



Our PSHE and RHE Curriculum

Intention:

For all our pupils to have a deep understanding of themselves and their place in our world and use this understanding to build positive healthy relationships, develop personal skills and be responsible for their own care and the care of others and the world – *Learning to Live*

For all our pupils to know and live by what is right and what is wrong with an understanding of mental health and well being of themselves and others.

Implementation:

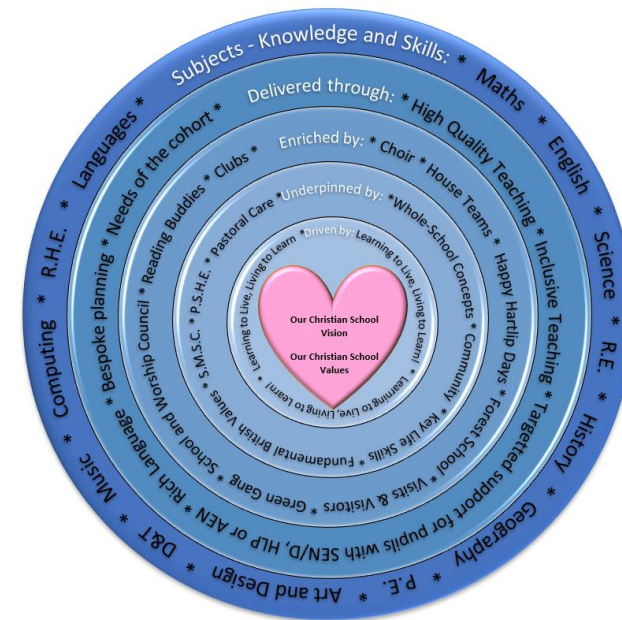
We use the 'Heartsmart' Scheme at Hartlip for our Relationships and Health Education. The Heartsmart themes are used as links to other aspects of the curriculum through our whole school concepts as well as during Collective Worship. Heartsmart is aimed at all pupils from Year R to Year 6 and has been created with Church Schools in mind. Heartsmart covers statutory content for 'Health and Wellbeing' and 'Relationships'. Aspects of 'Living in the wider world' (which is not yet statutory) are taught through the programme and supplemented through our own curriculum.

Road safety, fire safety, stranger danger, emergencies, money, challenging stereotypes, offensive remarks/language and consent are brought in to the curriculum as we identify that these areas require further teaching to our pupils. These objectives are taken from the PSHE Association Programme of Study. Year 6 are also offered a Sex Education programme. This is all taught explicitly.

PSHE is also covered implicitly through other subjects, for example, caring for our environment will come into science and geography learning. Weekly circle times allow pupils the opportune time to talk about aspects of PSHE too.

Impact:

Our pupils receive a high-quality PSHE programme throughout their Primary Education. This programme is taught both explicitly and implicitly. Our School Vision and Values play an important role in the PSHE learning for our Pupils. They have a deep understanding of what these values mean in day to day life and how to live a life where they can be both a sheep – guided and cared for by others, and a shepherd – looking out for others and caring for the world around them.





PSHE and RHE Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Cycle	Themes and foci from Heartsmart (with additional added foci)					
Yr 1 and YrR	A: Follow Year R plans	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Emotions Kindness	<u>Focus:</u> Care and love for others - Family Friends Wildlife	<u>Focus:</u> I am special and unique <i>Road Safety</i>	<u>Focus:</u> Friendship Sharing Cooperation Listening <i>Challenging stereotypes</i>	<u>Focus:</u> Truth and being true Kind Thankfulness	<u>Focus:</u> What we can do Perseverance <i>Stranger danger</i>
	B: Follow Year 1 plans	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Our power Emotions Gratitude Being healthy	<u>Focus:</u> Helping others Appreciating others People around us Teamwork Online safety	<u>Focus:</u> Pants – appropriate and inappropriate contact Truth and lies Preferences Spending and saving money Taking care of me <i>Road Safety</i>	<u>Focus:</u> Motives for behaviour Forgiveness Negative emotions Disappointment Power of our words <i>Challenging stereotypes</i>	<u>Focus:</u> Being yourself Not hiding feelings Lies Trust Oral Hygiene and dental health	<u>Focus:</u> Learning from experiences Instincts and secrets Potential Hopes and dreams Loss <i>Stranger danger</i>
Yr 2	A&B	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Our power – using it positively and negatively Reputations Our hearts Special people to us Healthy foods	<u>Focus:</u> Surroundings and people Opportunities for kind actions People who look after us in our community	<u>Focus:</u> Celebrating our uniqueness Describing ourselves Truth and lies Thankfulness Physical activity and heart rate – looking after ourselves	<u>Focus:</u> Saying sorry How it feels to 'unforgive' Dealing with hurt Negative emotions Dealing with bullying <i>Challenging stereotypes</i>	<u>Focus:</u> Being me The truth about me How different emotions feel Being polite Staying safe in the sun	<u>Focus:</u> Solutions to problems What seems impossible Overcoming challenges Imagining a bright future Conserving energy



