



DAWPOOL

Dawpool Church of England Primary School

Relationships Education & Health Education (RHE)



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control' (Galatians 5: 22-23).*

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Table of Contents

Vision Statement	3
Introduction	3
Implementation	4
Impact	5
Role of Parents and Carers	5
Parents right to withdraw	6
Monitoring and Review	6
Appendix A	7
The Church of England Education Office’s Charter For Faith Sensitive And Inclusive Relationships Education, Relationships And Sex Education (RSE) And Health Education (RSHE)	7
Appendix B	9
End of Key Stage 2 Expectations for Relationships Education and Health Education	9
Relationships Education	9
Health Education	11
Appendix C	13
Objectives taught and terminology used in the science curriculum as set out in the National Curriculum	13
Appendix D:	15
Heart Smart Scheme of Work at Dawpool Primary School	15



This policy is informed by Dawpool's Christian vision which is the basis for all our work and any actions taken under this policy will reflect this.

Vision Statement

The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.

Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Throughout this document, the term 'RSHE' is used to refer to Relationships and Sex Education and Health Education.

The approach taken by Dawpool closely follows the guidance produced by the Church of England Education Office (see [Appendix A](#)). We believe that everyone should be treated with dignity, as all people are made in the image of God and loved equally by God.

'So God created humankind in his image, in the image of God he created them'

Genesis 1:27

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. The Church of England also acknowledges that Sex Education in primary schools is not compulsory and it is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education. At Dawpool we **do not** teach pupils sex education beyond what is required of the science curriculum.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Relationships Education & Health Education (RHE) Policy

In line with our school's safeguarding policy, if a child is at risk of sexual harm, additional actions will be taken in accordance with our safeguarding policy.

Dawpool will approach RSHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all pupils, their families and the wider community. In so doing, Dawpool will ensure that the Equality Act of 2010 is applied in the school, and that no pupils are discriminated against because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, as detailed in the Guidance to the Equality Act 2010 issued to schools.

This policy should be read in conjunction with the latest government guidelines on RSHE which are available on the school website.

Reference should also be made to related school policies and schemes of work, including the Child Protection/Safeguarding Policy, SEND Policy, Science subject policy/scheme of work and RE policy/scheme of work, and also to the provisions of the Equality Act (2010):

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Implementation

The teaching of RSHE can be broken down into its three constituent parts, with each aspect of RSHE having its own separate objectives.

In **Relationships Education**, the focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

In **Health Education**, the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

While **Sex Education** is not compulsory in primary schools, DfE guidance highlights its importance as part of older pupils' transition from primary to secondary school, and their readiness for the different challenges that they will face in secondary school. Dawpool acknowledges that pupils are taught Sex Education on transition to secondary school as part of the Year 7 curriculum.

At Dawpool, we have adopted the Heart Smart scheme of learning for delivering Relationships and Health Education which links closely with the school's vision and is delivered around 6 key topics:

- Get Heart Smart
- Don't forget to let love in
- Too much selfie isn't healthy
- Don't rub it in, rub it out
- Fake is a mistake
- No way through, isn't true

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Relationships Education & Health Education (RHE) Policy

Topics are explored in each year group, enabling pupils to build on knowledge, skills and understanding in a progressive manner. For an overview of the content for each topic in each year group, please refer to [Appendix D](#) at the end of this policy.

The statutory elements of sex education are covered as part of the KS2 science curriculum under the topic Animals Including Humans. This area of the curriculum is delivered to pupils in Years 5 & 6 (see [Appendix C](#) for objectives taught and terminology used).

Some aspects of Relationships and Health Education, including physical health and fitness, online relationships and internet safety and harms will be delivered through the Physical Education and Computing Curriculum.

Impact

Successful RSHE in primary schools will ensure that our pupils develop the knowledge, understanding and attitudes they need to:

- Respect themselves and others as being unique, wonderfully made and loved by God,
- Recognise and form healthy relationships, and equally to recognise unhealthy and/or unequal relationships
- Keep themselves and others safe and healthy, both physically and mentally
- Become happy, resilient and productive members of society
- Be prepared for the future challenges they will face as they grow and move on from primary school

Government guidance sets out clear objectives for what pupils should know and understand in both Relationships and Health Education by the time they leave primary school. These expectations are attached as [Appendix B](#).

The effectiveness of teaching and learning in RSHE will be monitored by school leaders in much the same way as in other areas of the curriculum, for example through talking to pupils or looking at examples of pupils' work.

Role of Parents and Carers

The approach that we take at Dawpool recognises the important, central role that parents have to play in the areas covered by RSHE. Government guidance says: *"We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education."*

Dawpool will endeavour to ensure that RSHE is taught in an open and transparent way, and that parents are fully informed at all stages. Schemes of work for RSHE and Science are published on the school website.

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Parents right to withdraw

Parents **do not** have the right to withdraw their children from Relationships and Health Education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum (see [Appendix C](#)). The compulsory changing of the adolescent body topics will be taught in single sex groups and, where possible, using a member of staff from the school nursing service.

Monitoring and Review

This policy will be reviewed on an annual basis by the Relationships and Health Education subject lead, Head Teacher and Governors. The next scheduled review date for this policy is **January 2026**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff and parents by the school website.

Latest Review: January 2025



[Appendix A](#)

The Church of England Education Office's Charter For Faith Sensitive And Inclusive Relationships Education, Relationships And Sex Education (RSE) And Health Education (RSHE)

We commit:

1. To work in partnership with parents and carers.

This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE.

It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.

It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.

It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.



5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.

It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.

It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.

It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.



Appendix B

End of Key Stage 2 Expectations for Relationships Education and Health Education

Relationships Education

<p>Families and people who care for me</p> <p>(F)</p>	<p>Pupils should know</p> <ol style="list-style-type: none">1. that families are important for children growing up because they can give love, security and stability.2. 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.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 other children's families are also characterised by love and care. 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.4. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.5. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p> <p>(CF)</p>	<p>Pupils should know</p> <ol style="list-style-type: none">1. how important friendships are in making us feel happy and secure, and how people choose and make friends.2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.4. 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.5. 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.
<p>Respectful relationships</p> <p>(RR)</p>	<p>Pupils should know</p> <ol style="list-style-type: none">1. 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.2. practical steps they can take in a range of different contexts to improve or support respectful relationships.



