW4 PSHE - H7	Guard your Heart Thinking about things we need to guard our hearts from GAME R&HE - CF5 PSHE - R3	My squad Listing the people in our lives we are grateful for WORKSHEET R&HE - F1, CF1 PSHE - R4	Full or Empty? Thinking of the benefits of living a healthy lifestyle WORKSHEET R&HE - PH1, PH3, PH4	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	Wear it with pride Learning to accept the encouragement given to us by others ACTIVITY R&HE - CF1, CF3 PSHE - L8	Love is... Considering what love is and what it isn't WORKSHEET R&HE - F8, CF2, CF5 PSHE - L4	Moana Comparing 'Te Fiti' before and after she 'let love in' FILM CLIP R&HE - MW2, MW4, MW7 PSHE - R1	Growing gratitude Listing things we are grateful for and why ACTIVITY R&HE - RR3 PSHE - H1	Love yourself Making good choices to keep our hearts healthy ACTIVITY R&HE - HE1, HE2 PSHE - H1, H3	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	Flip your phone How can you be #unselfie and doing something kind for others? WORKSHEET R&HE - CF3, RR2 PSHE - R7	What's your emergency? How to respond in an emergency ACTIVITY R&HE - BFA1 PSHE - H15	Elizabeth Everest Honouring others for their kindness ACTIVITY R&HE - RR5 PSHE - R7	No man is an island Working together, listening to one another and respecting other's views GAME R&HE - CF2, CF3 PSHE - L8	Padlocked Privacy Discussing why it is important to keep personal information private WORKSHEET R&HE - OR3, OR5 PSHE - H22	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Magic water Demonstrating the effects of saying sorry DISCUSSION R&HE - CF4, CF5, RR3 PSHE - R7, R12	Play it out Considering different ways to respond to scenarios WORKSHEET R&HE - CF4 PSHE - R2	Balloon Blast Demonstrating the benefits of letting go of hurt ACTIVITY R&HE - CF4, MW2 PSHE - R12	Marble Jar Discussion around how trust is built and betrayed FILM CLIP R&HE - CF2, CF5 PSHE - R3	Who am I? Recognising and challenging stereotypes WORKSHEET R&HE - RR7 PSHE - R16	Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	Spot the Difference The real me is the best me ACTIVITY R&HE - OR1, ISH6 PSHE - R7	Shame Detectives Spotting shame and replacing it with truth WORKSHEET R&HE - CF3, MW2 PSHE - H1, H6	Circle of Trust Thinking about appropriate and inappropriate contact WORKSHEET R&HE - BS3, BS5 PSHE - H1	Build on Truth Importance of truth to build strong friendships DISCUSSION R&HE - CF2 PSHE - R2, R3, R7	Allergy Allies! Learning the facts and science about allergies DISCUSSION R&HE - HP6	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	Snakes and Ladders Thinking about progress (ladders) and setbacks (snakes) ACTIVITY R&HE - MW3, MW4 PSHE - H5, H7	Get Back Up Importance of getting back up and trying again DISCUSSION R&HE - MW1 PSHE - H7	I can help! Learning how to respond to emergency first aid situations ACTIVITY R&HE - BFA2 PSHE - H15	Dream Attitudes Developing the right attitudes to achieve our dreams WORKSHEET R&HE - MW1 PSHE - H5, H7	Embracing Change How to manage change well ACTIVITY R&HE - MW2, MW3, MW4 PSHE - H7, H8	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



Year 4 (CYCLE B)

