

Units	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	
<p>EYFS Get Heartsmart</p> <p>Christian values-Thankfulness and Love.</p>	<p>MEET BORIS Lesson 1: My HeartSmart Toolbelt Looking at Boris' special tools to learn what it means to be Heartsmart.</p> <p><i>ELG: PSED – SELF-REGULATION: See themselves as a valuable individual ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p>	<p>MEET BORIS Lesson 2: Becoming Boris Using junk materials to dress up as Boris.</p> <p><i>ELG: PSED – BUILDING RELATIONSHIPS: ELG: Build constructive and respectful relationships.</i></p>	<p>MEET BORIS Lesson 3: Fill Boris' Toolbox Roll the dice to find the missing tools from Boris' toolbox.</p> <p><i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Work and play cooperatively and take turns with others</i></p>	<p>MEET BORIS Lesson 4: How do they feel? Learning to read facial expressions and body language to understand how someone is feeling.</p> <p><i>ELG: PSED – SELF-REGULATION: Express their feelings and consider the feelings of others. ELG; Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p>	<p>MEET BORIS Lesson 5: My Heart is Full! Talking about the things we love and how they make us feel.</p> <p><i>ELG: PSED – BUILDING RELATIONSHIPS: Identify and moderate their own feelings socially and emotionally. ELG: Form positive attachments to adults and friendships with peers</i></p>	<p>MEET BORIS Lesson 6: Heart Hunt Looking for hidden hearts.</p> <p><i>ELG: PSED – BUILDING RELATIONSHIPS: See themselves as a valuable individual. ELG: Show sensitivity to their own and to others' needs.</i></p>	
<p>Don't Forget to let Love in.</p> <p>Christian values-Respect and Love.</p>	<p>I AM SPECIAL Lesson 1: I am Loved! Learning that each of us is loved, special and important.</p> <p><i>ELG: PSED – SELF-REGULATION: See themselves as a</i></p>	<p>I AM SPECIAL Lesson 2: My Favourite Things Thinking about our favourite things and how they are all different.</p> <p><i>ELG: PSED – SELF-REGULATION:</i></p>	<p>I AM SPECIAL Lesson 3: My Heart! Talking about how we demonstrate different emotions.</p>	<p>I AM SPECIAL Lesson 4: Twinkle, Twinkle Thinking about what makes our friends special.</p> <p><i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful</i></p>	<p>I AM SPECIAL Lesson 5: Who Am I? Children to find different objects they like.</p> <p><i>ELG: PSED – MANAGING SELF: See themselves as a valuable individual. ELG: Be</i></p>	<p>I AM SPECIAL Lesson 6: EYFS has Talent! Demonstrating our different skills and talents.</p> <p><i>ELG: PSED – MANAGING SELF: See themselves as a valuable</i></p>	

	<i>valuable individual. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i>	<i>Identify and moderate their own feelings socially and emotionally. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i>	<i>ELG: PSED – SELF-REGULATION: Identify and moderate their own feelings socially and emotionally. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i>	<i>relationships. ELG: Form positive attachments to adults and friendships with peers</i>	<i>confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>	<i>individual. ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i>	
Too Much Selfie isn't Healthy Christian values Compassion and Love.	I LOVE OTHERS Lesson 1: I Love to... Discussion about who love and what you love to do together. <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers</i>	I LOVE OTHERS Lesson 2: Parachute Families Game to demonstrate how everyone's family is different. <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers.</i>	I LOVE OTHERS Lesson 3: Sorting Feelings Looking at ways people express how they are feeling and ways we can show we care. <i>ELG: PSED – BUILDING RELATIONSHIPS: Express their feelings and consider the feelings of others. ELG: Show sensitivity to their own and to others' need</i>	I LOVE OTHERS Lesson 4: How do you do? Exploring ways to show care and affection for others <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Show sensitivity to their own and to others' needs.</i>	I LOVE OTHERS Lesson 5: Helpful Hearts Thinking about how we show others we care when we offer our help. <i>ELG: PSED – BUILDING RELATIONSHIPS: Think about the perspectives of others. ELG: Show sensitivity to their own and to others' needs.</i>	I LOVE OTHERS Lesson 6: Thank You For Helping Me Thanking members of the school community for their help. <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers</i>	
Don't Hold On to What's Wrong!	I AM A GOOD FRIEND Lesson 1:	I AM A GOOD FRIEND Lesson 2: Musical friends	I AM A GOOD FRIEND Lesson 3: Listening Ears	I AM A GOOD FRIEND Lesson 4:	I AM A GOOD FRIEND Lesson 5:	I AM A GOOD FRIEND Lesson 6:	

<p>Christian values- Forgiveness and Love.</p>	<p>I am a Super-Friend Discussing what makes a super friend. <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Form positive attachments to adults and friendships with peers.</i></p>	<p>Game to show the importance of including others <i>ELG: PSED – BUILDING RELATIONSHIPS: Think about the perspectives of others. ELG: Work and play cooperatively and take turns with others</i></p>	<p>Game to encourage others to listen to one another. <i>ELG: PSED – BUILDING RELATIONSHIPS: Build constructive and respectful relationships. ELG: Work and play cooperatively and take turns with others.</i></p>	<p>Soft words, Hard words. Thinking about the types of words we use and how they make others feel. <i>ELG: PSED – BUILDING RELATIONSHIPS: Think about the perspectives of others. ELG: Show sensitivity to their own and to others’ needs</i></p>	<p>If I met the Scrapman... Being kind to others even when their behaviour is unkind <i>ELG: PSED – SELF-REGULATION: Express their feelings and consider the feelings of others. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i></p>	<p>Grumpy Frog Story Exploring saying sorry through story. <i>ELG: PSED – SELF-REGULATION: Express their feelings and consider the feelings of others. ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i></p>	
<p>Fake is a Mistake! Christian values- Faith and Love.</p>	<p>I TELL THE TRUTH Lesson 1: Boris and the Scrapman’s lies. Children to distinguish between lies and truth <i>ELG: PSED – SELF-REGULATION: Express their feelings and consider the feelings of others. ELG: Show an understanding of</i></p>	<p>I TELL THE TRUTH Lesson 2: Cheer Up Boris! Write or draw a postcard for Boris using kind and encouraging language. <i>ELG: PSED – BUILDING RELATIONSHIPS: Express their feelings and consider the feelings of others. ELG: Show</i></p>	<p>I TELL THE TRUTH Lesson 3: How Rabbit got his Long Ears. Story to explore the importance of telling the truth. <i>ELG: PSED – MAKING RELATIONSHIPS: 22-36 months: May form a special friendship with another child 30-50months:</i></p>	<p>I TELL THE TRUTH Lesson 4: Hat game. Pretending to be someone else is fun but being me is better. <i>ELG: PSED – MANAGING SELF: See themselves as a valuable individual. ELG: Be confident to try new activities and show independence,</i></p>	<p>I TELL THE TRUTH Lesson 5: Thankful heart. Circle time to think about what the children are thankful for. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show</i></p>	<p>I TELL THE TRUTH Lesson 6: Tell me about you. Sharing and celebrating differences in our homes and families. <i>ELG: PSED – BUILDING RELATIONSHIPS: Think about the perspectives of others. ELG: Work and play</i></p>	