Relationships Education & Health Education (RHE) Policy

	<ol style="list-style-type: none"> 3. the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. 4. 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. 5. 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. 6. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 7. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p style="text-align: center;">Online relationships</p> <p style="text-align: center;">(OR)</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. 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. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
<p style="text-align: center;">Being Safe</p> <p style="text-align: center;">(BS)</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources



Health Education

<p>Mental Wellbeing (MW)</p>	<p>Pupils should know</p> <ol style="list-style-type: none">1. that mental wellbeing is a normal part of daily life, in the same way as physical health.2. 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.3. 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.4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.9. 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).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.
<p>Internet safety and harms (ISH)</p>	<p>Pupils should know</p> <ol style="list-style-type: none">1. that for most people the internet is an integral part of life and has many benefits.2. 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.3. 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.4. why social media, some computer games and online gaming, for example, are age restricted.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 mental health.6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.7. where and how to report concerns and get support with issues online.



Relationships Education & Health Education (RHE) Policy

<p>Physical health and fitness</p> <p>(PH)</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy Eating</p> <p>(HE)</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol and tobacco</p> <p>(DAT)</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
<p>Health and prevention</p> <p>(H)</p>	<p>Pupils should know</p> <ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. the facts and science relating to allergies, immunisation and vaccination
<p>Basic first aid</p> <p>(FA)</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

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<p>Changing adolescent body</p> <p>(CAB)</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix C

Objectives taught and terminology used in the science curriculum as set out in the National Curriculum

<p>Year 1</p>	<p>Statutory Requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
	<p>Notes & Guidance (non-statutory)</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>
<p>Year 2</p>	<p>Statutory Requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults
	<p>Notes & Guidance (non-statutory)</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should</p>

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	<p>be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</p>
Year 3 & 4	No Science Links
Year 5	<p>Statutory Requirements</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. • describe the changes as humans develop to old age.
	<p>Notes & Guidance (non-statutory)</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>
Year 6	<p>Statutory Requirements</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
	<p>Notes & Guidance (non-statutory)</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p>

Appendix D:

Heart Smart Scheme of Work at Dawpool Primary School

YEAR 6




Dawpool CE (Aided) Primary School

Relationships & Health Education (RHE) Curriculum; YEAR 6

R&HE: Relationships education, relationships and sex education (RSE) and health education

PSHE: PSHE Association Programmes of Study



Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Powerful Poses Demonstrate that our body language can be used to help us feel more powerful	Stunt Trainers Comparing our hearts to trainers - how do we keep our hearts soft but strong	Secret Scenarios Recognising when it is right to keep a secret and when a secret should be shared	Tying the Knot Recognising the importance of commitment in marriage	Healthy Food, Healthy Heart Learning about the Eatwell plate and how to plan a healthy meal	Get HEARTSMART Reflection What we have learned about Get HEARTSMART
	HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	ACTIVITY R&HE - RR4, MW8 PSHE - H6	WORKSHEET R&HE - MW1, MW3, MW4 PSHE - H1	DISCUSSION R&HE - B52, B55 PSHE - R9, H14	ACTIVITY R&HE - T5 PSHE - R5	ACTIVITY R&HE - FEE PSHE - I9	WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN	Don't Forget to Let Love In Introduction to the 1st HeartSmart principle	What are you worth? Working out what we are worth	People say I am Encouraging one another with kind and positive words & accepting the words spoken about us	Thanks Up Recalling significant events and people in our lives so far	Gratitude jar Thinking of things we are grateful for each week	Signs to Spot Identifying early signs of illness	Don't Forget to Let Love In Reflection What we have learned about Don't Forget to Let Love In
	HS FILM R&HE - RR4, MW1 PSHE - H1, R2	ACTIVITY R&HE - RR4 PSHE - H5	ACTIVITY R&HE - CF3 PSHE - I9	ACTIVITY R&HE - F1, F3, CF1 PSHE - R4	ACTIVITY R&HE - MW1 PSHE - H1	ACTIVITY R&HE - HP1 PSHE - N/A	WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie Isn't Healthy! Introduction to the 2nd HeartSmart principle	All the Same, All Different Demonstrating ways we are different and ways we are the same	Listen up! Practising being a good listener	You go before me Thinking of ways the generations before us have overcome challenges that we benefit from	Growing together Considering ways we can be a good friend and support one another	Social media - good or bad? Discussing the benefits and dangers of social media	Too Much Selfie Isn't Healthy! Reflection What we have learned about Too Much Selfie Isn't Healthy!
	HS FILM R&HE - CF3, CF5 PSHE - R1, R2	GAME R&HE - CF3, RR1, RR5 PSHE - L11, R13	ACTIVITY R&HE - CF4, RR1 PSHE - H10	ACTIVITY R&HE - RR5 PSHE - L11	ACTIVITY R&HE - CF2, CF5 PSHE - R10	DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22, H24	WORKSHEET R&HE - CF2, CF5 PSHE - R1, R2

YEAR 6



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: **YEAR 6**



R&HE: Relationships education, relationships and sex education (RSE) and health education

PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Powerful Poses Demonstrate that our body language can be used to help us feel more powerful.	Stone Trainers Comparing our hearts to trainers - how do we keep our hearts soft but strong	Secret Scenarios Recognising when it is right to keep a secret and when a secret should be shared	Tying the Knot Recognising the importance of commitment in marriage	Healthy Food, Healthy Heart Learning about the Eatwell plate and how to plan a healthy meal	Get HEARTSMART Reflection What we have learned about Get HEARTSMART
	HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	ACTIVITY R&HE - RR4, MWE PSHE - H5	WORKSHEET R&HE - MW1, MW2, MW4 PSHE - H1	DISCUSSION R&HE - SSG, BSS PSHE - R2, H14	ACTIVITY R&HE - F2 PSHE - R2	ACTIVITY R&HE - HE1 PSHE - H3	WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle	What are you worth? Working out what we are worth	People say I am Encouraging one another with kind and positive words & accepting the words spoken about us	Thumbs Up Recalling significant events and people in our lives so far	Gratitude jar Thinking of things we are grateful for each week	Signs to Spot Identifying early signs of stress	Don't Forget to Let Love In Reflection What we have learned about Don't Forget to Let Love In!
	HS FILM R&HE - RR4, MW1 PSHE - H1, R2	ACTIVITY R&HE - RR4 PSHE - H5	ACTIVITY R&HE - CF3 PSHE - H5	ACTIVITY R&HE - F1, F3, CF1 PSHE - R4	ACTIVITY R&HE - MW1 PSHE - H1	ACTIVITY R&HE - HP1 PSHE - N/A	WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	All the Same, All Different Demonstrating ways we are different and ways we are the same	Listen up! Practicing being a good listener	You go before me Thinking of ways the generations before us have overcome challenges that we benefit from	Growing together Considering ways we can be a good friend and support one another	Social media - good or bad? Discussing the benefits and dangers of social media	Too Much Selfie isn't Healthy! Reflection What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE - CF2, CF3 PSHE - R1, R2	GAME R&HE - CF3, RR1, RR5 PSHE - L11, R13	ACTIVITY R&HE - CF4, RR1 PSHE - H10	ACTIVITY R&HE - RR5 PSHE - L11	ACTIVITY R&HE - CF2, CF3 PSHE - R10	DISCUSSION R&HE - ISH2, ISH3, ISH4 PSHE - H22, H24	WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

