



Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

"Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go"
Joshua 1:9

Our Personal, Social and Health Education policy for the Federation is based on the Christian values of our three schools. We aim for each school community to show and be shown love, compassion and respect through actions, words and deeds.

PHSE Policy

Our principle aim at the Oaks Federation is to provide a caring and stimulating Christian environment where the children acquire the skills, knowledge and understanding to become active learners for life. They are encouraged to recognise the positive contribution that they and others are able to make in an ever changing diverse society.

The aims of PSHE are to enable children to:

- know and understand what constitutes a healthy lifestyle (e.g. the benefits of physical activity, rest, healthy eating and dental health)
- be aware of safety issues (including road safety, the correct use of medicines and online safety)
- understand what makes for good relationships with others
- have respect for others
- be an independent and responsible member of our school community
- develop self-confidence and self-esteem enabling them to make informed choices
- be positive and active members of the wider community (e.g. what improves and harms their local environment)
- forms the basis of our safeguarding curriculum.
- explicitly develop children understands of our core values of love, respect and compassion.

Organisation and delivery of the PSHE Programme

EYFS:

PSED is delivered by class teachers through discrete units of work (HeartSmart) alongside integrated teaching within the wider EYFS curriculum (See progression- Appendix 1).

Key Stage One:

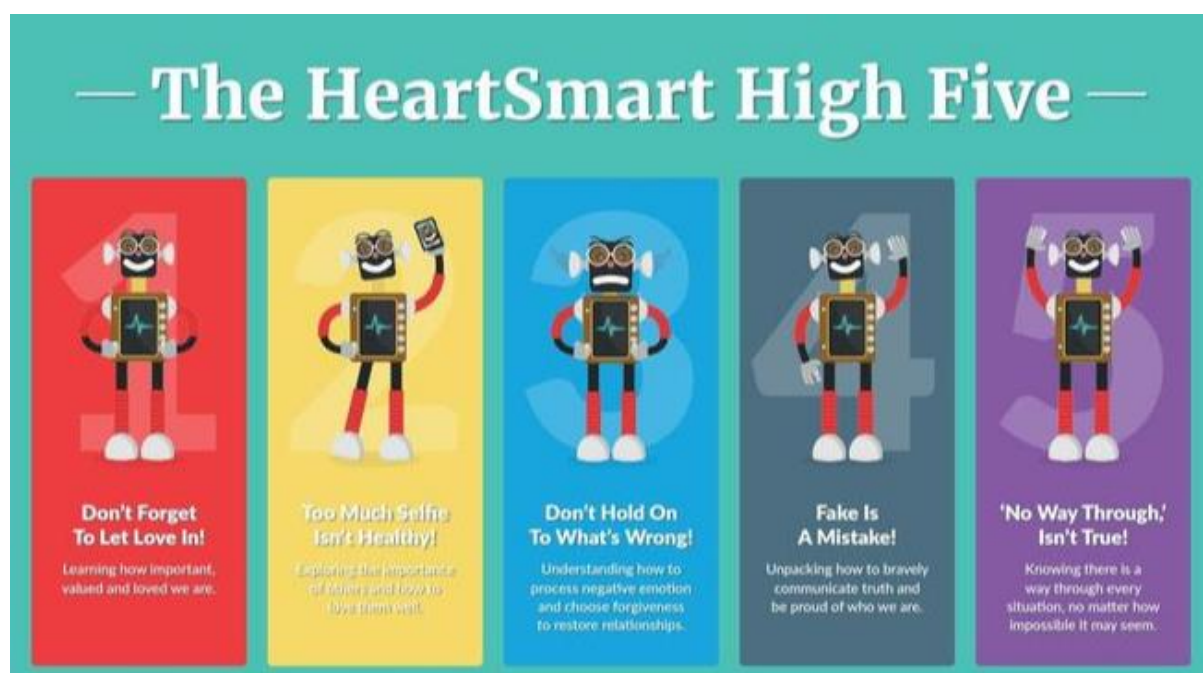
PHSE is delivered by class teachers through discrete units of work (HeartSmart) alongside integrated teaching within the wider curriculum. Heartsmart lessons will be taught on a two year rolling programme. CYCLE A will follow the Year Two lesson progression and CYCLE B will follow the Year One lesson progression (See progression- Appendix 2 & 3).