			Our similarities and differences Online safety	<i>Stranger danger</i>			<i>Making an emergency call - what 3 words app</i>
Yr 3/4	A: Follow Year 3	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Kind and unkind Memories Guard our hearts Who we are grateful for Benefits of a healthy lifestyle <i>Stranger danger</i>	<u>Focus:</u> Being 'unselfie' Responding gin emergencies Honouring others for kindness Working together Keeping personal information private <i>Making an emergency call - what 3 words app</i>	<u>Focus:</u> Accepting encouragement What is love Letting love in Gratitude Good choices for healthy hearts <i>Fire Safety</i>	<u>Focus:</u> Effects of saying sorry Different responses to scenarios Benefits of letting go of hurt Trust building and betraying hearts Challenging stereotypes <i>Consent</i>	<u>Focus:</u> The real me Shame and truth Appropriate and inappropriate contact Truth and friendships Science of allergies <i>Using money</i>	<u>Focus:</u> Progress and setbacks Keep on trying Emergency first aid Dream attituded Managing change <i>Puberty 9-11 - Year 4</i>
	B: Follow Year 4	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Consequences Growing characteristics Who can we trust Healthy family life Healthy minds <i>Stranger danger</i>	<u>Focus:</u> People around us Facial expressions and body language Unseen hearos in our community Asking for help Responsible mobile phone/tablet use <i>Making an emergency call - what 3 words app</i>	<u>Focus:</u> How we feel loved Strengths and achievements Uniqueness Grateful for our bodies Handwashing <i>Road Safety</i>	<u>Focus:</u> Fixing friendships Forgiveness Stress Personal boundaries - <i>Consent</i> Online abuse <i>Challenging stereotypes</i>	<u>Focus:</u> Celebrating who we are not what we do Voice of love Courage for the truth Dares The risks of smoking <i>Using money</i>	<u>Focus:</u> Skills and attitudes for a challenge Habits to reach goals Perseverance and hope The future <i>Puberty 9-11 - Year 4</i>
Yr 5/6	A: Follow Year 5	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<u>Focus:</u> Leadership and power Reputations What we watch Letters of thanks Good sleep <i>Stranger danger</i>	<u>Focus:</u> Loneliness Listening to others Honouring others Groups of people Online safety <i>Making an emergency call- what 3 words app</i>	<u>Focus:</u> Listening Pressure Resources Asking for help <i>Consent</i>	<u>Focus:</u> Resolving conflict Forgiveness Emotions Mistakes Bullying <i>Challenging stereotypes and offensive words</i>	<u>Focus:</u> Media images Shame Vulnerability Feedback The risks of Alcohol <i>Using money</i>	<u>Focus:</u> Successes Power of hope Menstrual cycle Looking after ourselves in puberty <i>Sex education - Year 6</i>



