



# Relationships Education Policy

Date of Last Review	Date of Next Review
Summer Term 2022	Summer Term 2023
Responsibility for Review and Monitoring / Auditing	
<p>Headteacher, Curriculum Leader &amp; Personal Development Leader, in partnership with the Full Governing Body and in consultation with parents</p> <p>Monitored by the Full Governing Body</p>	
Purpose	
<p>To outline the statutory requirements of Relationships Education, along with our approach, curriculum content and aims.</p>	

## Aims

Through the effective implementation of this policy, we aim to deliver Relationships Education in accordance with statutory requirements and as part of a comprehensive Personal Development curriculum.

The aims of Relationships Education at our school are to enable children to:

- understand how to keep themselves and others safe
- develop the personal skills needed so that they can establish and maintain relationships, recognise what a healthy relationship looks like and form healthy relationships, ensuring respect and dignity for themselves and others
- develop the vocabulary, knowledge and skills to help understand themselves and others
- explore how to live well together, including behaving well towards others, disagreeing well, forgiving others and repairing broken relationships
- develop the skills to articulate their own feelings and views and make their own informed choices, while being considerate and understanding of the views, beliefs and life choices of others, by providing a framework in which sensitive discussions can take place
- develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- create a positive, tolerant and inclusive culture around issues of sexuality and relationships

## The Impact of Our Vision & Values on this Policy

### **Our Values:**

**LOVE COURAGE & HOPE**

### **Our Vision:**

**Through our core Christian values of Love, Courage & Hope, we nurture, encourage and challenge each unique child to be kind, be respectful and be the best they can be.**

At Long Sutton Church of England Primary School, we aim to provide rich, memorable learning experiences which build character in each individual child. Strong relationships underpin all we do in our small church school, where we value and respect each other's uniqueness. We provide the space for all children to flourish and be the best they can be. Our broad curriculum inspires great learning through engagement with the outdoor environment and enables our children to develop positive emotional and mental health and an understanding of their place in the wider world. Our children are nurtured and challenged to become resilient learners with high aspirations.

### **How our Vision and Values impact this policy:**

Our commitment to valuing and respecting each other's uniqueness is reflected in our approach to Relationships Education. We will provide an environment for children to develop their knowledge and understanding of healthy relationships and to develop the skills to live well together and restore broken relationships through forgiveness and fresh starts. We will support children in: showing **love** for everyone, regardless of individual difference; having the **courage** to speak up against inequality or prejudice; displaying **hope** that we can play our part in creating an increasingly inclusive community where everyone feels valued.

## Definition & Curriculum Content

In line with the DfE Statutory Guidance, we define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to family relationships, friendships and relationships with other children and with adults.

Pupils are taught about what a relationship is, what family means, what friendship is and who the people are who can support them. From their first day in our school, building on their Early Years experiences, children are taught to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Our 3 school rules of **'Be Kind, Be Respectful and Be the Best You Can Be'** support and promote this curriculum content.

The Relationships Education curriculum is organised around key themes:

- families and people who care for me;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe

Our Relationships Education curriculum complements and sits within a comprehensive programme and whole school ethos and approach, including within our Personal Development curriculum. The content covered in Relationships Education will overlap with some of the content taught through our PSHE (Personal, Social & Health Education) curriculum, Sex Education and science curriculum, as well as other subjects.

All aspects of Relationships Education are taught in an age-appropriate way. Children will be taught explicitly about family relationships, the features of healthy friendships and other relationships which they are likely to encounter. We draw attention to relationships in a range of contexts in order to enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. Our curriculum and approach will help our children to recognise less positive relationships, should they encounter them.

Our curriculum will promote the importance of a loving family in order to provide children with security and stability. Teaching about families will be sensitive and well-judged, based upon our knowledge of children and their circumstances. We will acknowledge that loving families take many forms, for example single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents / carers and we will take care to reflect a this variety in the language and resources we use. Children will learn about the purpose of marriage and our teaching will reflect the definition of marriage as outlined in the Marriage Act 2013.

The principles of positive relationships also apply online. When teaching relationships education, school staff will address online safety and appropriate behaviour in a way which is relevant to children's lives.