	<i>their own feelings and those of others, and begin to regulate their behaviour accordingly</i>	<i>sensitivity to their own and to others' needs.</i>	<i>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 40-60 months: Initiates conversations, attends to and takes account of what others say ELG: Children...show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</i>	<i>resilience and perseverance in the face of challenge.</i>	<i>independence, resilience and perseverance in the face of challenge</i>	<i>cooperatively and take turns with others.</i>	
'No Way Through' Isn't True! Christian values- Hope and Love.	I CAN DO IT! Lesson 1: Boris in the kitchen. Considering how we can move forward from the mistakes we make. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show independence, resilience and</i>	I CAN DO IT! Lesson 2: I Can Challenge. Series of challenges for children to practise and complete. <i>ELG: PSED – SELF-REGULATION: Show resilience and perseverance in the face of challenge. ELG: Set and work towards simple goals, being able to wait for what they want and</i>	I CAN DO IT! Lesson 3: Stuck! Circle time to consider what to do when the children are stuck. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show independence, resilience and</i>	I CAN DO IT! Lesson 4: When I grow up... Game and discussion around what children want to do when they grow up. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show</i>	I CAN DO IT! Lesson 5: Magnetic Maze. Activity to demonstrate persevering to find a way through. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show independence, resilience and</i>	I CAN DO IT! Lesson 6: Changing Caterpillars. Considering change through the life of the caterpillar. <i>ELG: PSED – MANAGING SELF: Show resilience and perseverance in the face of challenge. ELG: Be confident to try new activities and show independence,</i>	

	<i>perseverance in the face of challenge</i>	<i>control their immediate impulses when appropriate.</i>	<i>perseverance in the face of challenge</i>	<i>independence, resilience and perseverance in the face of challenge</i>	<i>perseverance in the face of challenge.</i>	<i>resilience and perseverance in the face of challenge</i>	
Year 1							
Year 1 Get Heartsmart Christian values- Thankfulness and Love.	Lesson 1: Get HEARTSMART Introduction to Heartsmart. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences R2. to recognise that their behaviour can affect other people</i>	Lesson 2: Power How we can use power in positive and negative ways. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. PSHE R2. to recognise that their behaviour can affect other people. R12. to recognise when people are being unkind to them or others, how to</i>	Lesson 3: Feelings Bingo. Understanding our emotions. <i>R&HE 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. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and respond H4. about good and not so good feelings, a</i>	Lesson 4: What goes in, must come out - worms! What we put in our hearts is what comes out. <i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	Lesson 5: Guess Who? Who we are grateful for in our class and why. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R9. to identify their special people (family, friends, carers), what makes them special and how special people</i>	Lesson 6: Healthy Choices Helping Boris make good choices to keep healthy. <i>R&HE Mental Wellbeing 1. that mental wellbeing is a normal part of everyday life, in the same way as physical health Physical health and fitness 1. the characteristics and mental and physical benefits of an active lifestyle PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	Lesson 7 Reflection. Circle time- what have we learned about Heartsmart?

		<i>respond, who to tell and what to say</i>	<i>vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i>		<i>should care for one another</i>		
<p>Don't Forget to let Love in.</p> <p>Christian values-Respect and Love.</p>	<p>Lesson 1: Don't Forget to Let Love in! Introduction to the first principle.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i></p>	<p>Lesson 2: Pants! Learning about appropriate and inappropriate contact.</p> <p><i>R&HE Being safe 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact Being safe 4. how to respond safely to adults they may encounter (in all contexts, including online) whom they do not know PSHE R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</i></p>	<p>Lesson 3: Truth or Lies. Differentiating between truth and lies about us.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</i></p>	<p>Lesson 4: Would You Rather? Game of preference.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</i></p>	<p>Lesson 5: Marshmallow test. Learning that there is a choice in spending and saving.</p> <p><i>PSHE L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</i></p>	<p>Lesson 6: Taking care of me. Ways to take care of ourselves every day.</p> <p><i>R&HE 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. PSHE H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H6. the importance of, and how to, maintain personal hygiene H7. how</i></p>	<p>Lesson 7: Reflection. What we have learned about Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings R1. to communicate</i></p>

						<p><i>some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H11. that household products, including medicines, can be harmful if not used properly.</i></p>	<p><i>their feelings to others, to recognise how others show feelings and how to respond.</i></p>
<p>Too Much Selfie isn't Healthy</p> <p>Christian values Compassion and Love.</p>	<p>Lesson 1: Too Much Selfie isn't Healthy! Introduction to the 2nd principle.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i></p>	<p>Lesson 2: Who is Missing? Developing an awareness of our surroundings and the people around us.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. PSHE L4. that they belong to different groups and communities such as family and school</i></p>	<p>Lesson 3: The Smartest Giant in Town. How can we help others? How have others helped us?</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards</i></p>	<p>Lesson 4: Who looks after me? Who looks after us? How can we show them our appreciation?</p> <p><i>R&HE F1. that families are important for children growing up because they can give love, security and stability. F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time</i></p>	<p>Lesson 5: Teamwork - Monsters University. Working as a team to reach an end goal.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties. PSHE L3. that people and other living things</i></p>	<p>Lesson 6: Helping Boris. Discussing simple rules to help keep us safe online.</p> <p><i>R&HE 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,</i></p>	<p>Lesson 7 Reflection. What we have learned about Too Much Selfie isn't Healthy.</p> <p><i>R&HE CF2. 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. CF3. the rules and principles for keeping safe</i></p>

			<i>others, and do not make others feel lonely or excluded.</i>	<i>together and sharing each other's lives. F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</i>	<i>have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</i>	<i>and how to report them.</i>	<i>online, how to recognise risks, harmful content and contact, and how to report them. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people</i>
<p>Don't Hold On to What's Wrong!</p> <p>Christian values- Forgiveness and Love.</p>	<p>Lesson 1 Introduction to the 3rd Heartsmart principle.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to</i></p>	<p>Lesson 2 Goldilocks and the three bears. Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends.</p> <p><i>R&HE RR1. the importance of respecting others, even when they are very different from them (for example, physically, in</i></p>	<p>Lesson 3 Forgiveness Fizz. Discussion around how forgiveness can help hard situations disappear.</p> <p><i>R&HE 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. RR2. practical</i></p>	<p>Lesson 4 Chalk faces. Different ways we handle negative emotion effectively.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of</i></p>	<p>Lesson 5 Disappointed Robots. Exploring different ways to handle disappointment.</p> <p><i>R&HE 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. RR2. practical steps they can take</i></p>	<p>Lesson 6 Buiders and Wreckers. How the words we use can build others up or knock them down.</p> <p><i>R&HE 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</i></p>	<p>Lesson 7 Reflection. What have we learned about Don't hold on to what's wrong.</p> <p><i>R&HE CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even</i></p>

	<i>improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>character, personality or backgrounds), or make different choices or have different preferences or beliefs. 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. PSHE R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i>	<i>steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>
<p>Fake is a Mistake!</p> <p>Christian values- Faith and Love.</p>	<p>Lesson 1 Introduction to the 4th Heartsmart principle.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect,</i></p>	<p>Lesson 2 The best me. Being yourself is the best you can be.</p> <p><i>PSHE L8. ways in which they are all unique; understand</i></p>	<p>Lesson 3 Don't hide what's inside. Don't hide your true thoughts and feelings.</p> <p><i>R&HE CF3. that healthy friendships</i></p>	<p>Lesson 4 Mask Making. Thinking about who we can trust to talk to when we are sad or mad.</p>	<p>Lesson 5 Telephone whispers. How small lies can have a big impact.</p> <p><i>R&HE CF2. the characteristics of</i></p>	<p>Lesson 6 Smile! Looking at the importance of good oral hygiene and dental health.</p>	<p>Lesson 7 Reflection on Fake is a mistake principle.</p> <p><i>R&HE CF2. the characteristics of friendships,</i></p>