	B: Follow Year 6	Heartsmart Unit: GET HEARTSMART	Heartsmart Unit: TOO MUCH SELFIE ISN'T HEALTHY!	Heartsmart Unit: DON'T FORGET TO LET LOVE IN!	Heartsmart Unit: DON'T HOLD ON TO WHAT'S WRONG	Heartsmart Unit: FAKE IS A MISTAKE	Heartsmart Unit: 'NO WAY THROUGH', ISN'T TRUE
		<p><u>Focus:</u> Body language to feel powerful Soft but strong hearts Keeping secrets Marriage Healthy meals <i>Stranger danger</i></p>	<p><u>Focus:</u> Ways we differ Being a good listener Generational challenges Good friends Social media <i>Making an emergency call</i></p>	<p><u>Focus:</u> What are we worth Positive words Significant people and events in our lives Gratitude Early signs of illness <i>Consent</i></p>	<p><u>Focus:</u> Conflict and disputes Forgiveness Body language and communication Building trust Impact of bullying <i>Challenging stereotypes and offensive words</i></p>	<p><u>Focus:</u> Being proud Negative self-talk Boundaries Vaccinations Legal and illegal substances <i>Using money</i></p>	<p><u>Focus:</u> Self-awareness Power of hope Our comfort zones Brain changes in puberty <i>Sex education – Year 6</i></p>



Skills and Knowledge Progression Sequence (From 'Heartsmart')

Key Stage 1

YEAR 1

- I am beginning to understand that my choices can help or hurt my own and others hearts.
- I am beginning to understand that I am a source of power.
- I am beginning to understand some different emotions I feel.
- I am beginning to understand that I can look after my heart.
- I can identify someone that I am grateful for and am beginning to think about a reason why.
- I am beginning to understand what healthy choices for my mind and body look like.



Get HeartSmart

YEAR 2

- I understand that the choices I make can help or hurt my own and others hearts.
- I can describe a way that I can use my power in a positive and negative way.
- I am beginning to understand that the decisions I make can affect my reputation.
- I am beginning to understand how my heart affects my actions, words and behaviours.
- I can describe how different people's families may look.
- I can describe a way my family shows me love.
- I can list a food from each of the 5 food groups.
- I can think of a choice I have made that has helped my heart.
- I can think of a choice I have made that has helped someone else's heart.

Key Stage 2

YEAR 3

- I can suggest a way that I can show love to myself.
- I can suggest a way that I can show love to others.
- I can list ways to be kind to one another.
- I can describe some ways that others are 'meant to be treated'.
- I can recall a memory and associate a feeling with it.
- I am beginning to understand that my heart needs protecting.
- I can list some things that my heart needs protecting from.
- I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them.
- I can identify some benefits of a healthy lifestyle.
- I can identify some risks of an unhealthy lifestyle.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.

YEAR 4

- I can suggest several ways that I can show love to myself.
- I can suggest several ways that I can show love to others.
- I am beginning to think about the consequences of the words we use.
- I can describe some consequences of using kind and unkind words.
- I can suggest some characteristics that I would like to see in my classroom.
- I can suggest some ways I can cultivate some of those characteristics.
- I can name someone that I trust and I can give one reason for why I trust them.
- I can list some characteristics of a healthy family life.
- I can explain what "mental wellbeing" means.
- I can list something that positively affects my mental wellbeing.
- I can list something that negatively affects my mental wellbeing.
- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.

YEAR 5

- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.
- I understand that being bossy is about trying to control others.
- I can describe some qualities of a good leader.
- I can create a powerful pose of my own.
- I can suggest ways people can become 'hard-hearted'.
- I can suggest ways to keep my heart soft and strong.
- I can explain the benefits of a soft-strong heart over a hard heart.
- I can explain when a secret should be kept and when it should be shared.
- I can describe what a commitment is.
- I can plan a healthy meal.
- I can reflect on how I protect my own and other's hearts.

YEAR 6

- I can reflect on the choices I make that can help my heart.
- I can reflect on the choices I make that can hurt my heart.
- I can explain how I feel differently when moving or posing in different ways.
- I can create a powerful pose of my own.
- I can suggest ways people can become 'hard-hearted'.
- I can suggest ways to keep my heart soft and strong.
- I can explain the benefits of a soft-strong heart over a hard heart.
- I can explain when a secret should be kept and when it should be shared.
- I can describe what a commitment is.
- I can plan a healthy meal.
- I can reflect on how I protect my own and other's hearts.