Through our Relationships Education and wider curriculum, we will teach pupils the knowledge they need in order to recognise and report abuse, at an age-appropriate level. This will include understanding boundaries in friendships and relationships, in all contexts (including online), and the importance of privacy, including that children have rights over their own bodies. Children will be taught how to report concerns and seek advice when they suspect or know that something is wrong.

The statutory Relationships Education curriculum, '[Relationships Education, Relationship & Sex Education \(RSE\) and Health Education](#)', can be found in Appendix 2.

### **Key Resources**

We use the Heartsmart Curriculum as our main approach to the explicit teaching of Relationships Education, although Relationships Education is implicit in many aspects of school life and opportunities to support children in their understanding will present themselves in various contexts. When such opportunities arise, school staff will follow the aims and approaches outlined in this policy, always at an age-appropriate level.

Our Heartsmart Curriculum provides the content and progression for Relationships Education, as well as many aspects of our wider PSHE (Personal, Social, Health & Economic Education) curriculum. Year Group Heartsmart Overviews can be found in Appendix 3. In addition, we subscribe to the PSHE Association, making use of their planning & resources, and also make use of resources and guidance provided by the Local Authority.

### **Consultation with Parents / Carers and the Right to Withdraw**

Relationships Education is a statutory part of the school's curriculum and, consequently, parents / carers may not withdraw pupils from these lessons. Parents and Carers may only withdraw their child from some aspects of Sex Education. Further details can be found in the Sex Education Policy.

The Governing Body and Headteacher will consult with parents regarding the content of the Relationship Education curriculum as part of the ongoing review of this policy and will always consult when any changes are made to the content of the statutory taught curriculum. The main purpose of parental consultation is to inform parents and carers of the content of the Relationship Education, to invite them to share their views and ask any questions they may have. We want our parents and carers to be well-informed about the content of our Relationship Education curriculum, so that they can support their children from a well-informed position.

This policy will be made available to all parents and carers via the school website. If parents wish to view any additional material, such as lesson plans, these will be made available to them upon request.

### **Inclusion & Equal Opportunities**

The Relationships Education curriculum is an inherently inclusive one and is appropriate and relevant to all pupils, including those with SEND. Our pedagogical approaches will ensure that all children, including those with SEND or EAL, can fully access the curriculum and demonstrate their knowledge and understanding. School staff will ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences or family background.

Relationships Education strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation. It answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions are not tolerated at our school. They are challenged and taken seriously, in line with our Policy for Preventing & Tackling Bullying.

### **Monitoring, Evaluation & Assessment**

The Governing Body will ensure that clear information is provided to parents and carers regarding the requirements and content of the Relationships Education curriculum. The Headteacher, Subject Leader for Relationships Education (PSHE Leader) and relevant Governors will take responsibility for monitoring the content and delivery of Relationships Education, through normal monitoring approaches such as lesson

observations, pupil conferencing and work sampling, and through scrutiny of documents such as planning, resources and subject policies / guidance.

School Staff will assess children's attainment and progress against their age-related expectations in line with our Assessment Policy.

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body has delegated the approval of this policy to The Curriculum & Standards Committee and it will hold the Headteacher to account for the implementation of this policy.

### **The Headteacher**

The Headteacher is responsible for ensuring that Relationships Education is taught consistently and well across the school, and for discussing any concerns or issues parents may have.

### **The Subject Leader for Relationship Education (PSHE Leader)**

The Subject Leader will:

- develop a progressive curriculum
- make choices about resources which support the aims of this policy and our school ethos, vision and values
- provide strategic leadership and direction
- facilitate consultation with Governors and parents at the time of any significant changes to the policy or curriculum content
- ensure appropriate coverage of the curriculum
- provide support, training and advice to staff in the effective implementation of the policy and curriculum
- review and monitor pupil progress and the quality of provision
- ensure sufficient and up to date resources are in place
- keep up to date with new developments and resources
- report to the Governing Body on any relevant or required aspect of policy and practice

### **All Staff**

All Staff are responsible for:

- Delivering Relationships Education in line with the requirements of this policy
- Modelling positive attitudes to Relationships Education
- Monitoring progress and attainment of children (as appropriate to their role)
- Responding to the needs of individual pupils in line with this policy

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

### **Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues, treat others with respect and understanding.

## **Legislation, Statutory Requirements and Guidance Documents**

In developing this policy, we have ensured that we are compliant with statutory requirements and that our approach, aims and curriculum content reflect the guidance in key documentation provided by the DfE and the Church of England.