	<p><i>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</i></p>	<p><i>that there has never been and will never be another 'them'</i></p>	<p><i>are positive and welcoming towards others, and do not make others feel lonely or excluded. F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</i></p>	<p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties PSHE R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i></p>	<p><i>friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties PSHE R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i></p>	<p><i>R&HE Health and Prevention 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist PSHE H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</i></p>	<p><i>including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</i></p>
<p>'No Way Through' Isn't True!</p> <p>Christian values- Hope and Love.</p>	<p>Lesson 1 No Way Through isn't True introduction 5th principle.</p> <p><i>R&HE MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,</i></p>	<p>Lesson 2 Mission impossible. Learning from our experiences and trying again.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is</i></p>	<p>Lesson 3 Tummy talk. Trusting our instincts. Good secrets v bad secrets.</p> <p><i>R&HE BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</i></p>	<p>Lesson 4 Seeds of potential. There is potential in us all.</p> <p><i>R&HE RR1. the importance of respecting others, even when they are very different from them (for example,</i></p>	<p>Lesson 5 Hearts that dream. Creating a dreamboard to capture our hopes and dreams.</p> <p><i>R&HE MW6. simple self-care techniques, including the</i></p>	<p>Lesson 6 Love a lot, miss a lot. Circle time and activity around people, animals and things we have lost.</p> <p><i>R&HE MW2. that there is a normal</i></p>	<p>Lesson 7 Reflection; what have we learned about No way through isn't true.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of</i></p>

	<p><i>nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i></p>	<p><i>appropriate and proportionate. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals R7. to offer constructive support and feedback to others</i></p>	<p><i>BS6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. PSHE R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</i></p>	<p><i>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. PSHE L1. how they can contribute to the life of the classroom and school L4. that they belong to different groups and communities such as family and school</i></p>	<p><i>importance of rest, time spent with friends and family and the benefits of hobbies and interests. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p><i>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. 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). PSHE H5. about change and loss and the associated feelings (including moving home, losing toys,</i></p>	<p><i>daily life, in the same way as physical health. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i></p>
--	---	--	--	--	---	--	--

						pets or friends) R1. to communicate their feelings to others, to recognise how others show feelings and how to respond	
Year 2							
Year 2 Get Heartsmart Christian values- Thankfulness and Love.	Lesson 1 Introduction to Heartsmart. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences R2. to recognise that their behaviour can affect other people</i>	Lesson 2 Power plus. Describing how we can use our power in positive and negative ways. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE L1. how they can contribute to the life of the classroom and school</i>	Lesson 3 Heart decisions. Considering the reputations, we would like to have. <i>R&HE CF2. the characteristics of friendships, including mutual respect, trustfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and</i>	Lesson 4 Bright hearts. What is in our heart is played out in our words and actions. <i>R&HE 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. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have</i>	Lesson 5 Love Map Identifying special people and how they show us love. <i>R&HE Families and people who care for me 1. that families are important for children growing up because they can give love, security and stability Families and people who care for me 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that children's families are also characterised by love and care PSHE R9. identify their special people (family, friends,</i>	Lesson 6 Boris face plate Creating a face from healthy food. <i>R&HE Healthy Eating 2. what constitutes a healthy diet (including understanding calories, and other nutritional content) Healthy Eating 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health) PSHE H1. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy</i>	Lesson 7 Reflection on what they have learned from Heartsmart. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and</i>

			<i>emotional health, to recognise that choices can have good and not so good consequences</i>	<i>good and not so good consequences</i>	<i>carers), what makes them special and how special people should care for one another</i>	<i>eating and dental health</i>	<i>unkind, what is right and wrong</i>
<p>Don't Forget to let Love in.</p> <p>Christian values-Respect and Love.</p>	<p>Lesson 1 Don't forget to let love in, Introduction to 1st principle.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE R1 to communicate their feelings to others, to recognise how others show feelings and how to respond R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i></p>	<p>Lesson 2 I am cube. Recognising and celebrating our strengths and ways in which we are all unique.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</i></p>	<p>Lesson 3 Trash or truth Learning to differentiate between the truths and lies that we hear or speak about ourselves.</p> <p><i>R&HE 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. PSHE L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and</i></p>	<p>Lesson 4 Meaning of my name. Writing an acrostic poem for your name by selecting words that describe you.</p> <p><i>PSHE L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</i></p>	<p>Lesson 5 Boundin Discussion around how being thankful for what we have changes our attitude.</p> <p><i>R&HE MW6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</i></p>	<p>Lesson 6 Heartbeat Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves.</p> <p><i>R&HE 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). PSHE H1. what constitutes, and how to maintain, a healthy lifestyle</i></p>	<p>Lesson 7 Reflection on what we have learned from Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings R1. to communicate their feelings to</i></p>

			<i>feelings; being able to take turns, share and understand the need to return things that have been borrowed)</i>			<i>including the benefits of physical activity, rest, healthy eating and dental health</i>	<i>others, to recognise how others show feelings and how to respond</i>
<p>Too Much Selfie isn't Healthy</p> <p>Christian values Compassion and Love.</p>	<p>Lesson 1 Too much selfie isn't healthy introduction to 2nd principle.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that</i></p>	<p>Lesson 2 Spot the difference. Be aware of the surroundings and the people around you.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. PSHE L4. that they belong to different groups and communities such as family and school</i></p>	<p>Lesson 3 Secret kindness agents. Looking for opportunities to do something kind for others.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</i></p>	<p>Lesson 4 Everyday heroes. Thin king about people who look after us in our community.</p> <p><i>R&HE 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. 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. BS8. where to get advice e.g. family, school</i></p>	<p>Lesson 5 We all fit together. Looking at how we are the same and how we are different.</p> <p><i>R&HE 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. 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. PSHE L9. ways in which we</i></p>	<p>Lesson 6 Heartsmart on the playground, Heartsmart online. Rules for keeping safe online.</p> <p><i>R&HE OR2. that the same principles apply to online relationships as to face-toface 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. OR5. how information and data is shared and used online. ISH7. where and how to</i></p>	<p>Lesson 7 Reflection on what we have learned from Too much selfie isn't healthy.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE</i></p>

	<i>their behaviour can affect other people</i>			<i>and/or other sources. PSHE L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</i>	<i>are the same as all other people; what we have in common with everyone else R8. to identify and respect the differences and similarities between people</i>	<i>report concerns and get support with issues online. PSHE H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</i>	<i>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people.</i>
Don't Hold On to What's Wrong! Christian values- Forgiveness and Love.	Lesson 1 Don't hold on to what's wrong introduction to 3 rd principle. <i>R&HE CF4. that most friendships have ups and downs, and that</i>	Lesson 2 That's what friends are for. Saying sorry and offering forgiveness between friends.	Lesson 3 Balloon spoons Demonstrating on how holding onto unforgiveness can make us feel.	Lesson 4 Let the ouch out Reflecting on helpful ways to deal with hurt. <i>R&HE CF4. that most friendships have ups and downs, and that</i>	Lesson 5 Traffic lights. Ways to handle negative emotion. <i>R&HE CF4. that most friendships have ups and downs, and that</i>	Lesson 6 Crumpled hearts. Demonstrating the consequences of teasing or bullying.	Lesson 7 Reflection on what we have learned from Don't hold on to what's wrong.