- I am starting to describe myself in a positive way.
- I am starting to think about some great things about myself.
- I can suggest touch that I like and touch that I don't like.
- I am beginning to understand the difference between the truth and lies.
- I am beginning to understand that not everything is true.
- I am beginning to understand what truth sounds like.
- I am beginning to make choices based on my preferences.
- I am beginning to understand that I am unique.
- I am beginning to understand that there is a difference between spending and saving.
- I am beginning to understand that I can choose to 'save' or 'spend'.
- I am beginning to understand that a reward comes from saving.
- I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush.
- I am beginning to be able to recall a kind word or action from my week.



Don't Forget To Let Love In!

- I can recall a way someone has shown love to me through kind words or actions.
- I can suggest something I like about myself.
- I can say some of my strengths.
- I understand that I am unique.
- I understand the difference between truths and lies.
- I suggest my own trash and truth statement.
- I can use positive adjectives to describe myself.
- I can begin to understand that I am unique.
- I understand that thankfulness changes my attitude.
- I can find my pulse.
- I can describe how I feel after physical activity.
- I can recall a kind word or action from the week.
- I can share the best thing about me.

- I can recall some ways that people have shown love to me through kind words or actions.
- I am starting to describe myself in a positive way.
- I can think of words to encourage others.
- I can accept encouragement from others.
- I can sort words into what love is and what love isn't.
- I can list some things that I am grateful for.
- I can explain why I am grateful for them.
- I am beginning to understand that some choices I make will affect my physical health.
- I can recall examples of kind words or actions from the week.
- I can share some amazing things about myself.

- I can recall different ways someone has shown me love through kind words or actions.
- I can describe myself in a positive way.
- I can identify some ways that I most feel love.
- I can give an example of a time when I have been loved.
- I can identify some of my strengths and achievements.
- I can record and list some unique facts and figures about me.
- I can highlight five things about my body that I am grateful for.
- I can explain I am grateful.
- I understand that love sometimes looks like stopping the spread of bacteria.
- I can suggest some ways that bacteria spreads.
- I can recall examples of kind words or actions from the week.
- I can share several amazing things about myself.

- I reflect on ways that people show me love through kind words or actions.
- I can describe myself in a positive way consistently.
- I understand that I have value and purpose.
- I am aware of how the words I listen to about myself can make me feel.
- I can identify some lies that I believe/listen to.
- I can suggest opposing truths to those lies.
- I can describe how listening to and believing lies makes me feel.
- I can describe how listening to and believing truth makes me feel.
- I am beginning to understand and demonstrate different ways I can respond to pressured scenarios.
- I can recall a significant event and person in my life.
- I can someone to go to when I need help.
- I can recall a way I have 'Let Love In' this week.

- I reflect on ways that people show me love through kind words or actions.
- I describe myself in a positive way consistently.
- I understand that I am valued.
- I can encourage others with kind and positive words.
- I can accept the encouragement given to me.
- I can recall significant events and people in their lives so far.
- I can recognise that every person is unique.
- I can list things that I am grateful for.
- I can suggest some early signs of illness.
- I can recall a way that I have 'Let Love In' this week.
- I can describe myself in a positive way.

- I am beginning to think about ways to show love for others.
- I am beginning to demonstrate ways to love others.
- I am beginning to notice the people around me.
- I am beginning to think about ways that I can help others.
- I am beginning to think about ways I have been helped by others.
- I can think of someone who looks after me.
- I am beginning to think about how being looked after makes me feel.
- I can suggest ways to show appreciation for others.
- I am beginning to understand how to work as a team.
- I am beginning to think about some ways to keep safe online.
- I can draw a picture to offer advice for keeping safe online.
- I can suggest a way that I have shown love for others.
- I am beginning to think about how loving others makes me feel.



Too Much Selfie Isn't Healthy!

- I can suggest a way to show love for others.
- I can suggest a way to demonstrate love to others.
- I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me.
- I am learning to spot and act on opportunities to do something kind for others.
- I can list the people working in my local community that look after and protect me.
- I am learning to appreciate the important work they do.
- I can list ways that we are all different.
- I can list ways that we are all the same.
- I can suggest some ways to keep safe in real life.
- I can suggest some online safety rules.
- I understand that online safety rules are similar to safety rules in real life.
- I can suggest ways they have shown love for others.
- I can describe how loving others makes me feel.