As a primary school, we are required to teach Relationships Education as part of a comprehensive PSHE curriculum (Personals, Social, Health & Economic Education) and we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum and to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. The guidance sets out what core content should be delivered by the end of Primary Education.

This policy follows the statutory DfE guidance, [‘Relationships Education, Relationship & Sex Education \(RSE\) and Health Education,’](#) issued in 2019. Schools must have regard to this guidance; it is a statutory requirement to implement the compulsory aspects of this guidance and schools have a legal duty to comply with these statutory elements.

As a church school, we undertake to follow the principles in the Church of England Education office [‘Charter for faith sensitive and inclusive relationships education, relationships and sex education \(RSE\) and health education \(RSHE\)’](#)

*‘Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.’*

We are committed to being a welcoming and inclusive community, where all feel included, can learn and flourish, living out Jesus’ promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation, as outlined in [The Church of England Vision for Education: ‘Deeply Christian, Serving the Common Good’](#)

*‘The vision offers four basic elements which together form an ecology of abundant life. They are educating for: wisdom, knowledge and skills; hope and aspiration; community and living well together; and dignity and respect.’*

[‘Valuing all God’s Children,’](#) published by the Church of England’s Education office (Summer 2019), offers guidance and support in tackling homophobic, biphobic and transphobic bullying in schools. As a Church School, we are committed to following the principles outlined in this guidance:

*‘This updated version of Valuing all God’s Children seeks to offer further guidance and support, and places it within this vision. All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.’*

The Church of England [Pastoral Principles for Living Well Together](#) are the basis for the Church of England’s Education Office publication, ‘RSHE Principles and Charter.’ At our school, we adopt this charter and aim to adhere to its principles (see Appendix 1).

The Equality Act 2010 protects people from discrimination and harassment, through setting out a number of protected characteristics. As well as having a duty to adhere to the Equalities Act, we will be proactive in considering how we can address inequality and promote equality in our school.

It is not a statutory requirement to teach sex education but the DfE recommends that all primary schools should have ‘a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’ At our school, we have a separate policy outlining our approach to teaching sex education.

## **Linked Policies**

- Safeguarding Policy
- Child Protection Policy
- Policy for Preventing & Tackling Bullying
- Behaviour Policy
- Online Safety Policy
- PSHE Policy
- Sex Education Policy

## **APPENDIX I A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE) (Church of England Education Office)**

At Long Sutton Church of England Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions. RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum. The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. © The Church of England Education Office November 2019
5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have



special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## APPENDIX 2: STATUTORY CURRICULUM CONTENT (DfE)

### By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
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<sup>13</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
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<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
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<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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## APPENDIX 3 HEARTSMART OVERVIEWS:

Key to acronyms at end of overviews. Due to our mixed age classes and 2 year curriculum cycle, some units of work may be taught in the year group above or below a child's actual year group.