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	Words have power Demonstrating consequences of the words we use about ourselves and others ACTIVITY R&HE - MW8, RR5, RR6 PSHE - R7	Reap what you sow Suggesting ways we can grow a desired characteristic e.g. kindness ACTIVITY R&HE - CF2 PSHE - R11	Wily wolf Thinking about and discussing how we know who we can trust DISCUSSION R&HE - BS1, BS5 PSHE - R21, H23	Family Recipe Thinking about the characteristics that make a healthy family life ACTIVITY R&HE - F2 PSHE - R4	Healthy Minds Recognising what positively and negatively affects our mental health WORKSHEET R&HE - MW1, MW10 PSHE - H1, H14	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	Heart to heart Looking at ways we feel loved ACTIVITY R&HE - F1, F3, F4 PSHE - R2	Brilliant me ball Celebrating our strengths and achievements ACTIVITY R&HE - RR4 PSHE - H5	One in a million Comparing measurements to determine our uniqueness ACTIVITY R&HE - N/A PSHE - H5	Don't agree with I don't like me Highlighting things about our bodies we are grateful for ACTIVITY R&HE - MW4 PSHE - H1	Hands up! Creating a catchy rhyme/song or rap to remind others about the importance of hand washing ACTIVITY R&HE - HP5 PSHE - H12	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	What's missing? Being aware of surroundings and people around you GAME R&HE - CF1 PSHE - L7, H23	Guess my feelings Suggesting how someone is feeling based on their facial expressions and body language ACTIVITY R&HE - MW2, MW3 PSHE - R1	Unseen heroes Thinking about and thanking the unseen heroes of our local community ACTIVITY R&HE - RR5, BS8 PSHE - H23	Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal GAME R&HE - CF2, CF3 PSHE - R11, R12	True Smartphone Developing an awareness of ways to use mobile phones and tablets responsibly WORKSHEET R&HE - ISH2, ISH7 PSHE - H24	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Saying sorry Discussing ways to fix broken friendships DISCUSSION R&HE - CF4, CF5, RR3 PSHE - R12	Pass through the pain barrier Discussing what forgiveness is and the value of forgiving others DISCUSSION R&HE - CF4, MW3 PSHE - H1	Good stress, bad stress Talking about different types of stress and ways to manage negative stress ACTIVITY R&HE - MW5, MW9 PSHE - H6	Boundaries Learning about personal boundaries DISCUSSION R&HE - RR8, BS1 PSHE - R21	Be Kind Online Recognising and dealing with online abuse WORKSHEET R&HE - ISH1, ISH5, ISH7 PSHE - R18	Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	Human BEings not DOings Celebrating one another for who we are not what we do ACTIVITY R&HE - RR1, CF3 PSHE - H1, H5	Voice of Love Who speaks into our lives and are they using the voice of love? WORKSHEET R&HE - F2, CF3 PSHE - H1, R10	Speak Truth Having the courage to tell the truth isn't always easy STORY R&HE - CF5 PSHE - R2, H13	Dare to be different When dares are fun and when they are not. Thinking of ways to say no to dares ACTIVITY R&HE - RR8, BS1, BS5 PSHE - R15, H10	Risky Business Learning the facts and risks associated with smoking ACTIVITY R&HE - DAT1 PSHE - H17	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	Endurance Expedition Thinking about the skills and attitudes needed to meet a challenge ACTIVITY R&HE - MW3, MW4 PSHE - H7	Habits - Help or Hinder? Considering the habits we need to develop or change to reach our goals WORKSHEET R&HE - MW4, MW5 PSHE - H16	Just Keep Swimming How to persevere and hold onto hope FILM CLIP R&HE - MW3, MW4 PSHE - H7, R2	Dreamers Dreaming of the future ACTIVITY R&HE - N/A PSHE - H5	Changing Me! Key facts about the changes that take place in puberty between 9 - 11 WORKSHEET R&HE - CAB1 PSHE - H8, H13	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



Year 5 (CYCLE A)