- I can suggest ways to show love for others.
- I can suggest ways to demonstrate loving others.
- I can suggest something that I can do for another person.
- I can describe how the person I helped felt.
- I can describe how helping someone else made me feel.
- I can explain how to respond in an emergency.
- I can recognise and celebrate the impact kindness has on another person.
- I can work together with others to complete a task.
- I am learning how to listen well to one another and respect each other's views.
- I can list some information that identifies me eg name, address.
- I know why it is important to keep personal information private.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.
- I can suggest ways I have shown love for others.
- I can describe how caring for others makes me feel.

- I can suggest ways to show love for others.
- I can demonstrate ways to love others.
- I am becoming more aware of my surroundings and the people around me by noticing differences.
- I can make the link about being observant and being aware of those around us.
- I can suggest how a person is feeling from their expression and body language.
- I can suggest who the unseen heroes of my community are.
- I can honour those heroes by writing a 'thank you' note.
- I can suggest times when I need help from others.
- I can demonstrate good teamwork skills (clear communication, listening and negotiating).
- I can suggest ways to use my technology devices responsibly.
- I can suggest ways that I have shown love for others.
- I can describe how caring for others makes people feel.

- I understand there are many different ways I can show love for others.
- I can demonstrate ways to love others.
- I can think of someone to go to if I feel lonely.
- I can suggest things to do to avoid feeling lonely.
- I can list some skills needed to listen to others well.
- I can suggest ways I can demonstrate honour.
- I am starting to understand the purpose and role of groups eg charities, raising awareness.
- I know what I should and shouldn't share online.
- I can suggest ways that I have shown love for others.
- I can describe how caring for others makes people feel.

- I can reflect on the different ways to show love for others.
- I consistently demonstrate ways to love others.
- I know there are ways we are different and ways we are the same.
- I understand that while there are some differences between us, there are more similarities.
- I can listen carefully to my classmate and feedback what they have said.
- I can suggest people who have benefitted from overcoming a challenge.
- I can explain why I am grateful for those people.
- I can suggest ways to be a good friend.
- I can list 3 benefits of social media.
- I can list 3 dangers of social media.
- I can describe ways that I have shown love for others.
- I can describe how caring for others makes people feel.

PSHE & RHE



- I can identify when Boris is sad.
- I am beginning to understand that what I do affects others.
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment.
- I am beginning to understand that I can choose kind or unkind words.
- I can suggest an example of a positive attribute of the kind of friend I would like to be.
- I am beginning to understand something I can do if I feel sad or mad.

- I understand that letting the bad feelings out of my heart helps me feel happy again.
- I understand that what I do affects others
- I am beginning to understand when I need to say sorry.
- I am beginning to understand that forgiveness helps my heart.
- I can give an example of a person, place or activity that helps my heart when I am sad.
- I am beginning to understand ways to help me let go of hurt or disappointment.
- I can suggest a way I can protect myself and others from bullying.
- I can suggest something I can do if I feel sad or mad.

- I am beginning to understand what 'forgiveness' means.
- I can describe how saying sorry can help a situation.
- I can describe the effects of choosing to forgive or not.
- I can describe a way that holding on to hurt can make us sad.
- I can list a ways to build trust between friends.
- I can think of someone that I trust.
- I can give an example of a stereotype.
- I can suggest a couple of things I can do if I feel sad or mad.

- I can suggest a way to fix a broken friendship.
- I can describe some benefits of forgiveness.
- I can sort scenarios into positive and negative stress.
- I can suggest ways to manage negative stress.
- I can suggest some healthy boundaries I can use both in life and online.
- I can recognise online abuse and know who to report it to.
- I can suggest positive uses of the internet.
- I can list several things I can do if I feel sad, or mad.

- I can describe forgiveness.
- I can explain why forgiveness keeps my heart healthy.
- I can describe some practical steps I could take to resolve conflict.
- I can describe how different emotions feel.
- I can explain why emotions are important.
- I can describe some healthy ways to respond to my mistakes.
- I can recognise bullying behaviours.
- I can suggest ways to deal with bullying.
- I can list different types of negative emotion.
- I can identify when I am experiencing negative emotion.
- I can suggest ways that will help me when I am experiencing negative emotion.