Heartsmart:

HeartSmart is a creative new approach that many primary schools use to build character, emotional health and resilience in children. It equips them with foundational principals and skills that will improve their mental health, relationships and academic achievement, As a school we recognise the value of educating the heart alongside educating the mind, and Heart Smart is a great tool to do just that.

BORIS THE ROBOT plays an important role in the assisting of teaching the pupils about PHSE. He's made from recycled rubbish that nobody wanted anymore. We follow his story of learning not to listen to the Scrapman's voice (who says he belongs to the scrapheap). There's a book that we read to reference throughout the programme.

There are five phrases that are part of the Heart Smart programme and we are sure you'll start hearing them in your home as well. They're called the **HeartSmart High Five** and here's a brief overview.



If you would like more information about HeartSmart then please watch the information video below.

<https://www.youtube.com/watch?v=Wl9XpRqJXwQ> (HeartSmart for parents)

Alongside HeartSmart, pupils will also experience a broader experience of PHSE through:

- Collective worship
- Community experience, e.g –day trips
- Whole school events –school fairs etc,
- Supporting charities
- Sports events
- Visitors to school/liaison with external agencies e.g. school nurse, dentist etc

Targeted PHSE provision

Our federation school also utilise three trained ELSA workers who are available to address specific issues regarding emotional health and social development as appropriate.

Resources and related policies

Here are some websites you might like to look at to help your children understand about how to stay safe and healthy.

[Keeping healthy](#) This website talks about keeping healthy and what you can do at home

- [Sun safety](#) This helps you think about how to keep safe in the sun.
- [Keeping children safe](#) Talks about the underwear rule.
- [Keeping children safe](#) This talks about keeping safe online.

[Keeping children safe](#) This talks about the stay safe speak out model.

Related policies include:

Behaviour	Teaching and Learning	Relationship education	Child Protection
Home/school agreement	Equal Opportunities		Drugs Education Policy
Health and Safety	RE	Medicines	PE
			Collective worship



Progression Grid

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.

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.



Get HeartSmart



Don't Forget
To Let Love In!

- 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.

- I can recall a way someone has shown love to me through kind words or actions.
- I can describe 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 can suggest my own truth and truth statement.
- I can use positive adjectives to describe myself.
- I can describe a different range of emotions.
- 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.



Too Much Selfie
Isn't Healthy!

- 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.

- 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.



Don't Hold on
to What's Wrong!

- I can identify when Boris is sad.
- I am beginning to understand that what I do effects 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 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 describe some ways to stay safe in the sun.
- I can use positive words to describe myself and complete the phrase 'I am...'



- 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!

EYFS- PSED

Personal, Social and Emotional Development Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

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Lesson progression and coverage of PHSE and RSE curriculum:

Appendix 1 – EYFS

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

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

Appendix 2 – Year 1

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Power How we can use our power in positive and negative ways	Feelings Bingo Understanding our emotions	What goes in, must come out - Worms! What we put in our hearts is what comes out	Guess Who? Who we are grateful for in our class and why	Healthy Choices Helping Boris make good choices to keep healthy	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART
	HS FILM R&HE - CF3, MW1 PSHE - H2, R2	ACTIVITY R&HE - CF3, CF5 PSHE - R2, R12	GAME R&HE - MW2, MW3 PSHE - R1, H4	ACTIVITY R&HE - MW1 PSHE - H2	GAME R&HE - CF1, CF2 PSHE - R6	ACTIVITY R&HE - MW1, PH1 PSHE - H2	WORKSHEET R&HE - CF3, MW1 PSHE - R2, R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love In! Introduction to the 1st HeartSmart principle	Pants! Learning about appropriate and inappropriate contact	Truth or Lies Differentiating between truths and lies about us	Would you Rather? Game of preference	Marshmallow Test Learning that there is a choice in spending and saving	Taking Care of Me Ways to take care of ourselves everyday	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in!
	HS FILM R&HE - RR4, MW1 PSHE - R1, R4	WORKSHEET R&HE - BS3, BS4 PSHE - R10	ACTIVITY R&HE - MW1 PSHE - H3	GAME R&HE - CF3 PSHE - L8	ACTIVITY R&HE - N/A PSHE - L7	ACTIVITY R&HE - HP4, HPS PSHE - H1, H6, H7, H11	WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	Who's Missing? Developing an awareness of our surroundings and the people around us	The Smartest Giant in Town How can we help others? How have others helped us?	Who Looks After Me? Who looks after us? How can we show them our appreciation?	Teamwork - Monsters University Working as a team to reach an end goal	Helping Boris Discussing simple rules to help keep us safe online	Too Much Selfie isn't Healthy Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE - CF2, CF3 PSHE - R1, R2	ACTIVITY R&HE - CF1 PSHE - L4	STORY R&HE - CF2, CF3 PSHE - L1	ACTIVITY R&HE - F1, F2, F4 PSHE - H13	FILM CLIP R&HE - CF2 PSHE - L3	WORKSHEET R&HE - OR2, OR3, ISH1 PSHE - H12	WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle	Goldilocks and Baby Bear Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends	Forgiveness Fizz Discussion around how forgiveness can help hard situations disappear	Chalk faces Different ways we can handle negative emotion effectively	Disappointed Robots Exploring different ways to handle disappointment	Builders and Wreckers How the words we use can build others up or knock them down	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out!
	HS FILM R&HE - CF4, RR2 PSHE - H2	ACTIVITY R&HE - RR1, CF5 PSHE - R2, R4	ACTIVITY R&HE - CF4 PSHE - R1	ACTIVITY R&HE - MW2, MW3, MW4 PSHE - R6, R7	ACTIVITY R&HE - MW3 PSHE - H3, H4	ACTIVITY R&HE - MW8, RR6 PSHE - R11, R14	WORKSHEET R&HE - CF4, RR2 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle	The Best Me Being yourself is the best you, you can be	Don't Hide What's Inside! Don't hide your true thoughts and feelings	Mask Making Thinking about who we can trust to talk to when we are sad or mad	Telephone Whispers How small lies can have a big impact	Smile! Looking at the importance of good oral hygiene and dental health	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!
	HS FILM R&HE - CF2 PSHE - R1	ACTIVITY R&HE - N/A PSHE - L8	ACTIVITY R&HE - CF3, F4 PSHE - R1, R5	ACTIVITY R&HE - CF5, BS6, BS7, BS8 PSHE - H13, H4	GAME R&HE - CF2 PSHE - R4, R2	WORKSHEET R&HE - HP4 PSHE - H1	WORKSHEET R&HE - CF2 PSHE - R1
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle	Mission Possible Learning from our experiences and trying again	Tummy Talk Trusting our instincts. Good secrets v bad secrets	Seeds of Potential There is potential in all of us	Hearts that Dream Creating Dreamboards to capture our hopes and dreams	Love a lot, Miss a lot Circle time and activity around people, animals and things we have lost	'No Way Through' isn't True Reflection Circle time - What we have learned
	HS FILM R&HE - MW2 PSHE - H3, H4	ACTIVITY R&HE - MW4 PSHE - H3, R7	ACTIVITY R&HE - BS5, BS6 PSHE - R3, H15	ACTIVITY R&HE - RR1 PSHE - L1, L4, H8	ACTIVITY R&HE - MW6 PSHE - H2	WORKSHEET R&HE - MW2, MW3, MW9 PSHE - H5, R1	WORKSHEET R&HE - MW1 PSHE - H3, H4

