



Relationships and Sex Education Policy

Approved by LGB: November 2021

Next review due by: November 2022

Aims

The aims of Relationships and Sex Education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves

At Stoughton Infant School, we believe RSE is a lifelong learning about physical, moral and emotional development. It is embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. We are passionate about creating a caring and nurturing ethos that helps children to thrive. We aspire to help every child develop as a whole person and we believe that effective RSE can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also enables children to respect others, make responsible and informed decisions about their health and wellbeing and also promotes the British values of tolerance.

Statutory requirements

As an infant school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Stoughton Infant and Nursery School, we teach RSE as set out in this policy.

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 PSHE 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 new guidelines.
3. Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy, the curriculum overview as well as some of the resources we use.
4. Pupil consultation – we investigated what exactly pupils want from their Relationships Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values.

Curriculum

Our RSE curriculum is covered in our PSHE curriculum and the biological aspects of RSE are taught within the science curriculum which are set out in Appendix 1. We may need to adapt this as and when necessary.

Delivery of Relationships and Sex Education

At Stoughton Infant and Nursery School, our RSE is taught within our personal, social, health and economic (PSHE) curriculum and enhanced using the HeartSmart program.

PSHE is also taught through cross-curricular opportunities, for example Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology. In addition to the taught PSHE curriculum, we provide enrichment activities to support the curriculum, such as a 'Feeling Good Week', 'Aspirations week' and 'Healthy Living Week.'

Assemblies support the delivery of RSE through planned themes and are used to focus upon our school values, positivity, courage, perseverance, love and nurture.

RSE 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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).

Equal Opportunities

The school is committed to the provision of RSE to all of its pupils. Our program aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Roles and responsibilities

The PSHE lead and the Headteacher are responsible for ensuring that RSE is taught consistently across the school.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE and those who have concerns about teaching this are encouraged to discuss this with the headteacher.

Staff who are responsible for teaching RSE are teachers and teaching assistants.

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

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from RSE.

Monitoring Arrangements

The delivery of RSE is monitored by Rebecca Selmes, the PSHE lead through monitoring arrangements, such as planning scrutinies, learning walks, and pupil voice etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Rebecca Selmes (PSHE lead) At every review, the policy will be approved by the Headteacher.

Linked Policies

- PSHE Policy
- Teaching and Learning Policy
- Equal Opportunities/Single Equality Scheme
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy

Appendix 1

PSHE Pathway

	Autumn	Spring	Summer
<p>Our Values: positivity courage perseverance love nurture</p> <p>Our Rules: be kind, be positive, be polite</p>			
Themes	Relationships	Living in the Wider World	Health and Well-Being
Heartsmart	Get Heartsmart (Meet Boris) Don't forget to let love in (I am special)	Too much selfie, isn't healthy (I love others) Don't rub it in, rub it out (I am a good friend)	Fake is a mistake (I tell the truth) No way through isn't true (I can do it!)
Enrichment weeks and visits	World kindness day 13.11.21 Anti-bullying week 14.11.21 Road safety week 22.11.21 NSPCC Pants are Private Assembly Fire Safety Talk –Year 2	Internet safety day 8.2.21 Aspirations Week 21.3.22 Nurse visit- hand washing	Healthy Living 4.7.21 Feeling Good 11.7.21 First aid training – Year 2 Dentist visit
Nursery	To begin to understand school rules and values. To begin to make friends Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations Begin to make sense of their own life-story and family's history.	Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all	To become more outgoing with unfamiliar people, in the safe context of their setting. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To begin to show an awareness of hygiene practices. To begin to understand how they can stay healthy by make healthy choices

