Whitstable & Seasalter Endowed Church of England (Aided) Junior School

Relationship, Health & Sex Education (RHSE) Policy

This policy reflects our school's vision

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewed:	**September 2022**
Date of Next Review:	**September 2024**

Reviewer:	**Sue Gilbert**	**Signed:**	.....
Headteacher:	**Ellen Butcher**	**Signed:**	.....

This policy was ratified by the Governing Body on 1st July 2021

Our Vision

As a school family, living and learning with a thirst for knowledge, we delight in everyone's achievements sharing joy and laughter along the way.

Within the love of God, we nurture aspirations, celebrate each other's individuality enabling all to flourish. We let our lights shine in school, our community and the World beyond.

Our Values

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Matthew 5:14-16

'You are like light for the whole world. A city built on a hill cannot be hidden. No one lights a lamp and puts it under a bowl; instead he puts it on the lampstand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'

Curriculum Intent Statement:

Children should gain knowledge, skills and vocabulary across a range of subjects which they can relate to wider concepts and a real understanding. Activities should develop as the children progress through school and should be precisely mapped to ensure progression. The National Curriculum should not be considered a glass ceiling for each key stage but a recognition of bare minimums of knowledge and understanding.

Our school's approach to Relationship, Health and Sex Education (RHSE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

> *"So God created humankind in his image, in the image of God he created them" (Genesis 2:7)*
>
> *"I have come in order that you might have life - life in all its fullness" (John 10:10)*

At **Whitstable & Seasalter Endowed Church of England (aided) Junior School**, everyone will be treated with dignity as all people who are made in the image of God and are 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; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RHSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHSE within a moral (but not moralistic) framework.

RHSE in **Whitstable & Seasalter Endowed Church of England (aided) Junior School** is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage or other relationships (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and wellbeing.

- To ensure Relationships, Health & Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe. Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy. Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect our Christian values.

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

Defining health education
Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.[1]

Defining sex education
Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.
The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

At **Whitstable & Seasalter Endowed Church of England (aided) Junior School** we have decided that to the current national curriculum for science content provides the statutory Sex education elements and this will be supported by the **HeartSmart** & **Goodness and Mercy schemes.** The **HeartSmart** programme is designed to build resilience, well-being and healthy relationships, whilst **Goodness and Mercy** is a scheme to educate the children in our community for adulthood (and for secondary school) in their last year(s) of junior school.

Every child has the right to ask questions about their own body and understanding in relation to RHSE, therefore if a child asks a question which staff feel is not appropriate to explore within our RHSE provisions it will be referred to families. At parental request school can also refer these questions to the school nurse, who will discuss it with the child/ren. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's Safeguarding procedures. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RHSE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RHSE will be given; an opportunity will be offered to review the intended materials and to consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian. If a pupil is excused from sex education it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

[1] See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

The RHSE Curriculum

At **Whitstable & Seasalter Endowed Church of England (aided) Junior School** we teach RHSE mainly through the HeartSmart [2] programme, supplemented by Goodness & Mercy, Science Curriculum, PE curriculum, Computing Curriculum, RE curriculum & other cultural capital opportunities. This means we meet the statutory requirements for RHSE from the Department for Education.

How will RHSE be taught in our school?

RHSE will be delivered professionally and as an identifiable part of PSHE through the HeartSmart programme and supplemented by Goodness and Mercy. 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 and an age appropriate way.

RHSE 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. RHSE 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.

RHSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RHSE will promote healthy resilient relationships set in the context of character and virtue development that sits within the school's Christian Vision and Values.

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity, resilience and a sense of justice.

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by differentiation as deemed appropriate by the class teacher with support from the SENDCo & Head Teacher.

ROLES AND RESPONSIBILITIES:

The Governing Board:
The governing board will approve the RHSE policy and hold the headteacher to account for its implementation.