	<p><i>these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p><i>R&HE 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. PSHE H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i></p>	<p><i>these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p><i>these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p><i>R&HE MW8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 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. BS7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. PSHE R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</i></p>	<p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and</i></p>
--	---	--	--	---	---	---	---

							<i>not so good consequences</i>
<p>Fake is a Mistake!</p> <p>Christian values- Faith and Love.</p>	<p>Lesson 1 Fake is a mistake introduction to 4th principle.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</i></p>	<p>Lesson 2 Grains of sand There never has and never will be another one of me.</p> <p><i>PSHE L8. ways in which they are all unique; understand that there has never been and will never be another 'them'</i></p>	<p>Lesson 3 The truth about me. Not all the thoughts we have about ourselves are true.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</i></p>	<p>Lesson 4 Real is a big deal. Discussing how different emotions feel.</p> <p><i>R&HE MW2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, 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. PSHE H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feeling R1. to communicate</i></p>	<p>Lesson 5 Nice to meet you. Looking at ways to be polite when meeting others.</p> <p><i>R&HE Respectful Relationships 3. the conventions of courtesy and manners PSHE R8. to identify and respect the differences and similarities between people</i></p>	<p>Lesson 6 Sun Safe! Thinking of ways to stay safe in the sun.</p> <p><i>R&HE Health & Prevention 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer PSHE H1. What constitutes and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</i></p>	<p>Lesson 7 Reflection on what we have learned about Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</i></p>

				<i>their feelings to others, to recognise how others show feelings and how to respond</i>			
<p>'No Way Through' Isn't True!</p> <p>Christian values- Hope and Love.</p>	<p>Lesson 1 Introduction to 5th principle No way through isn't true.</p> <p><i>R&HE 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. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop</i></p>	<p>Lesson 2 Road signs. Finding alternative solutions to problems.</p> <p><i>R&HE 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. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</i></p>	<p>Lesson 3 Ways to say. Looking at seemingly impossible situations in different ways.</p> <p><i>R&HE 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. MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop</i></p>	<p>Lesson 4 Rainbows from rain. Overcoming challenges and difficulties.</p> <p><i>R&HE 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. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their</i></p>	<p>Lesson 5 Imagine a bright future. Imagining 'What if.....' in a positive way.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</i></p>	<p>Lesson 6 Energy detectives. Looking for signs of energy and thinking about ways to conserve it.</p> <p><i>PSHE L1. how they can contribute to the life of the classroom and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</i></p>	<p>Lesson 7 Reflection on what we have learned from No way through isn't true.</p> <p><i>R&HE 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. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging</i></p>

	<i>simple strategies for managing feelings</i>		<i>simple strategies for managing feelings</i>	<i>strengths and set simple but challenging goals</i>			<i>goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i>
Year 3							
Year 3 Get Heartsmart Christian values- Thankfulness and Love.	Lesson 1 Introduction to Heartsmart. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects</i>	Lesson 2 Batteries. Looking at ways we can be positive (kind) and negative to one another. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with</i>	Lesson 3 Inside out. Recalling memories and associating a feeling with them. <i>R&HE 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</i>	Lesson 4 Guard your heart. Thinking about the things we need to guard our hearts from. <i>R&HE 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. PSHE R3. to recognise ways in which a relationship can be unhealthy</i>	Lesson 5 My squad Listing the people in our lives we are grateful for. <i>R&HE F1. that families are important for children growing up because they can give love, security and stability. CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. PSHE R4. to recognise different types of relationship, including those between</i>	Lesson 6 Full or empty? Thinking of the Benefits of living a healthy lifestyle. <i>R&HE Physical health and fitness 1. the characteristics and mental and physical benefits of an active lifestyle Physical health and fitness 3. the risks associated with an inactive lifestyle (including obesity) Physical health and fitness 4. how and when to seek support including which adults to speak to in school if they are worried</i>	Lesson 7 Reflection on what we have learned from Heartsmart. <i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and</i>

	<i>their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>	<i>problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i>	<i>vocabulary of words to use when talking about their own and others' feelings. PSHE H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>	<i>and whom to talk to if they need support</i>	<i>acquaintances, friends, relatives and families.</i>	<i>about their health PSHE H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a 'balanced lifestyle'</i>	<i>negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>
<p>Don't Forget to let Love in.</p> <p>Christian values-Respect and Love.</p>	<p>Lesson 1 introduction to 1st principle Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what</i></p>	<p>Lesson 2 Wear it with pride. Learning to accept the encouragement given to us by others.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel</i></p>	<p>Lesson 3 Love is.... Considering what love is and what it isn't.</p> <p><i>R&HE F6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing CF5. how to</i></p>	<p>Lesson 4 Moana. Comparing 'TE Fiti' before and after she 'let love in'.</p> <p><i>R&HE 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</i></p>	<p>Lesson 5 Growing gratitude. Listing things we are grateful for and why.</p> <p><i>R&HE RR3. the conventions of courtesy and manners. PSHE H1. what positively and negatively affects their physical, mental and emotional health</i></p>	<p>Lesson 6 Love yourself. Making good choices to keep our hearts healthy.</p> <p><i>R&HE 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. PSHE H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity,</i></p>	<p>Lesson 7 reflection on what we have learned from Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and</i></p>

	<i>constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>	<i>lonely or excluded. PSHE L8. ways in which they are all unique; understand that there has never been and never will be another one of 'them'</i>	<i>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. and experiences and support with problems and difficulties. L4. that they have belong to different groups and communities such as family and school</i>	<i>experiences and situations. MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others</i>		<i>rest, healthy eating and dental health. H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</i>	<i>negatively affects their physical, mental and emotional health H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>
Too Much Selfie isn't Healthy Christian values Compassion and Love.	Lesson 1 Introduction to 2 nd principle Too much selfie isn't healthy. <i>R&HE CF2. the characteristics of friendships, including</i>	Lesson 2 Flip your phone. How can you be unselfie and do something kind for others?	Lesson 3 What's your emergency. How to respond to an emergency. <i>R&HE BFA1. how to make a clear and efficient call to</i>	Lesson 4 Elizabeth Everest. Honouring others for kindness. <i>R&HE RR5. that in school and in wider society they can expect to be treated</i>	Lesson 5 No man is an island. Working together, listening to one another and	Lesson 6 Padlocked Privacy. Discussing why it is important to keep personal information private.	Lesson 7 reflection on what we have learned from Too much selfie isn't healthy.