YEAR 5



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 5



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	<p>Get HEARTSMART Introduction to HeartSmart.</p> <p>HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2</p>	<p>Boss v Leader Considering how powerful people lead others.</p> <p>ACTIVITY R&HE - RR1, BS4 PSHE - L6</p>	<p>Lion Heart Describing the heart reputation we would like</p> <p>ACTIVITY R&HE - CF2, RR1 PSHE - H5</p>	<p>Watch What You Watch Discussing how to know what we should and shouldn't watch</p> <p>WORKSHEET R&HE - ISH2, ISH4 PSHE - H2</p>	<p>Letter of Thanks Writing letters of thanks to people who support and encourage us</p> <p>ACTIVITY R&HE - F1, F2, F4 PSHE - R4</p>	<p>Sleep Well Thinking about the importance of good quality sleep for health</p> <p>DISCUSSION R&HE - HP3 PSHE - H2</p>	<p>Get HEARTSMART Reflection What we have learned about Get HEARTSMART.</p> <p>WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2</p>
DON'T FORGET TO LET LOVE IN!	<p>Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle</p> <p>HS FILM R&HE - RR4, MW1 PSHE - H1, R2</p>	<p>Gunner Making the connection between Gunner's story and Don't Forget to Let Love In!</p> <p>ACTIVITY R&HE - CF2 PSHE - R11</p>	<p>Make the Right Voice Choice Considering the way the words we listen to about ourselves make us feel</p> <p>ACTIVITY R&HE - F6, CF5, MW1 PSHE - H1</p>	<p>Under Pressure Thinking about different sources of pressure, including from our friends, and ways we can respond</p> <p>ACTIVITY R&HE - BS5, BS8 PSHE - H12, H14</p>	<p>Allocating Resources Recognising that resources can be allocated in different ways and these choices affect others</p> <p>ACTIVITY R&HE - N/A PSHE - L13</p>	<p>Help! Who to go to for help and how to keep asking until help is given</p> <p>ACTIVITY R&HE - BS6, BS7, BS8 PSHE - H23</p>	<p>Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in!</p> <p>WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7</p>
TOO MUCH SELFIE ISN'T HEALTHY!	<p>Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle</p> <p>HS FILM R&HE - CF2, CF3 PSHE - R1, R2</p>	<p>When I'm Feeling Lonely... What we can do when we feel lonely</p> <p>ACTIVITY R&HE - MW7, OR4 PSHE - H1</p>	<p>Read My Lips Listening to what others say</p> <p>GAME R&HE - RR1, RP2 PSHE - R10</p>	<p>Honour Thinking of people who deserve honour and suggesting ways to honour them</p> <p>ACTIVITY R&HE - RR5 PSHE - L8, L11</p>	<p>Great Groups To investigate the purpose and role of different groups (inc. pressure groups)</p> <p>ACTIVITY R&HE - N/A PSHE - L10</p>	<p>Be Aware What You Share Developing an awareness of what you should and shouldn't share online</p> <p>ACTIVITY R&HE - OR1, OR4, ISH3 PSHE - H25</p>	<p>Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy!</p> <p>WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2</p>

YEAR 5



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: **YEAR 5**



R&HE: [Relationships education, relationships and sex education \(RSE\) and health education](#)

PSHE: [PSHE Association Programmes of Study](#)

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	<p>Don't Rub it in, Rub it Out Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&HE - CF4, RP2 PSHE - H1</p>	<p>Different Perspectives Developing simple strategies to resolve conflict</p> <p>ACTIVITY R&HE - CF4, RP2 PSHE - R7, R12, L8</p>	<p>Nelson Mandela Describing what Nelson Mandela's life teaches us about forgiveness</p> <p>DISCUSSION R&HE - MW1 PSHE - R2</p>	<p>Emotions don't drive! How to handle our emotions</p> <p>ACTIVITY R&HE - MW2, MW3 PSHE - H6</p>	<p>I did not I am Discussing how we respond to our own mistakes</p> <p>DISCUSSION R&HE - MW3 PSHE - H1</p>	<p>Bully Busting Recognise bullying in all its forms and thinking about strategies to deal with bullying</p> <p>WORKSHEET R&HE - RP6, MW8 PSHE - R13</p>	<p>Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out!</p> <p>WORKSHEET R&HE - CF4, RP2 PSHE - H1, H7</p>
FAKE IS A MISTAKE	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&HE - CF2 PSHE - R2</p>	<p>Time To Get Real How images we see online and in the media don't always represent reality</p> <p>DISCUSSION R&HE - OR1, OR4, ISH PSHE - H4, L17, L18</p>	<p>No Need to Hide What's Inside Exploring how shame can make us want to hide how we really feel</p> <p>ACTIVITY R&HE - CF1, MW2, MW3 PSHE - H7, H14, R8</p>	<p>Soft Shells Knowing who we can trust to be vulnerable and open with</p> <p>FILM CLIP R&HE - CF2, BS1, BS8 PSHE - R2, R21</p>	<p>Hearts that Welcome Feedback How feedback can help us grow</p> <p>ACTIVITY R&HE - CF1, CF3 PSHE - R1, R7, R12</p>	<p>Decisions, Decisions! Finding out about the risks associated with alcohol for young people</p> <p>ACTIVITY R&HE - DAT1 PSHE - H17</p>	<p>Fake is a Mistake Reflection What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&HE - CF2 R&HE - R2</p>
'NO WAY THROUGH', ISN'T TRUE	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM R&HE - MW2 PSHE - H6, H7</p>	<p>Egg in the Flask Demonstrating that 'No Way Through' isn't True!</p> <p>ACTIVITY R&HE - MW4 PSHE - H7</p>	<p>Success isn't always what you see How the successes we achieve on the inside can often be greater than those seen on the outside</p> <p>WORKSHEET R&HE - MW4 PSHE - H1, H5</p>	<p>Hope Light Looking at the power of Hope and how it can keep us going</p> <p>ACTIVITY R&HE - MW1, MW4 PSHE - H1, H5</p>	<p>Period Relay Key facts about the menstrual cycle</p> <p>WORKSHEET R&HE - CAB2 PSHE - H13</p>	<p>What am I? How to look after ourselves during puberty</p> <p>GAME R&HE - CAB1, CAB2 PSHE - H13</p>	<p>'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET R&HE - MW2 PSHE - H6, H7</p>