### EARLY YEARS (Reception)

EYFS OVERVIEW - RECEPTION/F2

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



# YEAR 1

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



## RELATIONSHIPS & HEALTH EDUCATION

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



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>GET HEARTSMART</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart	<b>Power Plus</b> Describing how we can use our power in positive and negative ways	<b>Heart Decisions</b> Considering the reputations we would like to have	<b>Bright Hearts</b> What is in our hearts, is played out in our words and actions	<b>Love Map</b> Identifying special people and how they show us love	<b>Boris Face Plate</b> Creating a robot face from healthy foods	<b>Get HEARTSMART Reflection</b> Circle time - What we have learned about Get HEARTSMART
	HS FILM R&HE - CF3, MW1 PSHE - H2,R2	ACTIVITY R&HE - CF3 PSHE - L1	ACTIVITY R&HE - CF2, MW4 PSHE - H2	ACTIVITY R&HE - MW3, MW4 PSHE - H2	WORKSHEET R&HE - F1, F3 PSHE - R9	ACTIVITY R&HE - HE2, HE3 PSHE - H1	WORKSHEET R&HE - CF3, MW1 PSHE - R2,R4
<b>DON'T FORGET TO LET LOVE IN!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle	<b>I am cubes</b> Recognising and celebrating our strengths and ways in which we are all unique	<b>Trash or Truth</b> Learning to differentiate between the truths and lies that we hear or speak about ourselves	<b>Meaning of my Name</b> Writing an acrostic poem for your name by selecting words that describe you	<b>Boundin</b> Discussion around how being thankful for what we have, changes our attitude	<b>Heartbeat-</b> Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves	<b>Don't Forget to Let Love in Reflection</b> Circle time - What we have learned about Don't Forget to Let Love in!
	HS FILM R&HE - RR4, MW1, PSHE - R1, R4	WORKSHEET R&HE - RR4 PSHE - H3	ACTIVITY R&HE - RR4, RR5 PSHE - L3	ACTIVITY R&HE - N/A PSHE - L8	FILM CLIP R&HE - MW6 PSHE - H3	ACTIVITY R&HE - PH1, PH2, PH3 PSHE - H1	WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
<b>TOO MUCH SELFIE ISN'T HEALTHY!</b>	<b>Too Much Selfie isn't Healthy!</b> Introduction to the 2nd HeartSmart principle	<b>Spot the Difference</b> Be aware of surroundings and the people around you	<b>Secret Kindness Agents</b> Looking for opportunities to do something kind for others	<b>Everyday Heroes</b> Thinking about people who look after us in our community	<b>We all Fit Together</b> Looking at how are we the same and how we are different	<b>HeartSmart on the Playground, HeartSmart Online</b> Rules for keeping safe online	<b>Too Much Selfie isn't Healthy Reflection</b> Circle time - What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE -CF2, CF3 PSHE - R1, R2	ACTIVITY R&HE - CF1 PSHE - L4	ACTIVITY R&HE - CF3, RR2 PSHE - R4	ACTIVITY R&HE - RR1, RR5, BS8 PSHE - L10	ACTIVITY R&HE - RR1, RR5 PSHE - L9, R8	WORKSHEET R&HE - OR2, OR3, OR5, ISH7 PSHE - H12, H14, H15	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
<b>DON'T RUB IT IN, RUB IT OUT</b>	<b>Don't Rub it in, Rub it Out!</b> Introduction to the 3rd HeartSmart principle	<b>That's what Friends are for (Shrek)</b> Saying sorry and offering forgiveness between friends	<b>Balloon Spoons</b> Demonstrating how holding onto unforgiveness can make us feel	<b>Let the Ouch Out</b> Reflecting on helpful ways to deal with hurt	<b>Traffic Lights</b> Ways to handle negative emotion	<b>Crumpled Hearts</b> Demonstrating the consequences of teasing or bullying	<b>Don't Rub it in, Rub it Out Reflection</b> Circle time - What we have learned about Don't Rub it in, Rub it Out!
	HS FILM R&HE - CF4, RR2 PSHE - H2	FILM CLIP R&HE - CF4 PSHE - R6	ACTIVITY R&HE - MW3, MW4 PSHE - H4	WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5	ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13	ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14	WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2
<b>FAKE IS A MISTAKE</b>	<b>Fake is a Mistake!</b> Introduction to the 4th HeartSmart principle	<b>Grains of Sand</b> There never has and never will be another one of me	<b>The Truth about Me</b> Not all the thoughts we have about ourselves are true	<b>Real is a Big Deal</b> Discussing how different emotions feel	<b>Nice to Meet You!</b> Looking at ways to be polite when meeting others	<b>Sun Safe!</b> Thinking of ways to stay safe in the sun	<b>Fake is a Mistake Reflection</b> Circle time - What we have learned about Fake is a Mistake!
	HS FILM R&HE - CF2 PSHE - R1	ACTIVITY R&HE - N/A PSHE - L8	DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12	WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1	GAME R&HE - RR3 PSHE - R8	ACTIVITY R&HE - HP2 PSHE - H1	WORKSHEET R&HE - CF2 PSHE - R1
<b>'NO WAY THROUGH', ISN'T TRUE</b>	<b>'No Way Through' isn't True!</b> Introduction to the final HeartSmart principle	<b>Road signs</b> Finding alternative solutions to problems	<b>Ways to Say</b> Looking at seemingly impossible situations in different ways	<b>Rainbows from Rain</b> Overcoming challenges and difficulties	<b>Imagine a Bright Future</b> Imagining 'What if...' in a positive way	<b>Energy Detectives</b> Looking for signs of energy and thinking about ways to conserve it	<b>'No Way Through' isn't True Reflection</b> Circle time - What we have learned about 'No Way Through' isn't True!
	HS FILM R&HE - MW2 PSHE - H3, H4	ACTIVITY R&HE - MW2 PSHE - H3	ACTIVITY R&HE - MW2, MW4 PSHE - H4	ACTIVITY R&HE - MW2, MW3 PSHE - H3	ACTIVITY R&HE - MW1 PSHE - H1, H2	ACTIVITY R&HE - N/A PSHE - L1, L5	WORKSHEET R&HE - MW2 PSHE - H3, H4