	<p><i>mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people</i></p>	<p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE R7. that their actions affect themselves and others</i></p>	<p><i>emergency services if necessary. PSHE H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</i></p>	<p><i>with respect by others, and that in turn they should show due respect to others, including those in positions of authority. PSHE R7. that their actions affect themselves and others</i></p>	<p>respecting their views.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</i></p>	<p><i>R&HE OR3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. OR5. how information and data is shared and used online. PSHE H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</i></p>	<p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and</i></p>
--	--	--	--	--	--	--	--

							<i>healthy relationships</i>
<p>Don't Hold On to What's Wrong!</p> <p>Christian values- Forgiveness and Love.</p>	<p>Lesson 1 Introduction to 3rd principle Don't hold on to what's wrong.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p>Lesson 2 Magic water. Demonstrating the effects of saying sorry.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p>Lesson 3 Play it out. Considering different ways to respond to scenarios.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p>Lesson 4 Balloon Blast. Demonstrating the benefits of letting go of hurt.</p> <p><i>R&HE 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. 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. PSHE R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive</i></p>	<p>Lesson 5 Marble jar. Discussion around how trust is built and betrayed.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p>Lesson 6 Who am I? Recognising and challenging stereotypes.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i></p>	<p>Lesson 7 reflection on what we have learned from Don't hold on to what's wrong.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what</i></p>

				<i>feedback and support to benefit others as well as themselves</i>			<i>they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>
<p>Fake is a Mistake!</p> <p>Christian values- Faith and Love.</p>	<p>Lesson 1 Introduction to 4th principle Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain</i></p>	<p>Lesson 2 Spot the difference. The real me is the best me.</p> <p><i>R&HE OR1. that people sometimes behave differently online, including by pretending to be someone they are not. ISH6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. PSHE R7. that their actions</i></p>	<p>Lesson 3 Shame detectives. Spotting shame and replacing it with truth.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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</i></p>	<p>Lesson 4 Circle of trust. Thinking about appropriate and inappropriate contact.</p> <p><i>R&HE Being Safe 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact Being Safe 5. how to recognise and report feelings of being unsafe or feeling bad about any adult PSHE H1. about taking care of their body, understanding that they have the</i></p>	<p>Lesson 5 Build on truth. Importance of truth to build strong friendships.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and</i></p>	<p>Lesson 6 Allergy Allies. Learning the facts and science about allergies.</p> <p><i>R&HE Health & Prevention 6. The facts and science relating to allergies, immunisation and vaccination</i></p>	<p>Lesson 7 Reflection on what we have learned from Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what</i></p>

	<i>positive and healthy relationships</i>	<i>affect themselves and others</i>	<i>situations. PSHE H1. what positively and negatively affects their physical, mental and emotional health H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</i>	<i>right to protect their body from inappropriate and unwanted contact</i>	<i>develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R7. that their actions affect themselves and others</i>		<i>constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>
<p>'No Way Through' Isn't True!</p> <p>Christian values- Hope and Love.</p>	<p>Lesson 1 Introduction to 5th principle No way through isn't true.</p> <p><i>R&HE 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. PSHE H6. to deepen their understanding of good and not so good feelings, to</i></p>	<p>Lesson 2 Snakes and ladders. Thinking about progress (ladders) and setbacks (snakes).</p> <p><i>R&HE 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</i></p>	<p>Lesson 3 Get back up. Importance of getting back up and trying again.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</i></p>	<p>Lesson 4 I can help! Learning how to respond to emergency first aid situations.</p> <p><i>R&HE Basic First Aid 2. Concepts of basic first aid, for example dealing with common injuries, including head injuries PSHE H13. How their body will, and their emotions may, change as they approach and move through puberty H8. about change, including transitions (between key stages and schools), loss,</i></p>	<p>Lesson 5 Dream Attitudes. Developing the right attitude to achieve our dreams.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i></p>	<p>Lesson 6 Embracing change. How to manage change well.</p> <p><i>R&HE 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</i></p>	<p>Lesson 7 Reflection on what we have learned about No way through isn't true.</p> <p><i>R&HE 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</i></p>

	<i>extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>	<i>appropriate and proportionate. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>		<i>separation, divorce and bereavement</i>		<i>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. PSHE H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools)</i>	<i>situations. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>
Year 4							
Year 4 Get Heartsmart Christian values- Thankfulness and Love.	Lesson 1 Introduction to Heartsmart. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and</i>	Lesson 2 Words have power. Demonstrating consequences of the words we use about ourselves and others. <i>R&HE MW8. that bullying (including cyberbullying) has a negative and often</i>	Lesson 3 Reap what you sow. Suggesting ways we can grow a desired characteristic e.g kindness. <i>R&HE CF2. the characteristics of friendships, including mutual respect,</i>	Lesson 4 Wily Wolf. Thinking about and discussing how we know who we can trust. <i>R&HE BS1. what sorts of boundaries are appropriate in friendships with peers and others</i>	Lesson 5 Family recipe. Thinking about characteristics that make a healthy family life. <i>R&HE Families and people who care for me 2. the characteristics of healthy family life,</i>	Lesson 6 Healthy minds. Recognising what positively and negatively affects our mental health. <i>R&HE Mental wellbeing 1. that mental wellbeing is a normal part of daily life, in the same way</i>	Lesson 7 Reflection on what we have learned from Heartsmart. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose</i>

	<p>welcoming towards others, and do not make others feel lonely or excluded. 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. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>	<p>lasting impact on mental wellbeing. 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. PSHE R7. that their actions affect themselves and others</p>	<p>truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R11. to work collaboratively towards shared goals</p>	<p>(including in a digital context). B5. how to recognise and report feelings of being unsafe or feeling bad about any adult. PSHE R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives PSHE R4. to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p>	<p>as physical health Mental wellbeing 10. 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 PSHE H1. what positively and negatively affects their physical, mental and emotional health H14. to recognise when they need help and to develop the skills to ask for help</p>	<p>and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p>
<p>Don't Forget to let Love in.</p>	<p>Lesson 1 Introduction to 1st principle Don't</p>	<p>Lesson 2 Heart to heart. Looking at ways we feel loved.</p>	<p>Lesson 3 Brilliant me ball.</p>	<p>Lesson 4 One in a million. Comparing measurement to</p>	<p>Lesson 5 Don't agree with I don't like me.</p>	<p>Lesson 6 Hands up! Creating a catchy rhyme/song or</p>	<p>Lesson 7 Reflection on what we have learned</p>

<p>Christian values-Respect and Love.</p>	<p>forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p><i>R&HE F1. that families are important for children growing up because they can give love, security and stability. F3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>Celebrating our strengths and achievements.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i></p>	<p>determine our uniqueness.</p> <p><i>PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i></p>	<p>Highlighting things about our bodies we are grateful for.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H1. what positively and negatively affects their physical, mental and emotional health</i></p>	<p>rap to remind others about the importance of hand washing.</p> <p><i>R&HE HP5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. PSHE H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</i></p>	<p>from Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i></p>
<p>Too Much Selfie isn't Healthy</p>	<p>Lesson 1</p>	<p>Lesson 2 What's missing?</p>	<p>Lesson 3</p>	<p>Lesson 4 Unseen heroes.</p>	<p>Lesson 5</p>	<p>Lesson 6</p>	<p>Lesson 7#</p>