- I can demonstrate choosing forgiveness.
- I can demonstrate choosing strategies to help resolve conflicts and disputes.
- I can explain my point of view.
- I can listen and take account of a response from another person.
- I can model resolving a dispute.
- I can explain some benefits of forgiveness.
- I can suggest some barriers to forgiveness.
- I understand that our tone and body language communicates more than our words.
- I can give examples of how a trustworthy friend behaves.
- I can explain when it is ok to break a confidence.
- I can list some effects bullying can have.
- I can explain how to get help if I or someone I know are being bullied.
- I can identify when I am experiencing negative emotion.
- I can suggest ways that will help me when I am experiencing negative emotion.



- I can suggest an amazing fact about myself.
- I can explain why we don't need to lie about ourselves.
- I am beginning to understand that I don't need to pretend to be anything I am not - I can be myself!
- I can describe what being 'see-through' means.
- I am beginning to understand some reasons why being 'see-through' in friendship is important.
- I can suggest some ways to look after my teeth.
- I can name a person I can talk to when I feel upset.
- I am beginning to understand that small lies can have a big impact.
- I can complete the phrase "I am..." with a positive characteristic.

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourselves.
- I can name something unique about myself.
- I can name an unkind thought that I have about myself.
- I can name a kind thought I have about myself.
- I can describe how an emotion feels.
- I can describe times when I have felt different emotions.
- I can suggest some ways to demonstrate good manners.
- I can demonstrate different ways to greet another person.
- I can suggest some ways to stay safe in the sun.
- I can use positive words to describe myself and complete the phrase "I am..."

- I can suggest a couple of amazing facts about myself.
- I can explain why we don't need to lie about ourselves.
- I am beginning to know the real me is the best me.
- I can give a simple explanation of what shame is.
- I can suggest appropriate and inappropriate types of touch.
- I can suggest safe people to talk to if I am concerned.
- I can explain why telling the truth is important to build a friendship.
- I can explain what an allergy is.
- I can list what I have learned about why 'Fake is a Mistake'.

- I can explain why we don't need to lie about ourselves.
- I can list 3 great things about myself.
- I can explain that I am not what I 'do'.
- I can identify some important voices in my life.
- I can recognise the difference between kind and unkind voices in my life.
- I am growing in courage to always tell the truth.
- I can give examples of when I have been afraid to tell the truth.
- I can explain when dares are no longer fun.
- I can explain the consequences of dares.
- I can list some of the risks associated with smoking.
- I can list what I have learned about why 'Fake is a Mistake'.

- I can explain why we don't need to lie about ourselves.
- I can list 5 great things about myself.
- I can discuss how unrealistic images can make me feel.
- I can explain some things I can do when I feel like I need to hide how I really feel.
- I can give a simple description of what vulnerability is.
- I can identify qualities that build trust for vulnerability.
- I can explain why growing feedback is important.
- I can identify the difference between 'No Entry' and 'Welcome' responses to feedback.
- I can list some risks associated with alcohol use in young people.
- I can give some advice against drinking alcohol.
- I can list what I have learned about why 'Fake is a Mistake'.

- I can present different opinions respectfully.
- I can explain how to communicate the truth lovingly.
- I understand we are loved just as we are.
- I understand how to replace negative self-talk with positive self-talk.
- I can define what a boundary is.
- I can explain how using boundaries means we can have respectful friendships.
- I can find out facts about vaccinations from credible sources.
- I can suggest ways to discern if information online is credible.
- I can know some physical and mental health risks associated with taking drugs.
- I can suggest some ways to avoid drug taking.
- I can list what I have learned about why 'Fake is a Mistake'.



- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am starting to explore how I can adapt my strategy and try other things when I feel stuck.
- I am beginning to understand the value of having a friend's support when I feel stuck.
- I can differentiate between secrets I should and shouldn't keep.
- I know what to do if someone asks me to keep a secret that makes me feel uncomfortable.
- I am beginning to understand that I have an impact on my class, family and community.
- I can choose pictures of things I like (to create a dreamboard).
- I can think of a person, pet or toy that I miss.
- I can share a memory of that person, pet or toy.
- I am starting to be able to recall times where I felt stuck but found a way through!