# YEAR 3

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



## RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>GET HEARTSMART</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart  HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	<b>Batteries</b> Looking at ways we can be positive (kind) and negative (unkind) to one another  ACTIVITY R&HE - CF1, CF2 PSHE - R2	<b>Inside Out</b> Recalling memories and associating a feeling with them  FILM CLIP R&HE - MW3, MW4 PSHE - H7	<b>Guard your Heart</b> Thinking about things we need to guard our hearts from  GAME R&HE - CF5 PSHE - R3	<b>My squad</b> Listing the people in our lives we are grateful for  WORKSHEET R&HE - F1, CF1 PSHE - R4	<b>Full or Empty?</b> Thinking of the benefits of living a healthy lifestyle  WORKSHEET R&HE - PH1, PH3, PH4	<b>Get HEARTSMART Reflection</b> What we have learned about Get HEARTSMART  WORKSHEET R&HE - CF3, MW1 PSHE - H1, R2
<b>DON'T FORGET TO LET LOVE IN!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle  HS FILM R&HE - RR4, MW1 PSHE - H1, R2	<b>Wear it with pride</b> Learning to accept the encouragement given to us by others  ACTIVITY R&HE - CF1, CF3 PSHE - L8	<b>Love is...</b> Considering what love is and what it isn't  WORKSHEET R&HE - F6, CF2, CF5 PSHE - L4	<b>Moana</b> Comparing 'Te Fiti' before and after she 'let love in'  FILM CLIP R&HE - MW2, MW4, MW7 PSHE - R1	<b>Growing gratitude</b> Listing things we are grateful for and why  ACTIVITY R&HE - RR3 PSHE - H1	<b>Love yourself</b> Making good choices to keep our hearts healthy  ACTIVITY R&HE - HE1, HE2 PSHE - H1, H3	<b>Don't Forget to Let Love in Reflection</b> What we have learned about Don't Forget to Let Love in!  WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
<b>TOO MUCH SELFIE ISN'T HEALTHY!</b>	<b>Too Much Selfie isn't Healthy!</b> Introduction to the 2nd HeartSmart principle  HS FILM R&HE - CF2, CF3 PSHE - R1, R2	<b>Flip your phone</b> How can you be #unselfie and doing something kind for others?  WORKSHEET R&HE - CF3, RR2 PSHE - R7	<b>What's your emergency?</b> How to respond in an emergency  ACTIVITY R&HE - BFA1 PSHE - H15	<b>Elizabeth Everest</b> Honouring others for their kindness  ACTIVITY R&HE - RR5 PSHE - R7	<b>No man is an island</b> Working together, listening to one another and respecting other's views  GAME R&HE - CF2, CF3 PSHE - L8	<b>Padlocked Privacy</b> Discussing why it is important to keep personal information private  WORKSHEET R&HE - OR3, OR5 PSHE - H22	<b>Too Much Selfie isn't Healthy Reflection</b> What we have learned about Too Much Selfie isn't Healthy!  WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>GET HEARTSMART</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart	<b>Words have power</b> Demonstrating consequences of the words we use about ourselves and others	<b>Reap what you sow</b> Suggesting ways we can grow a desired characteristic e.g. kindness	<b>Wily wolf</b> Thinking about and discussing how we know who we can trust	<b>Family Recipe</b> Thinking about the characteristics that make a healthy family life	<b>Healthy Minds</b> Recognising what positively and negatively affects our mental health	<b>Get HEARTSMART Reflection</b> What we have learned about Get HEARTSMART
	HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	ACTIVITY R&HE - MW8, RR5, RR6 PSHE - R7	ACTIVITY R&HE - CF2 PSHE - R11	DISCUSSION R&HE - BS1, BS5 PSHE - R21, H23	ACTIVITY R&HE - F2 PSHE - R4	WORKSHEET R&HE - MW1, MW10 PSHE - H1, H14	WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
<b>DON'T FORGET TO LET LOVE IN!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle	<b>Heart to heart</b> Looking at ways we feel loved	<b>Brilliant me ball</b> Celebrating our strengths and achievements	<b>One in a million</b> Comparing measurements to determine our uniqueness	<b>Don't agree with I don't like me</b> Highlighting things about our bodies we are grateful for	<b>Hands up!</b> Creating a catchy rhyme/song or rap to remind others about the importance of hand washing	<b>Don't Forget to Let Love in Reflection</b> What we have learned about Don't Forget to Let Love in!