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[2] See *HeartSmart Overview and Goodness & Mercy Overview*

The Headteacher: The headteacher is responsible for ensuring that RHSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff: Staff are responsible for:
• Teaching in line with the Church of England foundation of the school. • Delivering RHSE with sensitivity. • Modelling positive attitudes to RHSE. • Responding to the needs of individual pupils. • Responding appropriately to pupils whose parents wish them to be withdrawn from sex education. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher. Pupils: Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.
Training: Staff are trained on the delivery of RHSE. The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RHSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

At **Whitstable & Seasalter Endowed Church of England (aided) Junior School** RHSE is taught by confident trained staff and only some elements may be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.[3]

RHSE will be monitored and evaluated
This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

Policy Review
This policy has been produced by consultation with the Diocese of Canterbury and all other stakeholders – Staff, Governors, parent consultations etc
It has been produced in consultation with parents and will be reviewed in consultation with parents. 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.

This policy should be read in conjunction with The Equalities Act 2010

https://www.gov.uk/guidance/equality-act-2010-guidance

Appendix 2: HeartSmart overview

Appendix 3: Goodness & Mercy (Sex Ed)

[3]It does not need to be the class teacher or tutor who teaches Relationships [and Sex] Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE https://bmjopen.bmj.com/content/7/5/e014791

What should we know?	Connections	What should we be able to do?
• How people choose to have babies and how to choose the right time. • How most babies are made. • What happens in sexual intercourse between a man and a woman? • The names of the body parts involved in sexual intercourse. • Sexual intercourse can be a delightful and spiritual union between two people. This ultimate closeness can affect people physically and emotionally. • What the law is on the age of consent for sex. • Some people believe the best context for this level of closeness is in a long-term, faithful relationship such as marriage. • Some people prefer to be celibate (not have sexual intercourse with anyone). • What happens at conception? • What happens between conception and birth? (Science) • Having a baby can be a wonderful event in people's life and is a huge responsibility.	 Sexual intercourse Conception Gestation (pregnancy) Babies	I can… • Explain what happens in sexual intercourse between a man and a woman. • Name the key parts of the body involved in sexual intercourse. • Explain how intimate relationships might affect people physically, emotionally and spiritually. • Describe why some people think that the best time for such closeness is within a long-term, faithful, committed relationship such as marriage. • Explain why it is important to only do this when you are at least 16 (British values/ Citizenship) and when I know it is right because both people will cherish each other. (In some beliefs or cultures the only right time is within marriage.) • Explain what happens at conception and be able to explain the journey from pregnancy to birth. (Science) • Explain that some people make a positive choice for themselves not to have sex with anyone. • Talk about why having a baby is wonderful but a huge responsibility.

Vocabulary	Definition
Vagina	The passage in a woman that leads from the uterus to the outside opening of the female sex organs
Uterus	Also called the womb - the place a baby grows
Penis	The male sex organ – it has a channel through which sperm leave the body. It is also used to discharge urine from the body.
Sperm	A cell made by a male that can fertilise an egg made by a female, so that they can reproduce
Sexual intercourse	Heterosexual intercourse involves the penetration or insertion of the penis into the vagina .
Celibate	The state of voluntarily choosing not to have sex
Conception	The event of a sperm entering an egg and a new life beginning
Gestation	The process of a baby growing inside the womb from the time of conception until birth
Pregnancy	The state of having one or more babies growing in the womb
Parent	A mother or a father
Theological vocabulary	**Definition**
Created	All people have been created by God, in the image of God, and deserve to be observed and cherished as image-bearers of God. We are privileged to be given the power to create life and have the duty of using that power wisely and to take on the responsibility for the nurture of new life as parents.
Worthy	We are worthy of being protected and careful with ourselves and of being delighted in
Faithful	Staying true to someone and sticking by them; being loyal and constant even when it is difficult; going through life with someone and not giving up (unless there is a risk they will harm you or someone else).