YEAR 4



Dawpool CE (Aided) Primary School

Relationships & Health Education (RHE) Curriculum: YEAR 4



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Words have power Demonstrating consequences of the words we use about ourselves and others	Reap what you sow Suggesting ways we can grow a desired characteristic e.g. kindness	Wily wolf Thinking about and discussing how we know who we can trust	Family Recipe Thinking about the characteristics that make a healthy family	Healthy Minds Recognising what positively and negatively affects our mental health	Get HEARTSMART Reflection What we have learned about Get HEARTSMART
	HS FILM R&HE - CF1, CF3, MW1 PSHE - H2, R2	ACTIVITY R&HE - MW8, RR5, RR6 PSHE - R7	ACTIVITY R&HE - CF2 PSHE - R11	DISCUSSION R&HE - B51, B55 PSHE - R21, H23	ACTIVITY R&HE - F2 PSHE - R4	WORKSHEET R&HE - MW7, MW10 PSHE - H11, H14	WORKSHEET R&HE - CF1, CF3, MW1 PSHE - H1, R2
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle	Heart to heart Looking at ways we feel loved	Brilliant me ball Celebrating our strengths and achievements	One in a million Comparing measurements to determine our uniqueness	Don't agree with I don't like me Highlighting things about our bodies we are grateful for	Hands up! Creating a catchy rhyme/song or rap to remind others about the importance of hand washing	Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in!
	HS FILM R&HE - RR4, MW1 PSHE - H1, R2	ACTIVITY R&HE - F1, F3, F4 PSHE - R2	ACTIVITY R&HE - RR4 PSHE - H5	ACTIVITY R&HE - N/A PSHE - H5	ACTIVITY R&HE - MW4 PSHE - H1	ACTIVITY R&HE - HPS PSHE - H12	WORKSHEET R&HE - RR4, MW1 PSHE - H1, H7
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	What's missing? Being aware of surroundings and people around you	Guess my feelings Suggesting how someone is feeling based on their facial expressions and body language	Unseen heroes Thinking about and thanking the unseen heroes of our local community	Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal	True Smartphone Developing an awareness of ways to use mobile phones and tablets responsibly	Too Much Selfie isn't Healthy! Reflection What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE - CF2, CF3 PSHE - R1, R2	GAME R&HE - CF1 PSHE - L7, H23	ACTIVITY R&HE - MW2, MW3 PSHE - R1	ACTIVITY R&HE - RR5, B58 PSHE - H23	GAME R&HE - CF2, CF3 PSHE - R11, R12	WORKSHEET R&HE - ISH2, ISH7 PSHE - H24	WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

YEAR 4



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: **YEAR 4**



R&HE: Relationships education, relationships and sex education (RSE) and health education

PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	<p>Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&HE - CF4, RR2 PSHE - H1</p>	<p>Saying sorry Discussing ways to fix broken friendships</p> <p>DISCUSSION R&HE - CF4, CF5, RR3 PSHE - H12</p>	<p>Pass through the pain barrier Discussing what forgiveness is and the value of forgiving others</p> <p>DISCUSSION R&HE - CF4, MW3 PSHE - H1</p>	<p>Good stress, bad stress Talking about different types of stress and ways to manage negative stress</p> <p>ACTIVITY R&HE - MW5, MW6 PSHE - H6</p>	<p>Boundaries Learning about personal boundaries</p> <p>DISCUSSION R&HE - RR3, BS1 PSHE - R21</p>	<p>Be Kind Online Recognising and dealing with online abuse</p> <p>WORKSHEET R&HE - ISH1, ISH5, ISH7 PSHE - R18</p>	<p>Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out!</p> <p>WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7</p>
FAKE IS A MISTAKE	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&HE - CF2 PSHE - R2</p>	<p>Human BEings not DOings Celebrating one another for who we are not what we do</p> <p>ACTIVITY R&HE - RR1, CF3 PSHE - H1, H5</p>	<p>Voice of Love Who speaks into our lives and are they using the voice of love?</p> <p>WORKSHEET R&HE - F2, CF3 PSHE - H1, R10</p>	<p>Speak Truth Having the courage to tell the truth isn't always easy</p> <p>STORY R&HE - CF5 PSHE - R2, H13</p>	<p>Dare to be different When dares are fun and when they are not. Thinking of ways to say no to dare</p> <p>ACTIVITY R&HE - RR3, BS1, BS5 PSHE - R15, H10</p>	<p>Risky Business Learning the facts and risks associated with smoking</p> <p>ACTIVITY R&HE - DAT1 PSHE - H17</p>	<p>Fake is a Mistake Reflection What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&HE - CF2 PSHE - R2</p>
'NO WAY THROUGH', ISN'T TRUE	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM R&HE - MW2 PSHE - H5, H7</p>	<p>Endurance Expedition Thinking about the skills and attitudes needed to meet a challenge</p> <p>ACTIVITY R&HE - MW3, MW4 PSHE - H7</p>	<p>Habits - Help or Hinder? Considering the habits we need to develop or change to reach our goals</p> <p>WORKSHEET R&HE - MW4, MW5 PSHE - H18</p>	<p>Just Keep Swimming How to persevere and hold onto hope</p> <p>FILM CLIP R&HE - MW3, MW4 PSHE - H7, R2</p>	<p>Dreamers Dreaming of the future</p> <p>ACTIVITY R&HE - N/A PSHE - H5</p>	<p>Changing Me! Key facts about the changes that take place in puberty between 9 - 11</p> <p>WORKSHEET R&HE - CAB1 PSHE - H8, H10</p>	<p>'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET R&HE - MW2 PSHE - H6, H7</p>