<p>Christian values Compassion and Love.</p>	<p>Introduction to 2nd principle Too much selfie isn't healthy.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>Being aware of surroundings and people around you.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. PSHE L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</i></p>	<p>Guess my feelings. Suggesting how someone is feeling based on their facial expressions and body language.</p> <p><i>R&HE 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. PSHE R1. to recognise and respond appropriately to a wider range of feelings in other</i></p>	<p>Thinking about and thanking the unseen heroes of our local community.</p> <p><i>R&HE 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. BS8. where to get advice e.g. family, school and/or other sources. PSHE H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</i></p>	<p>Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R11. to work collaboratively towards shared goals R12. to develop strategies to resolve disputes and conflict through</i></p>	<p>True Smartphone. Developing an awareness of ways to use phones and tablets responsibly.</p> <p><i>R&HE 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. ISH7. where and how to report concerns and get support with issues online. PSHE H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</i></p>	<p>Reflection on what we have learned from Too much selfie isn't healthy.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what</i></p>
--	---	---	--	---	---	--	--

					<i>negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</i>		<i>constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>
<p>Don't Hold On to What's Wrong!</p> <p>Christian values- Forgiveness and Love.</p>	<p>Lesson 1 Introduction to Don't hold on to what's wrong.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to</i></p>	<p>Lesson 2 Saying sorry. Discussing ways to fix a broken friendship.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and</i></p>	<p>Lesson 3 Pass through the pain barrier. Discussing what forgiveness is and the value of forgiving others.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed</i></p>	<p>Lesson 4 Good stress, bad stress. Talking about different types of stress and ways to manage negative stress.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and</i></p>	<p>Lesson 5 Boundaries. Learning about personal boundaries.</p> <p><i>R&HE Respectful Relationships 1. the importance of permission seeking and giving in relationships with friends, peers and adults Being Safe 1. what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) PSHE R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that</i></p>	<p>Lesson 6 Be Kind online. Recognising and dealing with online abuse.</p> <p><i>R&HE Internet Safety and Harms 1. that for most people the internet is an integral part of life and has many benefits Internet Safety and Harms 5. 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 social health Internet Safety and Harms 7. where and how to report concerns and get support with issues online PSHE</i></p>	<p>Lesson 7 Reflection on what we have learned about Don't hold on to what's wrong.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range</i></p>

	<i>recognise that choices can have good and not so good consequences</i>	<i>emotional health, to recognise that choices can have good and not so good consequences</i>	<i>choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>we all have rights to privacy</i>	<i>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media</i>	<i>of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>
<p>Fake is a Mistake!</p> <p>Christian values- Faith and Love.</p>	<p>Lesson 1 Introduction to Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what</i></p>	<p>Lesson 2 Human BEings not Doings. Celebrating one another for who we are not what we do.</p> <p><i>R&HE RR1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</i></p>	<p>Lesson 3 Voice of love. Who speaks into our lives and are they using the voice of love?</p> <p><i>R&HE F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the</i></p>	<p>Lesson 4 Speak Truth. Having the courage to tell the truth isn't always easy.</p> <p><i>R&HE 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</i></p>	<p>Lesson 5 Dare to be different. When dares are fun and when they are not. Thinking of ways to say no to dares.</p> <p><i>R&HE RR8. the importance of permission-seeking and giving in relationships with friends, peers and</i></p>	<p>Lesson 6 Risky Business. Learning the facts and risks associated with smoking.</p> <p><i>R&HE Drugs, Alcohol and Tobacco 1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking PSHE H17. which, why and how, commonly available</i></p>	<p>Lesson 7 Reflection on what we have learned from Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity,</i></p>

	<i>constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>	<i>backgrounds), or make different choices or have different preferences or beliefs. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE H1. what positively and negatively affects their physical, mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</i>	<i>importance of spending time together and sharing each other's lives. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE H1. what positively and negatively affects their physical, mental and emotional health R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</i>	<i>these situations and how to seek help or advice from others, if needed. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</i>	<i>adults. BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult. PSHE R15. to recognise and manage 'dares' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</i>	<i>substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</i>	<i>trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>
'No Way Through' Isn't True! Christian values- Hope and Love.	Lesson 1 Introduction to No way through isn't true. <i>R&HE MW2. that there is a normal range of emotions</i>	Lesson 2 Endurance Expedition. Thinking about the skills and attitudes needed to meet a challenge.	Lesson 3 Habits-help or hinder. Considering the habits we need to develop or change to reach our goals.	Lesson 4 Just keep swimming. How to persevere and hold onto hope.	Lesson 5 Dreams. Dreaming of the future. <i>PSHE H5. to reflect on and celebrate their achievements,</i>	Lesson 6 Changing me! Key facts about the changes that take place in puberty between 9-11.	Lesson 7 Reflection what have we learned about No way through isn't true.

	<p><i>(e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i></p>	<p><i>R&HE 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. PSHE H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i></p>	<p><i>R&HE 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. PSHE H16. what is meant by the term 'habit' and why habits can be hard to change</i></p>	<p><i>R&HE 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. PSHE H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i></p>	<p><i>identify their strengths and areas for improvement, set high aspirations and goals.</i></p>	<p><i>R&HE Changing adolescent body 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes PSHE H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H13. How their body will, and their emotions may, change as they approach and move through puberty</i></p>	<p><i>R&HE 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. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i></p>
--	---	---	---	---	---	--	--

Year 5							
<p>Year 5 Get Heartsmart Christian values- Thankfulness and Love.</p>	<p>Lesson 1 Introduction to Heartsmart.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>Lesson 2 Boss v Leader. Considering how powerful people lead others.</p> <p><i>R&HE 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. BS4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. PSHE L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support</i></p>	<p>Lesson 3 Lion Heart. Describing the heart reputation we would like.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing 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. and experiences and support with problems and difficulties. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set</i></p>	<p>Lesson 4 Watch what you watch watch. Discussing how to know what we should and shouldn't watch.</p> <p><i>R&HE 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. ISH4. why social media, some computer games and online gaming, for example, are age restricted.</i></p>	<p>Lesson 5 Letter of thanks. Writing letters of thanks to people who support and encourage us.</p> <p><i>R&HE F1. that families are important for children growing up because they can give love, security and stability. F2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</i></p>	<p>Lesson 6 Sleep well. Thinking about the importance of good quality sleep for health.</p> <p><i>R&HE Health and Prevention 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</i></p>	<p>Lesson 7 Reflection on what we have learned about Heartsmart.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to</i></p>

		<i>for themselves or for others at risk.</i>	<i>high aspirations and goals</i>				<i>recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>
<p>Don't Forget to let Love in.</p> <p>Christian values-Respect and Love.</p>	<p>Lesson 1 Introduction into 1st principle Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain</i></p>	<p>Lesson 2 Gunner. Making the connection between Gunner's story and don't forget to let love in.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties. PSHE R11. to work collaboratively towards shared goals</i></p>	<p>Lesson 3 Make the right choices. Considering the way the words we listen to about ourselves make us feel.</p> <p><i>R&HE F6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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</i></p>	<p>Lesson 4 Under pressure. Thinking about different sources of pressure including from our friends and ways we can respond.</p> <p><i>R&HE BS5. how to recognise and report feelings of being unsafe or feeling bad about any adult. BS8. where to get advice e.g. family, school and/or other sources. PSHE H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the</i></p>	<p>Lesson 5 Allocating resources. Recognising that resources can be allocated in different ways and these choices affect others.</p> <p><i>PSHE L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</i></p>	<p>Lesson 6 Help! Who to go to for help and how to keep asking until help is given.</p> <p><i>R&HE Being safe 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard Being safe 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so Being safe 8. where to get advice from e.g. family, school and/or other sources PSHE H23. about people who are responsible for helping them stay healthy and safe;</i></p>	<p>Lesson 7 Reflection on Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health H7. to recognise that they may experience</i></p>