Topic	Key Stage 2 outcomes	Key Stage 3 outcomes	Key Stage 4 outcomes
Status:	NON-MANDATORY	MANDATORY	MANDATORY
Schools may decide to teach these units in different Key Stages at secondary level, as long as outcomes are met by the end of Key Stage 4. Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.			
The right to withdraw	At Key Stage 1 there is no sex education. At Key Stage 2 each school will decide for themselves whether they think it is appropriate to teach any elements of sex education in their context. Parents have the right to withdraw their child.	Parents have the right to withdraw their child (*see sample policy*).	Parents have the right to withdraw their child from up-to-and-until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
Sexual intercourse	• Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. • Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. • Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.	*Sex education is non-mandatory at primary schools so teaching, re-capping or reinforcing the Key Stage 2 outcomes is an important starting point.* • Pupils can describe the characteristics of a long-term, positive and healthy intimate relationship; the factors that mean that an intimate relationship is most likely to last over time; why this might be a good context in which to raise children.	• Pupils can explain the ways in which sex can cause harm and discuss what boundaries may keep people safe.

	• Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage. • Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.	• Pupils can explain how both negative and positive choices we make around sex can affect our mental physical, emotional, spiritual and financial wellbeing. • Pupils can consider why delaying sexual activity might be a wise choice; why some people believe it is right to wait for marriage (or a long-term committed relationship) to have sex; why some people may make a positive choice to abstain from ever having sex.	
Sex and the Law	• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)	n/a	• Pupils can explain the laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour-based violence and FGM, and how these can affect current and future relationships. • Pupils can define what constitutes sexual harassment and sexual violence and why these are always unacceptable (give reference to Equalities Act (2010). (Citizenship) • Pupils can explain that some types of behaviour within

			relationships are criminal. (Citizenship)
Gestation, pregnancy, birth and parenthood	• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science) • Pupils can talk about why having a baby is wonderful but a huge responsibility.	n/a	• Pupils can talk about reproductive health and pregnancy; describe what happens in pregnancy (and the possibility and frequency of miscarriage). • Pupils can describe the choices surrounding pregnancy (keeping the baby, adoption, abortion). • Pupils can explain where someone can go to get help. • Pupils can discuss and evaluate different religious and non-religious beliefs surrounding pregnancy and the options available (particularly with regard to abortion). (RE) *Parenthood as a strand is covered more fully in Key Stage 4 relationships education*
The media, self-esteem , advertising, online file and image sharing. and the impact and use of pornography	n/a	• Pupils can give examples of how the media and advertising can create a context where it is hard to feel attractive and have good self-esteem. • Pupils can describe some strategies, beliefs, campaigns or role models that can be used to counter	• Pupils can explain what pornography is and the forms it can take. • Pupils can describe how it can give a distorted picture of sexual behaviours and appearance. • Pupils can explain why some people enjoy pornography and

		competitive and unrealistic images. (Media, mental health and wellbeing) • Pupils can explain the potential pitfalls surrounding sharing materials and images online. • Pupils can explain how they can protect themselves from viewing harmful content. (Safeguarding, Media)	how it might affect their behaviour towards their sexual partner. • Pupils can evaluate the impact of pornography and make good boundaries for their wellbeing. • Pupils can describe the law about the sharing of indecent images of children and the severe penalties given. • Pupils can describe how data is generated, collected and shared online; how that can affect people and what measures people can take to protect themselves.
Keeping safe from peer-pressure, unplanned conception and sexually transmitted diseases	n/a	• Pupils can give examples of how peer-pressure can operate with regard to speaking about sex. • Pupils can explain the motivation of people who might want to pressure their peers and why it can seem tempting to give into peer-pressure. • Pupils can describe strategies for handling peer pressure. • Pupils can explain what contraception is and know the facts concerning the full range of contraceptive choices - how they work, what they prevent,	• Pupils can describe what consent is, how it can be communicated well and how to recognise it; can explain how and when it can be withdrawn in all contexts (including online). • Pupils can list the different sexually transmitted diseases that exist and how they can affect health (including fertility); how people reduce the transmission of these diseases, how people can practise safe sex and how testing works.