YEAR 3



Dawpool CE (Aided) Primary School

Relationships & Health Education (RHE) Curriculum: **YEAR 3**



R&HE: [Relationships education, relationships and sex education \(RSE\) and health education](#)
PSHE: [PSHE Association Programmes of Study](#)

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	<p>Get HEARTSMART Introduction to HeartSmart</p> <p>HS FILM RSHE - CF1, CF3, MW1 PSHE - H2, R2</p>	<p>Batteries Looking at ways we can be positive (kind) and negative (unkind) to one another</p> <p>ACTIVITY RSHE - CF1, CF2 PSHE - R3</p>	<p>Inside Out Recalling memories and associating a feeling with them</p> <p>FILM CLIP RSHE - MW3, MW4 PSHE - H7</p>	<p>Guard your Heart Thinking about things we need to guard our hearts from</p> <p>GAME RSHE - CF5 PSHE - R3</p>	<p>My squad Listing the people in our lives we are grateful for</p> <p>WORKSHEET RSHE - F1, CF1 PSHE - R4</p>	<p>Full or Empty? Thinking of the benefits of living a healthy lifestyle</p> <p>WORKSHEET RSHE - PH1, PH3, PH4</p>	<p>Get HEARTSMART Reflection What we have learned about Get HEARTSMART</p> <p>WORKSHEET RSHE - CF3, MW1 PSHE - H1, R2</p>
DON'T FORGET TO LET LOVE IN!	<p>Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle</p> <p>HS FILM RSHE - RR4, MW1 PSHE - H1, R2</p>	<p>Wear it with pride Learning to accept the encouragement given to us by others</p> <p>ACTIVITY RSHE - CF1, CF3 PSHE - L8</p>	<p>Love is... Considering what love is and what it isn't</p> <p>WORKSHEET RSHE - TR, CF2, CF3 PSHE - L4</p>	<p>Means Comparing 'Ta Fit' before and after she 'let love in'</p> <p>FILM CLIP RSHE - MW2, MW4, MW7 PSHE - R1</p>	<p>Growing gratitude Listing things we are grateful for and why</p> <p>ACTIVITY RSHE - RR3 PSHE - H1</p>	<p>Love yourself Making good choices to keep our hearts healthy.</p> <p>ACTIVITY RSHE - HE1, HE2 PSHE - H1, H3</p>	<p>Don't Forget to Let Love In Reflection What we have learned about Don't Forget to Let Love In!</p> <p>WORKSHEET RSHE - RR4, MW1 PSHE - H1, H7</p>
TOO MUCH SELFIE ISN'T HEALTHY!	<p>Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle</p> <p>HS FILM RSHE - CF2, CF3 PSHE - R1, R2</p>	<p>Flip your phone How can you be selfie and doing something kind for others?</p> <p>WORKSHEET RSHE - CF3, RR2 PSHE - R7</p>	<p>What's your emergency? How to respond in an emergency</p> <p>ACTIVITY RSHE - BFA1 PSHE - H15</p>	<p>Elizabeth Everest Honouring others for their kindness</p> <p>ACTIVITY RSHE - RR5 PSHE - R7</p>	<p>No man is an island Working together, listening to one another and respecting other's views</p> <p>GAME RSHE - CF2, CF3 PSHE - L8</p>	<p>Padlocked Privacy Discussing why it is important to keep personal information private</p> <p>WORKSHEET RSHE - CR3, CR5 PSHE - H32</p>	<p>Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy!</p> <p>WORKSHEET RSHE - CF2, CF3 PSHE - R1, R2</p>

YEAR 3



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 3



R&HE: [Relationships education, relationships and sex education \(RSE\) and health education](#)
PSHE: [PSHE Association Programmes of Study](#)

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	<p>Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&HE - CF4, HR2 PSHE - H1</p>	<p>Magic water Demonstrating the effects of saying sorry</p> <p>DISCUSSION R&HE - CF4, CF5, RR3 PSHE - R7, R12</p>	<p>Play it out Considering different ways to respond to scenarios</p> <p>WORKSHEET R&HE - CF4 PSHE - R2</p>	<p>Balloon Blast Demonstrating the benefits of letting go of hurt</p> <p>ACTIVITY R&HE - CF4, MW2 PSHE - R12</p>	<p>Marble Jar Discussion around how trust is built and betrayed</p> <p>FILM CLIP R&HE - CF2, CF5 PSHE - R3</p>	<p>Who am I? Recognising and challenging stereotypes</p> <p>WORKSHEET R&HE - RR7 PSHE - R10</p>	<p>Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub it in, Rub it Out!</p> <p>WORKSHEET R&HE - CF4, RR2 PSHE - H1, H7</p>
FAKE IS A MISTAKE	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&HE - CF2 PSHE - R2</p>	<p>Spot the Difference The real me is the best me</p> <p>ACTIVITY R&HE - OR1, ISH6 PSHE - R7</p>	<p>Shame Detectives Spotting shame and replacing it with truth</p> <p>WORKSHEET R&HE - CF3, MW2 PSHE - H7, H5</p>	<p>Circle of Trust Thinking about appropriate and inappropriate contact</p> <p>WORKSHEET R&HE - B53, B55 PSHE - H1</p>	<p>Build on Truth Importance of truth to build strong friendships</p> <p>DISCUSSION R&HE - CF2 PSHE - R2, R3, R7</p>	<p>Allergy Allies! Learning the facts and science about allergies</p> <p>DISCUSSION R&HE - HP6</p>	<p>Fake is a Mistake Reflection What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&HE - CF2 PSHE - R2</p>
'NO WAY THROUGH', ISN'T TRUE	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM R&HE - MW2 PSHE - H6, H7</p>	<p>Snakes and Ladders Thinking about progress (ladders) and setbacks (snakes)</p> <p>ACTIVITY R&HE - MW3, MW4 PSHE - H5, H7</p>	<p>Get Back Up Importance of getting back up and trying again</p> <p>DISCUSSION R&HE - MW1 PSHE - H7</p>	<p>I can help! Learning how to respond to emergency first aid situations</p> <p>ACTIVITY R&HE - BFA3 PSHE - H15</p>	<p>Dream Attitudes Developing the right attitudes to achieve our dreams</p> <p>WORKSHEET R&HE - MW1 PSHE - H5, H7</p>	<p>Embracing Change How to manage change well</p> <p>ACTIVITY R&HE - MW2, MW3, MW4 PSHE - H7, H8</p>	<p>'No Way Through' isn't True Reflection What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET R&HE - MW2 PSHE - H6, H7</p>