		<p>living things.</p> <p>To begin to understand how to stay safe online.</p>	<p>about food, drink, activity and tooth brushing.</p>
<p>Reception</p>	<p>To understand the school rules and values.</p> <p>To develop a positive sense of themselves and others.</p> <p>To form positive relationships and develop respect for others.</p> <p>To develop social skills and learn how to manage their feelings.</p> <p>To understand appropriate behaviour in groups.</p> <p>To have confidence in their own abilities.</p>	<p>To make sense of their physical world.</p> <p>To make sense of their community.</p> <p>To use opportunities to observe and explore.</p> <p>To find out about people, places, technology and the environment.</p> <p>To begin to understand how to stay safe online.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers;</p> <p>To show sensitivity to their own and to others' needs.</p> <p>To begin to show an awareness of hygiene practices.</p> <p>To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>EYFS RSE Vocabulary</p>	<p>Private parts, dress, undress, clean, dirty, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, granddad, stepmum, stepdad</p>		
<p>Year 1</p>	<p>To understand and follow the school rules and values.</p> <p>To understand the roles of different people and that there are different types of families.</p> <p>To understand they should feel cared for and care for others.</p> <p>To understand what privacy is and to seek permission for things.</p> <p>To understand that their behaviour</p>	<p>To understand what rules are and why we follow them.</p> <p>To know how to care for others and support their needs.</p> <p>To know how and why we care for the environment.</p> <p>To know how to use online services to communicate and do this safely.</p> <p>What are your strengths and interests?</p>	<p>To know how to keep healthy based on food and exercise.</p> <p>To understand some hygiene routines including sun safety.</p> <p>To recognise what makes them unique and special.</p> <p>To learn how to manage their emotions when things go wrong.</p>

	affects others and how to be polite and respectful.	Does this link to any jobs in your local community? What jobs are available?	To learn ways of keeping safe online. To understand how rules and age restrictions keep us safe.
Year 1 Vocabulary	Private parts, clean, similar, different, family, boy, girl, male, female		
Year 2	<p>To show a greater understand of the school rules and values in discussions.</p> <p>To understand ways to make friends.</p> <p>To understand what to do if they are feeling lonely and how to get help.</p> <p>To recognise behaviour that is hurtful.</p> <p>Recognise what is similar and different about ourselves.</p> <p>To understand what a secret is; when it is ok to keep or when it is necessary to share.</p> <p>Working and playing co-operatively.</p>	<p>To understand what it means to belong to a group.</p> <p>What are your roles and responsibilities?</p> <p>To know how we use the internet in everyday life.</p> <p>To understand what money is and how to look after it.</p>	<p>To understand why sleep is important.</p> <p>Keeping healthy; teeth and medicines including safety.</p> <p>To learn ways of managing your feelings and when to ask for help.</p> <p>Growing older; life stages. Including naming body parts.</p> <p>How to keep safe in different environments; keeping safe at home.</p> <p>Learning what to do in an emergency.</p> <p>Moving on to a new class.</p>
Year 2 Vocabulary	Private parts, penis, vagina, similar, different, gender roles, stereotypes, boy, girl, female, male		

	Nursery	Reception	Year 1	Year 2	Expectation
Plants	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Can Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Pupils should be able to:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
Animals Including Humans	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals.</p> <p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Can notice that animals, including humans, have offspring which grow into adults.</p> <p>Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Pupils should be able to:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is</p>

					associated with each sense.
Living Things and Habitats	<p>Talk about what they see, using a wide vocabulary</p> <p>Explore and talk about different forces they can feel.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>		<p>Can explore and compare the differences between things that are living, dead and things that's have never been alive.</p> <p>Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Can identify and name a variety of plants and animals in their habitats, including micro -habitats.</p> <p>Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	
Everyday Materials	Use all their senses in hands on exploration of natural materials.	Talk about the differences between materials and changes they notice.	<p>Can distinguish between an object and the material from which it is made.</p> <p>Can identify and name a variety of everyday</p>	Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	<p>Pupils should be able to:</p> <p>Distinguish between an object and the material from which it is made</p>