Appendix 3 - Year 2

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM R&HE - CF3, MW1 PSHE - H2,R2	Power Plus Describing how we can use our power in positive and negative ways ACTIVITY R&HE - CF3 PSHE - L1	Heart Decisions Considering the reputations we would like to have ACTIVITY R&HE - CF2, MW4 PSHE - H2	Bright Hearts What is in our hearts, is played out in our words and actions ACTIVITY R&HE - MW3, MW4 PSHE - H2	Love Map Identifying special people and how they show us love WORKSHEET R&HE - F1, F3 PSHE - R9	Boris Face Plate Creating a robot face from healthy foods ACTIVITY R&HE - HE2, HE3 PSHE - H1	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART WORKSHEET R&HE - CF3, MW1 PSHE - R2,R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle HS FILM R&HE - RR4, MW1, PSHE - R1, R4	I am cubes Recognising and celebrating our strengths and ways in which we are all unique WORKSHEET R&HE - RR4 PSHE - H3	Trash or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves ACTIVITY R&HE - RR4, RR5 PSHE - L3	Meaning of my Name Writing an acrostic poem for your name by selecting words that describe you ACTIVITY R&HE - N/A PSHE - L8	Boundin Discussion around how being thankful for what we have, changes our attitude FILM CLIP R&HE - MW6 PSHE - H3	Heartbeat- Noting the difference in our heart rate after physical activity. Loving ourselves means looking after ourselves ACTIVITY R&HE - PH1, PH2, PH3 PSHE - H1	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in! WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM R&HE - CF2, CF3 PSHE - R1, R2	Spot the Difference Be aware of surroundings and the people around you ACTIVITY R&HE - CF1 PSHE - L4	Secret Kindness Agents Looking for opportunities to do something kind for others ACTIVITY R&HE - CF3, RR2 PSHE - R4	Everyday Heroes Thinking about people who look after us in our community ACTIVITY R&HE - RR1, RR5, BS8 PSHE - L10	We all Fit Together Looking at how are we the same and how we are different ACTIVITY R&HE - RR1, RR5 PSHE - L9, R8	HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online WORKSHEET R&HE - OR2, OR3, OR5, ISH7 PSHE - H12, H14, H15	Too Much Selfie isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy! WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H2	That's what Friends are for (Shrek) Saying sorry and offering forgiveness between friends FILM CLIP R&HE - CF4 PSHE - R6	Balloon Spoons Demonstrating how holding onto unforgiveness can make us feel ACTIVITY R&HE - MW3, MW4 PSHE - H4	Let the Ouch Out Reflecting on helpful ways to deal with hurt WORKSHEET R&HE - MW7, MW9 PSHE - H4, H5	Traffic Lights Ways to handle negative emotion ACTIVITY R&HE - MW3, MW9 PSHE - H4, H13	Crumpled Hearts Demonstrating the consequences of teasing or bullying ACTIVITY R&HE - MW8, RR6, BS7 PSHE - R13, R14	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out! WORKSHEET R&HE - CF1, CF2, CF3, CF4 & CF5 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R1	Grains of Sand There never has and never will be another one of me ACTIVITY R&HE - N/A PSHE - L8	The Truth about Me Not all the thoughts we have about ourselves are true DISCUSSION R&HE - MW1, MW4 PSHE - R4, R12	Real is a Big Deal Discussing how different emotions feel WORKSHEET R&HE - MW2, MW3 PSHE - H4, R1	Nice to Meet You! Looking at ways to be polite when meeting others GAME R&HE - RR3 PSHE - R8	Sun Safe! Thinking of ways to stay safe in the sun ACTIVITY R&HE - HP2 PSHE - H1	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake! WORKSHEET R&HE - CF2 PSHE - R1
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle HS FILM R&HE - MW2 PSHE - H3, H4	Road signs Finding alternative solutions to problems ACTIVITY R&HE - MW2 PSHE - H3	Ways to Say Looking at seemingly impossible situations in different ways ACTIVITY R&HE - MW2, MW4 PSHE - H4	Rainbows from Rain Overcoming challenges and difficulties ACTIVITY R&HE - MW2, MW3 PSHE - H3	Imagine a Bright Future Imagining 'What if...' in a positive way ACTIVITY R&HE - MW1 PSHE - H1, H2	Energy Detectives Looking for signs of energy and thinking about ways to conserve it ACTIVITY R&HE - N/A PSHE - L1, L5	'No Way Through' isn't True Reflection Circle time - What we have learned about 'No Way Through' isn't True! WORKSHEET R&HE - MW2 PSHE - H3, H4