YEAR 2



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 2



R&HE: Relationships education, relationships and sex education (RSE) and health education

PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Power Plus Describing how we can use our power in positive and negative ways	Heart Decisions Considering the reputations we would like to have	Bright Hearts What is in our hearts, is played out in our words and actions	Love Map Identifying special people and how they show us love	Boris Face Plate Creating a robot face from healthy foods	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART
	HS FILM RSHE - CF3, MW1 PSHE - H2, R2	ACTIVITY RSHE - CF3 PSHE - L1	ACTIVITY RSHE - CF2, MW1 PSHE - H2	ACTIVITY RSHE - MW3, MW1 PSHE - H2	WORKSHEET RSHE - F1, F2 PSHE - R9	ACTIVITY RSHE - HE2, HE3 PSHE - H1	WORKSHEET RSHE - CF3, MW1 PSHE - R2, R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle	I am cubes Recognising and celebrating our strengths and ways in which we are all unique	Trash or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves	Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you	Boundin Discussion about how being thankful for what we have, changes our attitude	Heartbeat Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves	Don't Forget to Let Love In! Reflection Circle time - What we have learned about Don't Forget to Let Love In!
	HS FILM RSHE - RR4, MW1 PSHE - R1, R4	WORKSHEET RSHE - RR4 PSHE - H3	ACTIVITY RSHE - RR4, RR5 PSHE - L3	ACTIVITY RSHE - WA PSHE - L3	FILM CLIP RSHE - MW6 PSHE - H3	ACTIVITY RSHE - PH1, PH2, PH3 PSHE - H1	WORKSHEET RSHE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie Isn't Healthy! Introduction to the 2nd HeartSmart principle	Spot the Difference Be aware of surroundings and the people around you	Secret Kindness Agents Looking for opportunities to do something kind for others	Everyday Heroes Thinking about people who look after us in our community	We all Fit Together Looking at how are we the same and how we are different	HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online	Too Much Selfie Isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie Isn't Healthy!
	HS FILM RSHE - CF2, CF3 PSHE - R1, R2	ACTIVITY RSHE - CF1 PSHE - L4	ACTIVITY RSHE - CF3, RR2 PSHE - R4	ACTIVITY RSHE - RR1, RR5, B56 PSHE - L10	ACTIVITY RSHE - RR1, RR5 PSHE - L9, R8	WORKSHEET RSHE - OR2, OR3, OR5, IS47 PSHE - H12, H14, H15	WORKSHEET RSHE - CF2, CF3 PSHE - R1, R2

YEAR 2

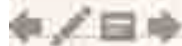


Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 2



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	<p>Don't Rub it In, Rub it Out! Introduction to the 1st HeartSmart principle</p> <p>HS FILM RSHE - CF4, RR2 PSHE - H3</p>	<p>That's what Friends are for (Shrek) Saying sorry and offering forgiveness between friends</p> <p>FILM CLIP RSHE - CF4 PSHE - R5</p>	<p>Billion Spoons Demonstrating how feeding one's unforgiveness can make us feel</p> <p>ACTIVITY RSHE - MW3, MW4 PSHE - H4</p>	<p>Let the Ouch Out Reflecting on helpful ways to deal with hurt</p> <p>WORKSHEET RSHE - MW7, MW9 PSHE - H4, H5</p>	<p>Traffic Lights Ways to handle negative emotion.</p> <p>ACTIVITY RSHE - MW2, MW3 PSHE - H4, H13</p>	<p>Crumpled Hearts Demonstrating the consequences of teasing or bullying</p> <p>ACTIVITY RSHE - MW4, RR6, BS7 PSHE - R13, R14</p>	<p>Own't Rub it In, Rub it Out Reflection Circle time - What we have learned about Don't Rub it In, Rub it Out!</p> <p>WORKSHEET RSHE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2</p>
FAKE IS A MISTAKE	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM RSHE - CF2 PSHE - R1</p>	<p>Grains of Sand There never has and never will be another one of me</p> <p>ACTIVITY RSHE - N/A PSHE - L2</p>	<p>The Truth about Me Not all the thoughts we have about ourselves are true</p> <p>DISCUSSION RSHE - MW1, MW4 PSHE - R4, R12</p>	<p>Real is a Big Deal Discussing how different emotions feel</p> <p>WORKSHEET RSHE - MW2, MW3 PSHE - H4, H1</p>	<p>Nice to Meet You! Looking at ways to be polite when meeting others</p> <p>GAME RSHE - RR3 PSHE - R6</p>	<p>Sun Safe! Thinking of ways to stay safe in the sun</p> <p>ACTIVITY RSHE - RP2 PSHE - H1</p>	<p>Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!</p> <p>WORKSHEET RSHE - CF2 PSHE - R1</p>
'NO WAY THROUGH, ISN'T TRUE	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM RSHE - MW2 PSHE - H3, H4</p>	<p>Road signs Finding alternative solutions to problems</p> <p>ACTIVITY RSHE - MW2 PSHE - H3</p>	<p>Ways to Say Looking at seemingly impossible situations in different ways</p> <p>ACTIVITY RSHE - MW2, MW4 PSHE - H4</p>	<p>Rainbows from Rain Overcoming challenges and difficulties</p> <p>ACTIVITY RSHE - MW2, MW3 PSHE - H3</p>	<p>Imagine a Bright Future Imagining 'What if...' in a positive way</p> <p>ACTIVITY RSHE - MW1 PSHE - H1, H2</p>	<p>Energy Detectives Looking for signs of energy and thinking about ways to conserve it</p> <p>ACTIVITY RSHE - N/A PSHE - L1, L3</p>	<p>'No Way Through' isn't True Reflection Circle time - What we have learned about 'No Way Through' isn't True!</p> <p>WORKSHEET RSHE - MW2 PSHE - H3, H4</p>