	<p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p>		<p>materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Can describe the simple physical properties of a variety of everyday materials.</p> <p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>paper and cardboard for particular uses.</p> <p>Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<p>Seasonal Changes</p>		<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and change in the natural world around them, including seasons and changing states of matter.</p>	<p>Can observe changes across the four seasons.</p> <p>Can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Pupils should be able to:</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	
<p>Working Scientifically</p>			<p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify using their observations and ideas to suggest answers to questions.</p>	<p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify using their observations and ideas to suggest answers to questions.</p>	<p>Pupils should be able to use the following practical scientific methods, processes and skills:</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests identifying and classifying</p>

			Can gather and record data to help in answering questions.	Can gather and record data to help in answering questions.	using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.
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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.					✓	



Appendix 2

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
GET HEARTSMART (Meet Boris)	Boris' Beginnings Boris the Robot story – which voice should he listen to? STORY PSED - MR	Build-a-Boris Make a robot from junk ACTIVITY PSED - SC/SA	Boris Shapes Make a robot from 2D shapes ACTIVITY PSED - SC/SA	Happy and you know it Song to demonstrate different emotions ACTIVITY PSED - MFB	Boris Face dough Different emotions using play dough ACTIVITY PSED - MFB	Boris' Hanging Hearts Heart rewards for children who are caught being kind ACTIVITY PSED - MR
DON'T FORGET TO LET LOVE IN (I am special)	VIP Crowns Design and make a crown ACTIVITY PSED - SC/SA	Mirror, mirror Describe self in mirror and draw a self-portrait. ACTIVITY PSED - MR	I am special because I am... Game to encourage children to think about why they are special GAME PSED - SC/SA	I am special song Children to suggest reasons they are special CIRCLE TIME PSED - SC/SA	Fingerprint tree Looking at uniqueness of fingerprints ACTIVITY PSED - SC/SA	All about me ball Circle time to tell the other children about yourself CIRCLE TIME PSED - SC/SA
TOO MUCH SELFIE ISN'T HEALTHY (I love others)	Who is special to me? Who loves and cares for Boris? Who do you love and care for? CIRCLE TIME PSED - MR	My House Who lives in your house? ACTIVITY PSED - SC	Catch a Smile Game to encourage children to share their smiles GAME PSED - MR	Friendship web Circle time to use kind/encouraging words about one another. CIRCLE TIME PSED - MR	A friend in need Game about looking out for and helping friends in need. GAME PSED - MR	Bird Feeders How can we love the wildlife in our garden? 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)	We're all Friends Together Thinking about what we like to do with our friends GAME PSED - MR	Sharing Island Game Game to encourage sharing and co-operation GAME PSED - MR	Robots and Mechanics Listening to instructions and co-operating with one another GAME PSED - MR	I am a kind friend Game to help children find simple ways to be kind to each other ACTIVITY PSED - MR	I make a good friend How to be a good friend ACTIVITY PSED - MR	Emoji emotions Encouraging children to describe how they are feeling using emojis CIRCLE TIME PSED - MFB
FAKE IS A MISTAKE (I tell the truth)	Boris Has... Game to demonstrate the importance of being kind and truthful GAME PSED - SC/SA	The Truth according to Arthur story Talking about the importance of telling the truth STORY PSED - MFB	Sorting words Sorting words into kind and unkind. ACTIVITY PSED - MFB	Animal Game – thankful to be me Pretending to be something else is fun but being me is better ACTIVITY PSED - MFB	Thankful Walk Walk around the school to spot things children are thankful for ACTIVITY PSED - SC/SA	In my House Circle time to celebrate the different things we do with our families CIRCLE TIME PSED - SC/SA
NO WAY THROUGH, ISN'T TRUE (I can do it!)	Nuts and Bolts Challenge the children to match the correct nuts to the correct bolts ACTIVITY PSED - SC/SA	With my...I can... Describing different things the children can do with their amazing body CIRCLE TIME PSED - SC/SA	We're Going on a Bear Hunt Interactive retelling of the story ACTIVITY PSED - MFB	Incy Wincy Spider Learning perseverance from Incy Wincy Spider ACTIVITY PSED - MFB	Road Blocks Moving cars around the mat by adhering to the road signs ACTIVITY PSED - SC/SA	Cup stack challenge Challenge to see how many cups the children can stack before they collapse ACTIVITY PSED - SC/SA