	<i>positive and healthy relationships.</i>		<i>these situations and how to seek help or advice from others, if needed. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health</i>	<i>media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</i>		<i>how they can help these people to keep them healthy and safe</i>	<i>conflicting emotions and when they might need to listen to, or overcome these.</i>
Too Much Selfie isn't Healthy Christian values Compassion and Love.	Lesson 1 Introduction into 2 nd principle Too much selfie isn't healthy. <i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i>	Lesson 2 When I'm feeling lonely. What we can do when feel lonely. <i>R&HE Mental Wellbeing 7. isolation and loneliness can affect children and that it is very important for children to talk about their feelings with an adult and seek support Online Relationships 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with</i>	Lesson 3 Read my lips. Listening to what others say. <i>R&HE 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. PSHE</i>	Lesson 4 Honour. Thinking of people to deserve honour and suggesting ways to honour them. <i>R&HE 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. PSHE L9. what being part of a community means, and about the varied institutions that</i>	Lesson 5 Great Groups. To investigate the purpose and the role of different groups (including pressure groups). <i>PSHE L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</i>	Lesson 6 Be aware what you share. Developing an awareness of what you should and shouldn't share online. <i>R&HE OR1. that people sometimes behave differently online, including by pretending to be someone they are not. OR4. how to critically consider their online friendships and sources of information including awareness of the risks associated with</i>	Lesson 7 Reflection what have you learned from Too much selfie isn't healthy. <i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, generosity, kindness, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy</i>

	<i>PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>	<i>people they have never met PSHE H1. what positively and negatively affects their physical, mental and emotional health</i>	<i>R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</i>	<i>support communities locally and nationally L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i>		<i>people they have never met. 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. PSHE H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</i>	<i>friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i>
<p>Don't Hold On to What's Wrong!</p> <p>Christian values- Forgiveness and Love.</p>	<p>Lesson 1 Introduction to 3rd principle Don't hold on to what's wrong.</p> <p><i>R&HE 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</i></p>	<p>Lesson 2 Different perspectives. Developing simple strategies to resolve conflict.</p> <p><i>R&HE CF4. that most friendships have ups and downs, and that these can often be worked through so</i></p>	<p>Lesson 3 Nelson Mandela. Describing what Nelson Mandela's life teaches us about forgiveness.</p> <p><i>R&HE CF4. that most friendships have ups and downs, and that these can often be worked through so</i></p>	<p>Lesson 4 Emotions don't drive. How to handle our emotions.</p> <p><i>R&HE 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</i></p>	<p>Lesson 5 I did not I am. Discussing how we respond to our own mistakes.</p> <p><i>R&HE CF4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even</i></p>	<p>Lesson 6 Bully busting. Recognising bullying in all its forms and thinking about strategies to deal with bullying.</p> <p><i>R&HE CF4. that most friendships have ups and downs, and that these can often be</i></p>	<p>Lesson 7 Reflection on what we have learned from Don't hold on to what's wrong.</p> <p><i>R&HE CF4. that most friendships have ups and</i></p>

	<i>that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>	<i>that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</i>
Fake is a Mistake!	Lesson 1	Lesson 2 Time to get real.	Lesson 3 No need to hide what's inside.	Lesson 4 Soft shells.	Lesson 5	Lesson 6 Decisions, decisions!	Lesson 7 Reflection on what we

<p>Christian values- Faith and Love.</p>	<p>Introduction to 4th principle Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>How images we see online and in the media don't always represent reality.</p> <p><i>R&HE OR1. that people sometimes behave differently online, including by pretending to be someone they are not. OR4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ISH6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. PSHE H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about</i></p>	<p>Exploring how shame can make us want to hide how we really feel.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. PSHE H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for</i></p>	<p>Knowing who we can trust to be vulnerable and open with.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). BS8. where to get advice e.g. family, school and/or other sources. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R21. to understand personal boundaries; to</i></p>	<p>Hearts that welcome feedback. How feedback can help us grow.</p> <p><i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R7. that their actions affect themselves and others R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit</i></p>	<p>Finding out about risks associated with alcohol for young people.</p> <p><i>R&HE Drugs, Alcohol and Tobacco 1. The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking PSHE H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</i></p>	<p>have learned from Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>
---	--	--	--	---	--	--	---

		<i>themselves L17. to explore and critique how the media present information L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</i>	<i>resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>	<i>identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</i>	<i>others as well as themselves</i>		
<p>'No Way Through' Isn't True!</p> <p>Christian values- Hope and Love.</p>	<p>Lesson 1 Introduction to 5th principle No way through isn't true.</p> <p><i>R&HE 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. PSHE H6. to deepen their understanding of</i></p>	<p>Lesson 2 Egg in the flask. Demonstrating that no way through isn't true.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>	<p>Lesson 3 Success isn't always what you see. How the successes that we achieve on the inside can often be greater than those on the outside.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H1. what positively</i></p>	<p>Lesson 4 Hope light. Looking at the power of hope and how it can keep us going.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H1. what positively and negatively affects their physical,</i></p>	<p>Lesson 5 Period Relay. Key facts about the menstrual cycle.</p> <p><i>R&HE Changing adolescent body 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Changing adolescent body 2. about menstrual wellbeing including the key</i></p>	<p>Lesson 6 What am I? How to look after ourselves during puberty.</p> <p><i>R&HE Changing adolescent body 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes Changing adolescent body 2. about menstrual wellbeing including the key</i></p>	<p>Lesson 7 Reflection on what we have learned from No way through isn't true.</p> <p><i>R&HE 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</i></p>

	<i>good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>		<i>and negatively affects their physical, mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i>	<i>mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i>	<i>facts about the menstrual cycle</i>	<i>facts about the menstrual cycle</i>	<i>different experiences and situations. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>
Year 6							
Year 6 Get Heartsmart Christian values- Thankfulness and Love.	Lesson 1 Introduction to Heartsmart. <i>R&HE CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. CF3. that healthy</i>	Lesson 2 Powerful poses. Demonstrate that our body language can be used to help us feel more powerful. <i>R&HE RR4. the importance of self-</i>	Lesson 3 Stone Trainers. Comparing our hearts to trainers- how do we keep our hearts soft but strong. <i>R&HE MW1. that mental wellbeing is a</i>	Lesson 4 Secret scenarios. Recognising when it right to keep a secret and when a secret should be shared. <i>R&HE Being safe 2. about the concept of privacy and the</i>	Lesson 5 Tying the knot. Recognising the importance of commitment in marriage. <i>R&HE Families and people who care for me 5. that marriage represents a formal and legally</i>	Lesson 6 Healthy food, healthy heart. Learning about the eat well plate and how to plan a healthy meal. <i>R&HE Healthy Eating 1. what constitutes a healthy diet</i>	Lesson 7 Reflection what have we learned from Get Hearsmart? <i>R&HE CF1. how important friendships are in making us feel happy and</i>