		whose responsibility it is and how effective they are. (RE) • Pupils can describe how to tell someone else where they can go for support or to report a concern.	• Pupils can explain why the use of alcohol or drugs can lead to risky sexual behaviour. (Health)
Key theology	• Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails. • Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. • Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally. • Pupils can explain how the Christian idea of forgiveness can	• Pupils can explain how the Christian belief that humans are created in the image of God may help people hold good self-esteem in the face of social media, advertising and peer pressure. • Pupils can explain how the Christian belief in the Incarnation means that they are worthy of God dwelling in them, why this may mean that Christians have a good argument to withstand coercion and grooming and not allow manipulation or diminishment as they are worthy and of huge value. • Pupils can explain how the Christian belief in the Fall can explain why people make mistakes and take risky choices in their intimate relationships; can give other explanations for human failings from other belief systems. • Pupils can discuss and evaluate the possible benefits of holding and practising the Christian beliefs about	• Pupils will be able to evaluate the extent to which the Christian belief that all people are sacred and made in the image of God is a good antidote to the pressures of objectification inherent in social media, advertising and pornography • Pupils can offer explanations as to why people might not practise safe sex and evaluate as to whether the mainstream Christian concept of the fall is helpful in this context. • Pupils can draw on Christian and other worldviews' opinions when offering constructive advice to a person who is tempted to make a risky choice regarding their sexual health or the wellbeing of others. • Pupils can give examples of long-term relationships that are characterised by a contented

	help to keep intimate relationships going over time. • Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time.	temptation, repentance, forgiveness, restorative justice and faithfulness in long-term, committed, intimate relationships.	cherishing of the other person despite life's ups and downs. • They can explain what it is that makes an intimate relationship work over many years and can evaluate whether any of the Christian ideals of honouring the other's uniqueness through faithfulness and forgiveness have been sustaining factors. • Pupils can articulate what constitutes good parenting and can make reference to beliefs concerning sacrifice, faithfulness and commitment.

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

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

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

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

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

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DON'T RUB IT IN, RUB IT OUT	**Don't Rub it in, Rub it Out!** Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H1	**Different Perspective** Developing simple strategies to resolve conflict ACTIVITY R&HE - CF4, RR2 PSHE - R7, R12, L8	**Nelson Mandela** Describing what Nelson Mandela's life teaches us about forgiveness DISCUSSION R&HE - MW1 PSHE - R2	**Emotions don't drive!** How to handle our emotions ACTIVITY R&HE - MW2, MW3 PSHE - H6	**I did not I am** Discussing how we respond to our own mistakes DISCUSSION R&HE - MW3 PSHE - H1	**Bully Busting** Recognise bullying in all its forms and thinking about strategies to deal with bullying WORKSHEET R&HE - RR6, MW8 PSHE - R18	**Don't Rub it in, Rub it Out Reflection** What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7
FAKE IS A MISTAKE	**Fake is a Mistake!** Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R2	**Time To Get Real** How images we see online and in the media don't always represent reality DISCUSSION R&HE - OR1, OR4, ISH6 PSHE - H4, L17, L18	**No Need to Hide What's Inside** Exploring how shame can make us want to hide how we really feel ACTIVITY R&HE - CF3, MW2, MW3 PSHE - H7, H14, R9	**Soft Shells** Knowing who we can trust to be vulnerable and open with FILM CLIP R&HE - CF2, BS1, BS8 PSHE - R2, R21	**Hearts that Welcome Feedback** How feedback can help us grow ACTIVITY R&HE - CF1, CF3 PSHE - R1, R7, R12	**Decisions, Decisions!** Finding out about the risks associated with alcohol for young people ACTIVITY R&HE - DAT1 PSHE - H17	**Fake is a Mistake Reflection** What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R2
'NO WAY THROUGH', ISN'T TRUE	**'No Way Through' isn't True!** Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H6, H7	**Egg in the Flask** Demonstrating that 'No Way Through' isn't True! ACTIVITY R&HE - MW4 PSHE - H7	**Success isn't always what you see** How the successes we achieve on the inside can often be greater than those seen on the outside WORKSHEET R&HE - MW4 PSHE - H1, H5	**Hope Light** Looking at the power of Hope and how it can keep us going ACTIVITY R&HE - MW1, MW4 PSHE - H1, H5	**Period Relay** Key facts about the menstrual cycle WORKSHEET R&HE - CAB2 PSHE - H13	**What am I?** How to look after ourselves during puberty GAME R&HE - CAB1, CAB2 PSHE - H13	**'No Way Through' isn't True Reflection** What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H6, H7

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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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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