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	Becoming Boris Using junk materials to dress up as Boris	Fill Boris' Toolbox Roll a dice to find the missing tools from Boris' toolbox	How do they feel? Learning to read facial expressions and body language to understand how someone is feeling	My Heart is full Talking about the things we love and how they make us feel	Heart Hunt Looking for hidden hearts
	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MR	GAME PSED - MR	ACTIVITY PSED - MFB	ACTIVITY PSED - MFB	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	My Favourite Things Thinking about our favourite things and how they are all different	My heart! Talking about how we demonstrate different emotions	Twinkle Twinkle Thinking about what makes our friends special	Who am I? Children to find different objects they like	EYFS has talent Demonstrating our different skills and talents
	CIRCLE TIME PSED - SC/SA	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MFB	GAME PSED - MR	ACTIVITY PSED - SC/SA	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	Parachute Families Game to demonstrate how everyone's family is different	Sorting Feelings Looking at ways people express how they are feeling and ways we can show we care	How do you do? Exploring ways to show care and affection for others	Helpful Hearts Thinking about how we show others we care when we offer our help	Thank you for helping me Thanking members of the school community for their help
	ACTIVITY PSED - MR	GAME PSED - MR	ACTIVITY PSED - MFB	GAME PSED - MR	ACTIVITY PSED - MR	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

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

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

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Power Plus Describing how we can use our power in positive and negative ways	Heart Decisions Considering the reputations we would like to have	Bright Hearts What is in our hearts, is played out in our words and actions	Love Map Identifying special people and how they show us love	Boris Face Plate Creating a robot face from healthy foods	Get HEARTSMART Reflection 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
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle	I am cubes Recognising and celebrating our strengths and ways in which we are all unique	Trash or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves	Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you	Boundin Discussion around how being thankful for what we have, changes our attitude	Heartbeat- Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves	Don't Forget to Let Love in Reflection 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
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	Spot the Difference Be aware of surroundings and the people around you	Secret Kindness Agents Looking for opportunities to do something kind for others	Everyday Heroes Thinking about people who look after us in our community	We all Fit Together Looking at how are we the same and how we are different	HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online	Too Much Selfie isn't Healthy Reflection 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

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

— The HeartSmart High Five —



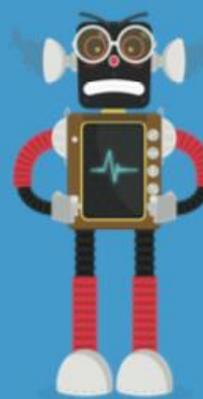
Don't Forget to Let Love in!

Learning how important, valued and loved we are.



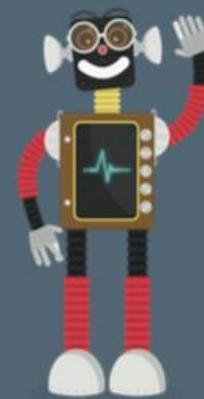
Too Much Selfie isn't Healthy!

Exploring the importance of others and how to love them well.



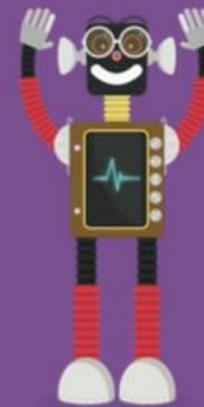
Don't Rub it In, Rub it Out!

Understanding how to process negative emotion and choose forgiveness to restore relationships.



Fake is a Mistake!

Unpacking how to bravely communicate truth and be proud of who we are.



'No Way Through,' isn't True!

Knowing there is a way through every situation, no matter how impossible it may seem.

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	