- I am beginning to understand when I feel stuck.
- I am beginning to choose to persevere in completing a challenge.
- I am beginning to be able to find alternative solutions to a problem.
- I can design a map with alternative routes.
- I am beginning to think about different ways I can look at situations.
- I can suggest a different way I could try to overcome a challenging situation.
- I can replace worry phrases with positive "what if" phrases.
- I can identify signs of energy being used.
- I can suggest some ways to conserve energy.
- I can recall a time when I felt stuck but found a way through!

- I can identify when I feel stuck.
- I can choose to persevere when I feel stuck or in completing a challenge.
- I can identify an area of my life where I am doing well.
- I can describe what a setback is.
- I can give an example of a setback.
- I can demonstrate basic first aid skills.
- I can identify a dream I have.
- I can list some attitudes I need to develop to achieve my dreams.
- I can describe what 'change' is and give some examples in my life.
- I can suggest something I can do that helps me to manage change.
- I can recall a time when I felt stuck but found a way through!

- I can describe a situation where I felt stuck.
- I can suggest some ways I can persevere when I feel stuck.
- I can list some skills and attitudes needed to meet the challenges.
- I can identify habits I need to develop or lose in order to achieve my goals.
- I can think of someone who encourages me.
- I can think of someone I can encourage.
- I can choose pictures of things that inspire me.
- I can create 'A Dream of my Heart is...' statement.
- I can define what puberty is.
- I can describe key physical changes that take place as puberty begins.
- I can recall a time when I felt stuck but found a way through!

- I can describe situations where I feel stuck.
- I can suggest ways to persevere when I feel stuck.
- I can say when I find a situation difficult or challenging.
- I can give some examples of internal success.
- I can give an example of something I would like to grow in internally to meet a goal I have.
- I can name some tools that help me to live with hope.
- I can explain key facts about the menstrual cycle.
- I can describe ways to look after my health and wellbeing as I grow up.
- I can recall a time when I felt stuck but found a way through.
- I can use strategies that demonstrate 'No Way Through! Isn't True!'

- I can describe situations where I get stuck.
- I can suggest ways to persevere when I feel stuck.
- I can describe the impact of changing my thinking from 'I can't do it' to 'I can do it yet'.
- I can explain the importance of practice.
- I can answer the question "How am I feeling?"
- I can answer the question "Why am I feeling that way?"
- I can suggest ideas of needs for "What do I need?"
- I can explain the effects of having hope.
- I demonstrate choosing hope.
- I can describe some things that may try to keep me in my comfort zone.
- I can suggest what could happen when I step outside my comfort zone, into 'Where the magic happens?'
- I can apply this learning to a real-life scenario.
- I can describe the changes in my brain as I go through adolescence.
- I can recall a time when I felt stuck but found a way through.
- I can identify strategies used to demonstrate 'No Way Through! Isn't True!'



Personal, social, emotional development - EYFS and additional Hartlip objectives (not ‘Heartsmart’) Progression Sequence						
	Pre-Requisite	Year R	Year 1	Year 2	Year 3 and Year 4 (over two years)	Year 5 and Year 6 (over two years)
Getting on with others	<ul style="list-style-type: none"> ➤ Talk with others to solve conflicts ➤ Develop appropriate ways of being assertive ➤ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ➤ Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> ➤ Build constructive and respectful relationships ➤ Think about the perspectives of others 	<i>See HeartSmart Objectives</i>			
Rules and Safety	<ul style="list-style-type: none"> ➤ Remember rules without needing an adult to remind them. ➤ Increasingly follow rules, understanding why they are important. 	<i>See HeartSmart Objectives</i>				
Emotions	<ul style="list-style-type: none"> ➤ Understand gradually how others might be feeling. ➤ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. 	<ul style="list-style-type: none"> ➤ Express their feelings and consider the feelings of others. ➤ Identify and moderate their own feelings socially and emotionally. 	<i>See HeartSmart Objectives</i>			
Self-care	<ul style="list-style-type: none"> ➤ Make healthy choices about food, drink, activity and toothbrushing. ➤ Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> ➤ Manage their own needs -Personal hygiene ➤ Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<i>See HeartSmart Objectives</i>			
Self-Confidence, self-esteem, self-awareness	<ul style="list-style-type: none"> ➤ Show more confidence in new social situations. ➤ Become more outgoing with unfamiliar people, in the safe context of their setting. ➤ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them ➤ Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> ➤ See themselves as a valuable individual. ➤ Show resilience and perseverance in the face of challenge. 	<i>See HeartSmart Objectives</i>			



