



PSHE

Showing love, respect and compassion to ourselves and others through our actions words and deeds.

The National Curriculum states: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.

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.

PSHE in our Early Years Foundation Stage

<i>The Key Objectives EYFS In Foundation</i>	<i>Eyfs</i>
In Foundation PSHE is highlighted in the curriculum area ‘Personal, Social and Emotional Development’. The Early Learning Goal for this area is:	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.
Key experiences	PSED (Personal, Social and Emotional Development) is delivered both through discrete units such as the <i>HeartSmart</i> programme—taught by class teachers in carefully planned lessons—and through integrated, everyday teaching. Circle times and whole school workshops provide regular opportunities for children to reflect, share, and develop empathy and communication skills in a supportive environment. Additionally, day-to-day experiences during discovery time are rich with teachable moments, where children learn to navigate friendships, express their feelings, and build resilience through play, problem-solving, and real-life interactions. This holistic approach ensures that PSHE is not confined to a single lesson but is embedded throughout the EYFS experience.
The characteristics of effective learning These describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. We encourage our children to use all the Characteristics of Effective Learning during their PSHE experiences in Early Years.	• playing and exploring – children investigate and experience things, and ‘have a go’ • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

How we teach PSHE:

PSHE 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).

Alongside the *HeartSmart* programme, pupils in Key Stage 1 experience a broad and enriched PSHE curriculum that extends beyond the classroom to include a variety of whole school and community-based activities. Collective worship provides a regular space for reflection and discussion of values, while day trips and community experiences offer real-world contexts in which pupils can develop social skills, empathy, and a sense of belonging. Events such as school fairs and charity initiatives foster teamwork, responsibility, and an awareness of global and local issues. Engagement in sports events promotes physical wellbeing and teaches the importance of cooperation and resilience. Visits from external professionals, such as school nurses and dentists, further support children's understanding of health and personal care. In addition to this universal provision, our federation is proud to offer targeted PSHE support through three trained ELSA (Emotional Literacy Support Assistant) workers, who provide tailored emotional and social guidance to pupils in need, ensuring all children are supported in their personal development.

Heartsmart:

HeartSmart is a PSHE & RSE scheme used to build character, emotional health and resilience in children. It helps them with foundational principles 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 helps us do that!

Year R					
Substantive knowledge <i>PSHE skills we need</i>				Assessment statement	
Get Heartsmart! <i>Start to understand how others are feeling.</i>	Don't Forget To Let Love In! <i>Start learning how we are special.</i>	Too Much Selfie Isn't Healthy! <i>Start learning to love others.</i>	Don't Hold On To What's Wrong! <i>Start learning to be a good friend.</i>	Fake Is A Mistake! <i>Start learning to tell the truth</i>	'No Way Through,' Isn't True! <i>Start learning that 'I can do it!'</i>
Disciplinary Knowledge- Year R <i>How we learn those skills</i>					

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART (Meet boris)	My HeartSmart Tool-belt Looking at Boris' special tools to learn what it means to be HeartSmart ACTIVITY PSSED-SC/SA	Becoming Boris Using junk materials to dress up as Boris ACTIVITY PSSED-MR	Fill Boris' Toolbox Roll a dice to find the missing tools from Boris' toolbox GAME PSSED-MR	How do they feel? Learning to read facial expressions and body language to understand how someone is feeling ACTIVITY PSSED-MFB	My heart is full Talking about the things we love and how they make us feel. ACTIVITY PSSED-MFB	Heart hunt Looking for hidden hearts GAME PSSED-MR	N/A
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 PSSED-SC/SA	My favourite things Thinking about our favourite things and how they are all different. ACTIVITY PSSED-SC/SA	My Heart Talking about how we demonstrate different emotions. ACTIVITY PSSED-MFB	Twinkle Twinkle Thinking about what makes our friends special. GAME PSSED-MFB	Who am I? Children to find different objects they like ACTIVITY PSSED-SC/SA	EYFS has talent Demonstrating our different skills and talents. ACTIVITY PSSED-SC/SA	N/A
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 PSSED-MR	Parachute families Game to demonstrate how everyone's family is different GAME PSSED-MR	Sorting feelings Looking at ways people express how they are feeling and ways we can show we care ACTIVITY PSSED-MFB	How do you do? Exploring ways to show care and affection for others. GAME PSSED-MR	Helpful Hearts Thinking about how we show others we care when we offer our help. ACTIVITY PSSED-MR	Thank you for helping me Thanking members of the school community for their help. ACTIVITY PSSED-SC	N/A