	HS FILM R&HE - RR4, MW1 PSHE - H1, R2	ACTIVITY R&HE - F1, F3, F4 PSHE - R2	ACTIVITY R&HE - RR4 PSHE - H5	ACTIVITY R&HE - N/A PSHE - H5	ACTIVITY R&HE - MW4 PSHE - H1	ACTIVITY R&HE - HP5 PSHE - H12	WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
<b>TOO MUCH SELFIE ISN'T HEALTHY!</b>	<b>Too Much Selfie isn't Healthy!</b> Introduction to the 2nd HeartSmart principle	<b>What's missing?</b> Being aware of surroundings and people around you	<b>Guess my feelings</b> Suggesting how someone is feeling based on their facial expressions and body language	<b>Unseen heroes</b> Thinking about and thanking the unseen heroes of our local community	<b>Teamwork makes the dream work!</b> Recognising that we sometimes need help from others and working together to achieve a shared goal	<b>True Smartphone</b> Developing an awareness of ways to use mobile phones and tablets responsibly	<b>Too Much Selfie isn't Healthy Reflection</b> What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE - CF2, CF3 PSHE - R1, R2	GAME R&HE - CF1 PSHE - L7, H23	ACTIVITY R&HE - MW2, MW3 PSHE - R1	ACTIVITY R&HE - RR5, BS8 PSHE - H23	GAME R&HE - CF2, CF3 PSHE - R11, R12	WORKSHEET R&HE - ISH2, ISH7 PSHE - H24	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
<b>DON'T RUB IT IN, RUB IT OUT</b>	<b>Don't Rub it in, Rub it Out!</b> Introduction to the 3rd HeartSmart principle	<b>Saying sorry</b> Discussing ways to fix broken friendships	<b>Pass through the pain barrier</b> Discussing what forgiveness is and the value of forgiving others	<b>Good stress, bad stress</b> Talking about different types of stress and ways to manage negative stress	<b>Boundaries</b> Learning about personal boundaries	<b>Be Kind Online</b> Recognising and dealing with online abuse	<b>Don't Rub it in, Rub it Out Reflection</b> What we have learned about Don't Rub it in, Rub it Out!
	HS FILM R&HE - CF4, RR2 PSHE - H1	DISCUSSION R&HE - CF4, CF6, RR3 PSHE - R12	DISCUSSION R&HE - CF4, MW3 PSHE - H1	ACTIVITY R&HE - MW5, MW9 PSHE - H6	DISCUSSION R&HE - RR8, BS1 PSHE - R21	WORKSHEET R&HE - ISH1, ISH5, ISH7 PSHE - R18	WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
<b>FAKE IS A MISTAKE</b>	<b>Fake is a Mistake!</b> Introduction to the 4th HeartSmart principle	<b>Human BEings not DOings</b> Celebrating one another for who we are not what we do	<b>Voice of Love</b> Who speaks into our lives and are they using the voice of love?	<b>Speak Truth</b> Having the courage to tell the truth isn't always easy	<b>Dare to be different</b> When dares are fun and when they are not. Thinking of ways to say no to dares	<b>Risky Business</b> Learning the facts and risks associated with smoking	<b>Fake is a Mistake Reflection</b> What we have learned about Fake is a Mistake!
	HS FILM R&HE - CF2 PSHE - R2	ACTIVITY R&HE - RR1, CF3 PSHE - H1, H5	WORKSHEET R&HE - F2, CF3 PSHE - H1, R10	STORY R&HE - CF5 PSHE - R2, H13	ACTIVITY R&HE - RR8, BS1, BS5 PSHE - R15, H10	ACTIVITY R&HE - DAT1 PSHE - H17	WORKSHEET R&HE - CF2 PSHE - R2
<b>'NO WAY THROUGH', ISN'T TRUE</b>	<b>'No Way Through' isn't True!</b> Introduction to the final HeartSmart principle	<b>Endurance Expedition</b> Thinking about the skills and attitudes needed to meet a challenge	<b>Habits - Help or Hinder?</b> Considering the habits we need to develop or change to reach our goals	<b>Just Keep Swimming</b> How to persevere and hold onto hope	<b>Dreamers</b> Dreaming of the future	<b>Changing Me!</b> Key facts about the changes that take place in puberty between 9 - 11	<b>'No Way Through' isn't True Reflection</b> What we have learned about 'No Way Through' isn't True!
	HS FILM R&HE - MW2 PSHE - H6, H7	ACTIVITY R&HE - MW3, MW4 PSHE - H7	WORKSHEET R&HE - MW4, MW5 PSHE - H16	FILM CLIP R&HE - MW3, MW4 PSHE - H7, R2	ACTIVITY R&HE - N/A PSHE - H5	WORKSHEET R&HE - CAB1 PSHE - H8, H13	WORKSHEET R&HE - MW2 PSHE - H6, H7





Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
<b>GET HEARTSMART</b>	<b>Get HEARTSMART</b> Introduction to HeartSmart  HS FILM R&HE - CF1, CF3, MW1 PSHE - H2,R2	<b>Boss v Leader</b> Considering how powerful people lead others  ACTIVITY R&HE - RR1, BS4 PSHE - L6	<b>Lion Heart</b> Describing the heart reputation we would like  ACTIVITY R&HE - CF2, RR1 PSHE - H5	<b>Watch What You Watch Watch</b> Discussing how to know what we should and shouldn't watch  WORKSHEET R&HE - ISH2, ISH4 PSHE - H2	<b>Letter of Thanks</b> Writing letters of thanks to people who support and encourage us  ACTIVITY R&HE - F1, F2, F4 PSHE - R4	<b>Sleep Well</b> Thinking about the importance of good quality sleep for health  DISCUSSION R&HE - HP3 PSHE - H2	<b>Get HEARTSMART Reflection</b> What we have learned about Get HEARTSMART  WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
<b>DON'T FORGET TO LET LOVE IN!</b>	<b>Don't Forget to Let Love in!</b> Introduction to the 1st HeartSmart principle  HS FILM R&HE - RR4, MW1 PSHE - H1, R2	<b>Gunner</b> Making the connection between Gunner's story and Don't Forget to Let Love In!  ACTIVITY R&HE - CF2 PSHE - R11	<b>Make the Right Voice Choice</b> Considering the way the words we listen to about ourselves make us feel  ACTIVITY R&HE - F6, CF5, MW1 PSHE - H1	<b>Under Pressure</b> Thinking about different sources of pressure, including from our friends, and ways we can respond  ACTIVITY R&HE - BS5, BS8 PSHE - H13, H14	<b>Allocating Resources</b> Recognising that resources can be allocated in different ways and these choices affect others  ACTIVITY R&HE - N/A PSHE - L15	<b>Help!</b> Who to go to for help and how to keep asking until help is given  ACTIVITY R&HE - BS6, BS7, BS8 PSHE - H23	<b>Don't Forget to Let Love in Reflection</b> What we have learned about Don't Forget to Let Love in!  WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
<b>TOO MUCH SELFIE ISN'T HEALTHY!</b>	<b>Too Much Selfie isn't Healthy!</b> Introduction to the 2nd HeartSmart principle  HS FILM R&HE - CF2, CF3 PSHE - R1, R2	<b>When I'm Feeling Lonely...</b> What we can do when we feel lonely  ACTIVITY R&HE - MW7, OR4 PSHE - H1	<b>Read My Lips</b> Listening to what others say  GAME R&HE - RR1, RR2 PSHE - R10	<b>Honour</b> Thinking of people who deserve honour and suggesting ways to honour them  ACTIVITY R&HE - RR5 PSHE - L9, L11	<b>Great Groups</b> to investigate the purpose and role of different groups (inc. pressure groups)  ACTIVITY R&HE - N/A PSHE - L10	<b>Be Aware What You Share</b> Developing an awareness of what you should and shouldn't share online  ACTIVITY R&HE - OR1, OR4, ISH3 PSHE - H25	<b>Too Much Selfie isn't Healthy Reflection</b> 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