	Pre-Requisite	Year R	Year 1	Year 2	Year 3 and Year 4 (over two years)	Year 5 and Year 6 (over two years)
Economic wellbeing - Money			<ul style="list-style-type: none"> ➤ L10. what money is; forms that money comes in; that money comes from different sources ➤ L11. that people make different choices about how to save and spend money 	<ul style="list-style-type: none"> ➤ L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want ➤ L13. that money needs to be looked after; different ways of doing this 	<ul style="list-style-type: none"> ➤ L17. about the different ways to pay for things and the choices people have about this ➤ L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' ➤ L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 	<ul style="list-style-type: none"> ➤ L20. to recognise that people make spending decisions based on priorities, needs and wants ➤ L21. different ways to keep track of money ➤ L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
Economic wellbeing- aspirations, work and career			<ul style="list-style-type: none"> ➤ that everyone has different strengths ➤ that jobs help people to earn money to pay for things 	<ul style="list-style-type: none"> ➤ different jobs that people they know or people who work in the community ➤ about some of the strengths and interests someone might need to do 	<ul style="list-style-type: none"> ➤ L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes ➤ L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life ➤ L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them ➤ L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) 	<ul style="list-style-type: none"> ➤ L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid ➤ L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation ➤ L31. to identify the kind of job that they might like to do when they are older ➤ L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



Shared Responsibilities			<ul style="list-style-type: none"> ➤ L1. about what rules are, why they are needed, and why different rules are needed for different situations ➤ L2. how people and other living things have different needs; about the responsibilities of caring for them ➤ L3. about things they can do to help look after their environment 	<ul style="list-style-type: none"> ➤ L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws ➤ L2. to recognise there are human rights, that are there to protect everyone ➤ L3. about the relationship between rights and responsibilities 	<ul style="list-style-type: none"> ➤ L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ➤ L5. ways of carrying out shared responsibilities for protecting the environment 	
Challenging Stereotypes and offensive words			<ul style="list-style-type: none"> ➤ How words can hurt others, even if they are not present. 	<ul style="list-style-type: none"> ➤ R21. about discrimination: what it means and how to challenge it ➤ R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background 		
Emergencies			<ul style="list-style-type: none"> ➤ H35. about what to do if there is an accident and someone is hurt ➤ H36. how to get help in an emergency (how to dial 999 and what to say) 	<ul style="list-style-type: none"> ➤ H43. about what is meant by first aid; basic techniques for dealing with common injuries ➤ H36. how to get help in an emergency (how to dial 999 and what to say) 		
Staying safe at home			<ul style="list-style-type: none"> ➤ H29. to recognise risk in simple everyday situations and what action to take to minimise harm ➤ H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) ➤ H31. that household products (including medicines) can be harmful if not used correctly 	<ul style="list-style-type: none"> ➤ H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe ➤ H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 		
Staying safe out and about			<ul style="list-style-type: none"> ➤ H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely, stranger danger 	<ul style="list-style-type: none"> ➤ H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about ➤ Road Safety ➤ Stranger Danger 		
Consent			<ul style="list-style-type: none"> ➤ R16. about how to respond if physical contact makes them feel uncomfortable or Unsafe ➤ R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact 	<ul style="list-style-type: none"> ➤ R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact ➤ R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 		
Sex Education and Puberty			<ul style="list-style-type: none"> ➤ H25. to name the main parts of the body and know some of their uses 	<ul style="list-style-type: none"> ➤ H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 	<ul style="list-style-type: none"> ➤ H26. that for some people gender identity does not correspond with their biological sex ➤ H31. about the physical and emotional changes that happen when approaching and during 	<ul style="list-style-type: none"> ➤ H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction



					<p>puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <ul style="list-style-type: none"> ➤ H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 	<ul style="list-style-type: none"> ➤ H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) ➤ H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
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