YEAR 1



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 1



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	<p>Get HEARTSMART Introduction to HeartSmart</p> <p>HS FILM R&HE - CF3, MW1 PSHE - H2, R2</p>	<p>Power How we can use our power in positive and negative ways</p> <p>ACTIVITY R&HE - CF3, CF5 PSHE - R2, R12</p>	<p>Feelings Bingo Understanding our emotions</p> <p>GAME R&HE - MW2, MW3 PSHE - R1, H4</p>	<p>What goes in, must come out - Worm! What we put in our hearts is what comes out</p> <p>ACTIVITY R&HE - MW1 PSHE - H2</p>	<p>Guess Who? Who we are grateful for in our class and why</p> <p>GAME R&HE - CF1, CF2 PSHE - R9</p>	<p>Healthy Choices Helping Boris make good choices to keep healthy</p> <p>ACTIVITY R&HE - MW1, FH1 PSHE - H2</p>	<p>Get HEARTSMART: Reflection Circle time - What we have learned about Get HEARTSMART</p> <p>WORKSHEET R&HE - CF3, MW1 PSHE - R2, R4</p>
DON'T FORGET TO LET LOVE IN!	<p>Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle</p> <p>HS FILM R&HE - RR4, MW1 PSHE - R1, R4</p>	<p>Paras! Learning about appropriate and inappropriate contact</p> <p>WORKSHEET R&HE - BS3, BS4 PSHE - R10</p>	<p>Truth or Lies Differentiating between truths and lies about us</p> <p>ACTIVITY R&HE - MW1 PSHE - H3</p>	<p>Would you Rather? Game of preference</p> <p>GAME R&HE - CF3 PSHE - L8</p>	<p>Marshmallow Test Learning that there is a choice in spending and saving</p> <p>ACTIVITY R&HE - N/A PSHE - L7</p>	<p>Taking Care of Me Ways to take care of ourselves everyday</p> <p>ACTIVITY R&HE - HP4, HP5 PSHE - H1, H6, H7, H11</p>	<p>Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in!</p> <p>WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1</p>
TOO MUCH SELFIE ISN'T HEALTHY!	<p>Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle</p> <p>HS FILM R&HE - CF2, CF3 PSHE - R1, R2</p>	<p>Who's Missing? Developing an awareness of our surroundings and the people around us</p> <p>ACTIVITY R&HE - CF1 PSHE - L4</p>	<p>The Smartest Giant in Town How can we help others? How have others helped us?</p> <p>STORY R&HE - CF2, CF3 PSHE - L1</p>	<p>Who Looks After Me? Who looks after us? How can we show them our appreciation?</p> <p>ACTIVITY R&HE - F1, F2, F4 PSHE - H13</p>	<p>Teamwork - Monsters University Working as a team to reach an end goal</p> <p>FILM CLIP R&HE - CF2 PSHE - L3</p>	<p>Helping Boris Discussing simple rules to help keep us safe online</p> <p>WORKSHEET R&HE - OR2, OR3, ISH1 PSHE - H12</p>	<p>Too Much Selfie isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy!</p> <p>WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2</p>

YEAR 1



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: YEAR 1



R&HE: [Relationships education, relationships and sex education \(RSE\) and health education](#)
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<p>DON'T RUB IT IN, RUB IT OUT</p>	<p>Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle</p> <p>HS FILM R&HE - CF4, RR2 PSHE - H2</p>	<p>Goldilocks and Baby Bear Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends</p> <p>ACTIVITY R&HE - RR1, CF5 PSHE - R2, R4</p>	<p>Forgiveness Fizz Discussion around how forgiveness can help hard situations disappear</p> <p>ACTIVITY R&HE - CF4 PSHE - R1</p>	<p>Chalk faces Different ways we can handle negative emotion effectively</p> <p>ACTIVITY R&HE - MW2, MW3, MW4 PSHE - R6, R7</p>	<p>Disappointed Robots Exploring different ways to handle disappointment</p> <p>ACTIVITY R&HE - MW3 PSHE - H3, H4</p>	<p>Builders and Wreckers How the words we use can build others up or knock them down</p> <p>ACTIVITY R&HE - MW8, RR8 PSHE - R11, R14</p>	<p>Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out!</p> <p>WORKSHEET R&HE - CF4, RR2 PSHE - H2</p>
<p>FAKE IS A MISTAKE</p>	<p>Fake is a Mistake! Introduction to the 4th HeartSmart principle</p> <p>HS FILM R&HE - CF2 PSHE - R1</p>	<p>The Best Me Being yourself is the best you, you can be</p> <p>ACTIVITY R&HE - N/A PSHE - L3</p>	<p>Don't Hide What's Inside! Don't hide your true thoughts and feelings</p> <p>ACTIVITY R&HE - CF3, F4 PSHE - R1, R5</p>	<p>Mask Making Thinking about who we can trust to talk to when we are sad or mad</p> <p>ACTIVITY R&HE - CF5, BS6, BS7, BS8 PSHE - H3, H4</p>	<p>Telephone Whispers How small lies can have a big impact</p> <p>GAME R&HE - CF2 PSHE - R4, R2</p>	<p>Smile! Looking at the importance of good oral hygiene and dental health</p> <p>WORKSHEET R&HE - HP4 PSHE - H1</p>	<p>Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!</p> <p>WORKSHEET R&HE - CF2 PSHE - R1</p>
<p>'NO WAY THROUGH', ISN'T TRUE</p>	<p>'No Way Through' isn't True! Introduction to the final HeartSmart principle</p> <p>HS FILM R&HE - MW2 PSHE - H3, H4</p>	<p>Mission Possible Learning from our experiences and trying again</p> <p>ACTIVITY R&HE - MW4 PSHE - H3, R7</p>	<p>Tummy Talk Trusting our instincts: Good secrets v bad secrets</p> <p>ACTIVITY R&HE - BS5, BS6 PSHE - R2, H15</p>	<p>Seeds of Potential There is potential in all of us</p> <p>ACTIVITY R&HE - RR1 PSHE - L1, L4, H8</p>	<p>Hearts that Dream Creating Dreamboards to capture our hopes and dreams</p> <p>ACTIVITY R&HE - MW8 PSHE - H2</p>	<p>Love a lot, Miss a lot Circle time and activity around people, animals and things we have lost</p> <p>WORKSHEET R&HE - MW2, MW3, MW3 PSHE - H5, R1</p>	<p>'No Way Through' isn't True Reflection Circle time - What we have learned</p> <p>WORKSHEET R&HE - MW1 PSHE - H3, H4</p>