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	Boss v Leader Considering how powerful people lead others ACTIVITY R&HE - RR1, BS4 PSHE - L6	Lion Heart Describing the heart reputation we would like ACTIVITY R&HE - CF2, RR1 PSHE - H5	Watch What You Watch Watch Discussing how to know what we should and shouldn't watch WORKSHEET R&HE - ISH2, ISH4 PSHE - H2	Letter of Thanks Writing letters of thanks to people who support and encourage us ACTIVITY R&HE - F1, F2, F4 PSHE - R4	Sleep Well Thinking about the importance of good quality sleep for health DISCUSSION R&HE - HP3 PSHE - H2	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	Gunner Making the connection between Gunner's story and Don't Forget to Let Love In! ACTIVITY R&HE - CF2 PSHE - R11	Make the Right Voice Choice Considering the way the words we listen to about ourselves make us feel ACTIVITY R&HE - F6, CF5, MW1 PSHE - H1	Under Pressure Thinking about different sources of pressure, including from our friends, and ways we can respond ACTIVITY R&HE - BS5, BS8 PSHE - H13, H14	Allocating Resources Recognising that resources can be allocated in different ways and these choices affect others ACTIVITY R&HE - N/A PSHE - L15	Help! Who to go to for help and how to keep asking until help is given ACTIVITY R&HE - BS6, BS7, BS8 PSHE - H23	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	When I'm Feeling Lonely... What we can do when we feel lonely ACTIVITY R&HE - MW7, OR4 PSHE - H1	Read My Lips Listening to what others say GAME R&HE - RR1, RR2 PSHE - R10	Honour Thinking of people who deserve honour and suggesting ways to honour them ACTIVITY R&HE - RR5 PSHE - L9, L11	Great Groups to investigate the purpose and role of different groups (inc. pressure groups) ACTIVITY R&HE - N/A PSHE - L10	Be Aware What You Share Developing an awareness of what you should and shouldn't share online ACTIVITY R&HE - OR1, OR4, ISH3 PSHE - H25	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Different Perspective Developing simple strategies to resolve conflict ACTIVITY R&HE - CF4, RR2 PSHE - R7, R12, L8	Nelson Mandela Describing what Nelson Mandela's life teaches us about forgiveness DISCUSSION R&HE - MW1 PSHE - R2	Emotions don't drive! How to handle our emotions ACTIVITY R&HE - MW2, MW3 PSHE - H6	I did not I am Discussing how we respond to our own mistakes DISCUSSION R&HE - MW3 PSHE - H1	Bully Busting Recognise bullying in all its forms and thinking about strategies to deal with bullying WORKSHEET R&HE - RP6, MW8 PSHE - R18	Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	Time To Get Real How images we see online and in the media don't always represent reality DISCUSSION R&HE - OR1, OR4, ISH6 PSHE - H4, L17, L18	No Need to Hide What's Inside Exploring how shame can make us want to hide how we really feel ACTIVITY R&HE - CF3, MW2, MW3 PSHE - H7, H14, R9	Soft Shells Knowing who we can trust to be vulnerable and open with FILM CLIP R&HE - CF2, BS1, BS8 PSHE - R2, R21	Hearts that Welcome Feedback How feedback can help us grow ACTIVITY R&HE - CF1, CF3 PSHE - R1, R7, R12	Decisions, Decisions! Finding out about the risks associated with alcohol for young people ACTIVITY R&HE - DAT1 PSHE - H17	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	Egg in the Flask Demonstrating that 'No Way Through' isn't True! ACTIVITY R&HE - MW4 PSHE - H7	Success isn't always what you see How the successes we achieve on the inside can often be greater than those seen on the outside WORKSHEET R&HE - MW4 PSHE - H1, H5	Hope Light Looking at the power of Hope and how it can keep us going ACTIVITY R&HE - MW1, MW4 PSHE - H1, H5	Period Relay Key facts about the menstrual cycle WORKSHEET R&HE - CAB2 PSHE - H13	What am I? How to look after ourselves during puberty GAME R&HE - CAB1, CAB2 PSHE - H13	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



Year 6 (CYCLE B)

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	Powerful Poses Demonstrate that our body language can be used to help us feel more powerful ACTIVITY R&HE - RR4, MW6 PSHE - H6	Stone Trainers Comparing our hearts to trainers - how do we keep our hearts soft but strong WORKSHEET R&HE - MW1, MW3, MW4 PSHE - H1	Secret Scenarios Recognising when it is right to keep a secret and when a secret should be shared DISCUSSION R&HE - BS2, BS5 PSHE - R9, H14	Tying the Knot Recognising the importance of commitment in marriage ACTIVITY R&HE - F5 PSHE - R5	Healthy Food, Healthy Heart Learning about the Eatwell plate and how to plan a healthy meal ACTIVITY R&HE - HE2 PSHE - H3	Get HEARTSMART Reflection What we have learned about Get HEARTSMART WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1 PSHE - H1, R2	What are you worth? Working out what we are worth ACTIVITY R&HE - RR4 PSHE - H5	People say I am Encouraging one another with kind and positive words & accepting the words spoken about us ACTIVITY R&HE - CF3 PSHE - H5	Thumbs Up Recalling significant events and people in our lives so far ACTIVITY R&HE - F1, F3, CF1 PSHE - R4	Gratitude jar Thinking of things we are grateful for each week ACTIVITY R&HE - MW1 PSHE - H1	Signs to Spot Identifying early signs of illness ACTIVITY R&HE - HP1 PSHE - N/A	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	All the Same, All Different Demonstrating ways we are different and ways we are the same GAME R&HE - CF3, RR1, RR5 PSHE - L11,R13	Listen up! Practising being a good listener ACTIVITY R&HE - CF4, RR1 PSHE - R10	You go before me Thinking of ways the generations before us have overcome challenges that we benefit from ACTIVITY R&HE - RR5 PSHE - L11	Growing together Considering ways we can be a good friend and support one another ACTIVITY R&HE - CF2, CF3 PSHE - R10	Social media - good or bad? Discussing the benefits and dangers of social media DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22,H24	Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	Work it Out Developing strategies to resolve conflict and disputes ACTIVITY R&HE - CF4, RR2 PSHE - R12	Power of Forgiveness - Jimmy Mizen's parents Discussing how we benefit when we choose to forgive others DISCUSSION R&HE - MW1 PSHE - R12	Way to Say Exploring how our tone and body language communicates more than our words ACTIVITY R&HE - RR2, OR1 PSHE - R2	Bit by Bit Discussing how to build trust between friends ACTIVITY R&HE - CF2, CF5 PSHE - R9, R21	Deep Impact Considering the impact of bullying ACTIVITY R&HE - RR6, MW8 PSHE - R14	Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	This is Me! Being proud of who we are DISCUSSION R&HE - N/A PSHE - H6, H7, R16	HeartSmart Self-Talk Catching negative self-talk and replacing it with positive self-talk DISCUSSION R&HE - MW1 PSHE - H1, H6, H7	Boundaries for Respect Learning how to use boundaries to establish respectful friendships ACTIVITY R&HE - BS1, RR2 PSHE - R3, R10, R18	Vaccines - Facts vs Fake News! Finding out facts about vaccinations ACTIVITY R&HE - HP6, ISH6 PSHE -	Fix it, Find out, Fit in! Find out facts about legal and illegal substances and their risks ACTIVITY R&HE - DAT1 PSHE - H17	Fake is a Mistake Reflection What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	The Bridge to Yet Demonstrating that 'No Way Through' isn't True! ACTIVITY R&HE - MW3 PSHE-H1, H5, H7	Self-awareness Thinking about how we are feeling, why we feel that way and what we need ACTIVITY R&HE - MW1, MW3, MW4 PSHE - H2, H16	Hearts Filled with Hope Looking at the power of Hope and how it can keep us going ACTIVITY R&HE - MW4 PSHE - H1, H7	Where the Magic Happens Learning to step out of our comfort zones ACTIVITY R&HE - MW4 PSHE - H8, H9	Under Construction - the teenage brain! How the brain changes during puberty ACTIVITY R&HE - CAB1 PSHE - H13	'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7