	<p><i>friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i></p>	<p><i>respect and how this links to their own happiness. MW6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</i></p>	<p><i>normal part of daily life, in the same way as physical health. 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. PSHE H1. what positively and negatively affects their physical, mental and emotional health</i></p>	<p><i>implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe Being safe 5. how to recognise and report feelings of being unsafe or feeling bad about any adult PSHE R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' H14. to recognise when they need help and to develop the skills to ask for help</i></p>	<p><i>recognised commitment of two people to each other which is intended to be lifelong PSHE R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</i></p>	<p><i>(including understanding calories, and other nutritional content) Healthy Eating 2. the principles of planning and preparing a range of healthy meals PSHE H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</i></p>	<p><i>secure, and how people choose and make friends. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</i></p>
Don't Forget to let Love in.	Lesson 1	Lesson 2	Lesson 3 People say I am.	Lesson 4 Thumbs up.	Lesson 5 Gratitude Jar.	Lesson 6 Signs to spot.	Lesson 7

<p>Christian values-Respect and Love.</p>	<p>Introduction to 1st principle Don't forget to let love in.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>What are you worth? Working out what we are worth.</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i></p>	<p>Encouraging one another with kind words and accepting the words spoken about us.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</i></p>	<p>Recalling significant events and people in our lives so far.</p> <p><i>R&HE F1. that families are important for children growing up because they can give love, security and stability. F3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. CF1. how important friendships are in making us feel happy and secure, and how people choose and make friends. PSHE R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</i></p>	<p>Thinking of the things that we are grateful for each week.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health</i></p>	<p>Identifying early signs of illness.</p> <p><i>R&HE Health and Prevention 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body PSHE Not covered in current PSHE programme of study</i></p>	<p>Reflection what have learned form Don't forget to let love in?</p> <p><i>R&HE RR4. the importance of self-respect and how this links to their own happiness. MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>
--	---	---	---	--	---	--	--

<p>Too Much Selfie isn't Healthy</p> <p>Christian values Compassion and Love.</p>	<p>Lesson 1 Introduction to 2nd principle Too much selfie isn't healthy.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p>Lesson 2 All the same. All different. Demonstrating we are different and ways we are the same.</p> <p><i>R&HE CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. 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. PSHE R1. to recognise and</i></p>	<p>Lesson 3 Listen up! Practising being a good listener.</p> <p><i>R&HE 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. 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. PSHE R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect</i></p>	<p>Lesson 4 You go before me. Thinking of ways generations before us have overcome challenges that we benefit from.</p> <p><i>R&HE 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. PSHE L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</i></p>	<p>Lesson 5 Growing together. Considering ways we can be a good friend and support one another.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other</i></p>	<p>Lesson 6 Social media. Discussing the benefits and dangers of social media.</p> <p><i>R&HE 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. PSHE H22. strategies for keeping safe online; the importance of</i></p>	<p>Lesson 7 Reflection what have we learned from Too much selfie isn't healthy.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. CF3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. PSHE R1. to recognise and respond appropriately to a wider range of feelings in others R2. to</i></p>
---	--	---	--	---	--	--	---

		<i>respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i>	<i>and if necessary constructively challenge others' points of view</i>		<i>people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</i>	<i>protecting personal information, including passwords, addresses and the distribution of images of themselves and others H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</i>	<i>recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</i>
<p>Don't Hold On to What's Wrong!</p> <p>Christian values- Forgiveness and Love.</p>	<p>Lesson 1 Introduction to 3rd principle Don't hold on to what's wrong.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE</i></p>	<p>Lesson 2 Work it out. Developing strategies to resolve conflict and disputes.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful</i></p>	<p>Lesson 3 Power of forgiveness- Jimmy Mizen's parents. Discussing how we benefit when we choose to forgive others.</p> <p><i>R&HE 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. RR2. practical steps they can take</i></p>	<p>Lesson 4 Way to say. Exploring how our tone and body language communicates more than our words.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of</i></p>	<p>Lesson 5 Bit by bit. Discussing how to build trust between friends.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE</i></p>	<p>Lesson 6 Deep impact. Considering the impact of bullying.</p> <p><i>R&HE 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. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE</i></p>	<p>Lesson 7 Reflection what have we learned from Don't hold on to what's wrong?</p> <p><i>R&HE 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</i></p>

	<i>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>relationships. PSHE R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</i>	<i>in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>	<i>resorting to violence is never right. RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</i>
<p>Fake is a Mistake!</p> <p>Christian values- Faith and Love.</p>	<p>Lesson 1 Introduction to 4th principle Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness,</i></p>	<p>Lesson 2 This is me! Being proud of who we are.</p> <p><i>PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable</i></p>	<p>Lesson 3 Heartsmart self-talk. Catching negative self-talk and replacing it with positive self-talk.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily</i></p>	<p>Lesson 4 Boundaries and respect. Learning how to use boundaries to establish respectful friendships.</p>	<p>Lesson 5 Vaccines-Facts vs fake news. Finding out facts about vaccinations.</p> <p><i>R&HE Health & Prevention 6. The facts and science relating to</i></p>	<p>Lesson 6 Fix it, find out, fit in! Find out facts about legal and illegal substances and their risks.</p> <p><i>R&HE Drugs, Alcohol and Tobacco 1. The facts about legal and</i></p>	<p>Lesson 7 Reflection what have we learned form Fake is a mistake.</p> <p><i>R&HE CF2. the characteristics of friendships, including</i></p>

	<p><i>loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>	<p><i>them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these R16. to recognise and challenge stereotypes</i></p>	<p><i>life, in the same way as physical health. PSHE H1. what positively and negatively affects their physical, mental and emotional health H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>	<p><i>R&HE BS1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). RR2. practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and</i></p>	<p><i>immunisation and vaccination Internet safety and harms 6. How to be a discerning consumer of information including understanding that information, including that from search engines, is ranked, selected and targeted</i></p>	<p><i>illegal substances and associated risks, including smoking, alcohol use and drug taking. PSHE H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</i></p>	<p><i>mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</i></p>
--	--	--	---	---	---	---	---

				<i>through social media)</i>			
<p>'No Way Through' Isn't True!</p> <p>Christian values- Hope and Love.</p>	<p>Lesson 1 Introduction to 5th principle No way through isn't true.</p> <p><i>R&HE 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. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>	<p>Lesson 2 The bridge to yet. Demonstrating that no way through isn't true.</p> <p><i>R&HE 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. PSHE H1. what positively and negatively affects their physical, mental and emotional health H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>	<p>Lesson 3 Self-awareness. Thinking about how we are feeling. Why we feel that way and what we need.</p> <p><i>R&HE MW1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 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. PSHE H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to</i></p>	<p>Lesson 4 Hearts filled with people. Looking at the power of hope and how it can keep us going.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H1. what positively and negatively affects their physical, mental and emotional health H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i></p>	<p>Lesson 5 Where the magic happens. Learning to step out of our comfort zones.</p> <p><i>R&HE MW4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. PSHE H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</i></p>	<p>Lesson 6 Under construction-the teenage brain. How the brain changes during puberty.</p> <p><i>R&HE Changing Adolescent Body 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes PSHE H13. How their body will, and their emotions may, change as they approach and move through puberty</i></p>	<p>Lesson 7 Reflection what have we learned from No way through isn't true.</p> <p><i>R&HE 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. PSHE H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to</i></p>

			<i>understand the concept of a 'balanced lifestyle' H16. what is meant by the term 'habit' and why habits can be hard to change</i>				<i>others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</i>
--	--	--	---	--	--	--	---