FOUNDATION 2



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: F2



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
GET HEARTSMART (Meet Boris)	My HeartSmart Toolbelt Looking at Boris' special tools to learn what it means to be HeartSmart	Becoming Boris Using junk materials to dress up as Boris	Fill Boris' Toolbox Roll a dice to find the missing tools from Boris' toolbox	How do they feel? Learning to read facial expressions and body language to understand how someone is feeling	My Heart is full Talking about the things we love and how they make us feel	Heart Hunt Looking for hidden hearts
	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MR	GAME PSED - MR	ACTIVITY PSED - MFB	ACTIVITY PSED - MFB	GAME PSED - MR
DON'T FORGET TO LET LOVE IN (I am special)	I am loved! Learning that each one of us is loved, special and important	My Favourite Things Thinking about our favourite things and how they are all different	My heart! Talking about how we demonstrate different emotions	Twinkle Twinkle Thinking about what makes our friends special	Who am I? Children to find different objects they like	EYFS has talent Demonstrating our different skills and talents
	CIRCLE TIME PSED - SC/SA	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MFB	GAME PSED - MR	ACTIVITY PSED - SC/SA	ACTIVITY PSED - SC/SA
TOO MUCH SELFIE ISN'T HEALTHY (I love others)	I love to... Discussion about who you love and what you love to do together	Parachute Families Game to demonstrate how everyone's family is different	Sorting Feelings Looking at ways people express how they are feeling and ways we can show we care	How do you do? Exploring ways to show care and affection for others	Helpful Hearts Thinking about how we show others we care when we offer our help	Thank you for helping me Thanking members of the school community for their help
	ACTIVITY PSED - MR	GAME PSED - MR	ACTIVITY PSED - MFB	GAME PSED - MR	ACTIVITY PSED - MR	ACTIVITY PSED - SC



FOUNDATION 2



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: F2



R&HE: Relationships education, relationships and sex education (RSE) and health education

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

FOUNDATION 1



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: F1



R&HE: Relationships education, relationships and sex education (RSE) and health education
PSHE: PSHE Association Programmes of Study

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
GET HEARTSMART (Meet Boris)	Boris' Beginnings Boris the Robot story – which voice should he listen to?	Build-a-Boris Make a robot from junk	Boris Shapes Make a robot from 2D shapes	Happy and you know it Song to demonstrate different emotions	Boris Face dough Different emotions using play dough	Boris' Hanging Hearts Heart rewards for children who are caught being kind
	STORY PSED - MR	ACTIVITY PSED - SC/SA	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MFB	ACTIVITY PSED - MFB	ACTIVITY PSED - MR
DON'T FORGET TO LET LOVE IN (I am special)	VIP Crowns Design and make a crown	Mirror, mirror Describe self in mirror and draw a self-portrait.	I am special because I am... Game to encourage children to think about why they are special	I am special song Children to suggest reasons they are special	Fingerprint tree Looking at uniqueness of fingerprints	All about me ball Circle time to tell the other children about yourself
	ACTIVITY PSED - SC/SA	ACTIVITY PSED - MR	GAME PSED - SC/SA	CIRCLE TIME PSED - SC/SA	ACTIVITY PSED - SC/SA	CIRCLE TIME PSED - SC/SA
TOO MUCH SELFIE ISN'T HEALTHY (I love others)	Who is special to me? Who loves and cares for Boris? Who do you love and care for?	My House Who lives in your house?	Catch a Smile Game to encourage children to share their smiles	Friendship web Circle time to use kind/encouraging words about one another.	A friend in need Game about looking out for and helping friends in need.	Bird Feeders How can we love the wildlife in our garden?
	CIRCLE TIME PSED - MR	ACTIVITY PSED - SC	GAME PSED - MR	CIRCLE TIME PSED - MR	GAME PSED - MR	ACTIVITY PSED - SC

FOUNDATION 1



Dawpool CE (Aided) Primary School Relationships & Health Education (RHE) Curriculum: F1



R&HE: Relationships education, relationships and sex education (RSE) and health education
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Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
DON'T RUB IT IN, RUB IT OUT (I am a good friend)	We're all Friends Together Thinking about what we like to do with our friends GAME PSED - MR	Sharing Island Game Game to encourage sharing and co-operation GAME PSED - MR	Robots and Mechanics Listening to instructions and co-operating with one another GAME PSED - MR	I am a kind friend Game to help children find simple ways to be kind to each other ACTIVITY PSED - MR	I make a good friend How to be a good friend ACTIVITY PSED - MR	Emoji emotions Encouraging children to describe how they are feeling using emojis CIRCLE TIME PSED - MFB
FAKE IS A MISTAKE (I tell the truth)	Boris Has... Game to demonstrate the importance of being kind and truthful GAME PSED - SC/SA	The Truth according to Arthur story Talking about the importance of telling the truth STORY PSED - MFB	Sorting words Sorting words into kind and unkind. ACTIVITY PSED - MFB	Animal Game – thankful to be me Pretending to be something else is fun but being me is better ACTIVITY PSED - MFB	Thankful Walk Walk around the school to spot things children are thankful for ACTIVITY PSED - SC/SA	In my House Circle time to celebrate the different things we do with our families CIRCLE TIME PSED - SC/SA
NO WAY THROUGH, ISN'T TRUE (I can do it!)	Nuts and Bolts Challenge the children to match the correct nuts to the correct bolts ACTIVITY PSED - SC/SA	With my...I can... Describing different things the children can do with their amazing body CIRCLE TIME PSED - SC/SA	We're Going on a Bear Hunt Interactive retelling of the story ACTIVITY PSED - MFB	Incy Wincy Spider Learning perseverance from Incy Wincy Spider ACTIVITY PSED - MFB	Road Blocks Moving cars around the mat by adhering to the road signs ACTIVITY PSED - SC/SA	Cup stack challenge Challenge to see how many cups the children can stack before they collapse ACTIVITY PSED - SC/SA