Rich texts to promote discussion	Autumn Term 1 Get Heartsmart	Autumn Term 2 Don't Forget to Let Love in	Spring Term 1 Too Much Selfie isn't Healthy	Spring Term 2 Don't Rub it in, Rub it out!	Summer Term 1 Fake is a Mistake	Summer Term 2 No Way through isn't true
CYCLE A and B Year R	<i>Red Rockets and Rainbow Jelly</i> Sue Heap and Nick Sharratt	<i>You Choose</i> Nick Sharratt	<i>The Family Book</i> Todd Parr	<i>Blue Chameleon</i> Emily Gravett	<i>Mommy Mama and Me</i> Leslea Newman and Carol Thompson	
CYCLE A Year 1		<i>Max the Champion</i> Sean Stockdale, Alexandra Strick and Ros Asquith	<i>My World, Your World</i> Melanie Walsh and <i>My Grandpa is Amazing</i> Nick Butterworth	<i>Ten Little Pirates</i> Mike Brownlow and Simon Rickerty	<i>Elmer</i> David McKee	
CYCLE B Year 2	<i>The Odd Egg</i> Emily Gravett	<i>The First Slodge</i> Jeanne Willis	<i>The Great Big Book of Families</i> Mary Hoffman and Ros Asquith	<i>Blown Away</i> Rob Biddulph	<i>Just Because</i> Rebecca Elliot	
CYCLE A Year 3		<i>The Hueys in the New Jumper</i> Oliver Jeffers	<i>Two Monsters</i> David McKee	<i>This is our House</i> Michael Rosen	<i>Oliver</i> Birgitta Sif	<i>Beegu</i> Alexis Deacon
CYCLE B Year 4	<i>King and King</i> Linda de Hann and Stern Nijland	<i>Red: A Crayon's Story</i> Michael Hall	<i>The Way Back Home</i> Oliver Jeffers	<i>The Flower</i> John Light	<i>Dogs Don't do Ballet</i> Anna Kemp and Sara Ogilvie	
CYCLE A Year 5		<i>How to heal a Broken Wing</i> Bob Graham	<i>Where the Poppies Now Grow</i> Hilary Robinson and Martin Impey	<i>And Tango Makes Three</i> Justin Richardson and Peter Parnell	<i>The Artist who Painted a Blue Horse</i> Eric Carle	<i>Rose Blanche</i> Ian McEwan and Roberto Innocenti
CYCLE B Year 6		<i>Dreams of Freedom</i> Amnesty International	<i>My Princess Boy</i> Cheryl Kilodavis and Suzanne DeSimone	<i>The Island</i> Armin Greder	<i>The Whisperer</i> Nick Butterworth	<i>Love you Forever</i> Robert Munsch

Appendix 2 By the end of primary school, children should know:

	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage or a civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

PUPILS SHOULD KNOW

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

PUPILS SHOULD KNOW

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	