<b>DON'T RUB IT IN, RUB IT OUT</b>	<b>Don't Rub it in, Rub it Out!</b> Introduction to the 3rd HeartSmart principle  HS FILM R&HE - CF4, RR2 PSHE - H1	<b>Different Perspective</b> Developing simple strategies to resolve conflict  ACTIVITY R&HE - CF4, RR2 PSHE - R7, R12, L8	<b>Nelson Mandela</b> Describing what Nelson Mandela's life teaches us about forgiveness  DISCUSSION R&HE - MW1 PSHE - R2	<b>Emotions don't drive!</b> How to handle our emotions  ACTIVITY R&HE - MW2, MW3 PSHE - H6	<b>I did not I am</b> Discussing how we respond to our own mistakes  DISCUSSION R&HE - MW3 PSHE - H1	<b>Bully Busting</b> Recognise bullying in all its forms and thinking about strategies to deal with bullying  WORKSHEET R&HE - RR6, MW8 PSHE - R18	<b>Don't Rub it in, Rub it Out Reflection</b> What we have learned about Don't Rub it in, Rub it Out!  WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
<b>FAKE IS A MISTAKE</b>	<b>Fake is a Mistake!</b> Introduction to the 4th HeartSmart principle  HS FILM R&HE - CF2 PSHE - R2	<b>Time To Get Real</b> How images we see online and in the media don't always represent reality  DISCUSSION R&HE - OR1, OR4, ISH6 PSHE - H4, L17, L18	<b>No Need to Hide What's Inside</b> Exploring how shame can make us want to hide how we really feel  ACTIVITY R&HE - CF3, MW2, MW3 PSHE - H7, H14, R9	<b>Soft Shells</b> Knowing who we can trust to be vulnerable and open with  FILM CLIP R&HE - CF2, BS1, BS8 PSHE - R2, R21	<b>Hearts that Welcome Feedback</b> How feedback can help us grow  ACTIVITY R&HE - CF1, CF3 PSHE - R1, R7, R12	<b>Decisions, Decisions!</b> Finding out about the risks associated with alcohol for young people  ACTIVITY R&HE - DAT1 PSHE - H17	<b>Fake is a Mistake Reflection</b> What we have learned about Fake is a Mistake!  WORKSHEET R&HE - CF2 PSHE - R2
<b>'NO WAY THROUGH', ISN'T TRUE</b>	<b>'No Way Through' isn't True!</b> Introduction to the final HeartSmart principle  HS FILM R&HE - MW2 PSHE - H6, H7	<b>Egg in the Flask</b> Demonstrating that 'No Way Through' isn't True!  ACTIVITY R&HE - MW4 PSHE - H7	<b>Success isn't always what you see</b> 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	<b>Hope Light</b> Looking at the power of Hope and how it can keep us going  ACTIVITY R&HE - MW1, MW4 PSHE - H1, H5	<b>Period Relay</b> Key facts about the menstrual cycle  WORKSHEET R&HE - CAB2 PSHE - H13	<b>What am I?</b> How to look after ourselves during puberty  GAME R&HE - CAB1, CAB2 PSHE - H13	<b>'No Way Through' isn't True Reflection</b> What we have learned about 'No Way Through' isn't True!  WORKSHEET R&HE - MW2 PSHE - H6, H7



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



HS: Heartsmart  
R&HE: Relationships & Health  
Education  
PSHE: Personal, Social, Health &  
Economic Education

**F: Families and people who  
care for me**  
**CF: Caring Friendships**  
**RR: Respectful Relationships**  
**OR: Online Relationships**  
**BS: Being Safe**

DAT: Drugs, Alcohol & Tobacco  
MW: Mental Well-Being  
H: Health Education  
CAB: Changing Adolescent Body  
R: Relationships  
ISH: Internet Safety & Harms  
L: Living in the Wider World  
HP: Health & Prevention