DON'T HOLD ON TO WHAT'S WRONG (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 scrap man Being kind to others even when their behaviour is unkind. ACTIVITY PSED-MR	Grumpy Frog story Exploring saying sorry through story STORY PSED-MFB	N/A
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 Games 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 home and families. SHOW AND TELL PSED-SC/SA	N/A
'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 practice 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	N/A



Key stage 1 cycle B (Year 1)					Assessment statement
Substantive knowledge PSHE skills we need					
Get Heartsmart! <i>Learning how choices we make can help or hurt our own and others hearts.</i>	Don't Forget To Let Love In! <i>Learning how important, valued and loved we are.</i>	Too Much Selfie Isn't Healthy! Exploring the importance of others and how to love them well.	Don't Hold On To What's Wrong! Understanding how to process negative emotion and choose forgiveness to restore relationships.	Fake Is A Mistake! Unpacking how to bravely communicate truth and be proud of who we are.	'No Way Through,' Isn't True! Knowing there is a way through every situation, no matter how impossible it may seem.
• 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.	• 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 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 identify when Boris is sad. • I am beginning to understand that what I do affects others. • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I am beginning to understand when I am feeling a negative emotion e.g. 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 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 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 dream board). • 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!

It is easy for me to make choices that help my heart and other people's hearts.	I know that I am special and I am loved. I can tell you lots of great things about me and I can tell you how people show me love.	I am great at looking out for others. I always notice when people are in need and I offer my help straight away.	When I feel sad or mad I know what to do and who to go for help.	I am great just as I am and I do not need to pretend to be someone else. I am happy to tell you the truth about me, what I think, feel and like.	When I am stuck I know there is always a way through and I keep trying until I find it.
---	---	--	--	--	---

*Disciplinary Knowledge- **Cycle B- Year 1***
How we learn those skills

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 - R9	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, HP5 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 HOLD ON TO WHAT'S WRONG	Lesson 1 Introduction to the 3rd HeartSmart principle HS FILM R&HE - CF4, RR2 PSHE - H2	Goldilocks and Baby Bear Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends ACTIVITY R&HE - RR1, CF5 PSHE - R2, R4	Forgiveness Fizz Discussion around how forgiveness can help hard situations disappear ACTIVITY R&HE - CF4 PSHE - R1	Chalk faces Different ways we can handle negative emotion effectively ACTIVITY R&HE - MW2, MW3, MW4 PSHE - R6, R7	Disappointed Robots Exploring different ways to handle disappointment ACTIVITY R&HE - MW3 PSHE - H3, H4	Builders and Wreckers How the words we use can build others up or knock them down ACTIVITY R&HE - MW8, RR6 PSHE - R11, R14	Reflection Circle time - What we have learned about WORKSHEET R&HE - CF4, RR2 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle HS FILM R&HE - CF2 PSHE - R1	The Best Me Being yourself is the best you, you can be ACTIVITY R&HE - N/A PSHE - L8	Don't Hide What's Inside! Don't hide your true thoughts and feelings ACTIVITY R&HE - CF3, F4 PSHE - R1, R5	Mask Making Thinking about who we can trust to talk to when we are sad or mad ACTIVITY R&HE - CF5, BS6, BS7, BS8 PSHE - H13, H4	Telephone Whispers How small lies can have a big impact GAME R&HE - CF2 PSHE - R4, R2	Smile! Looking at the importance of good oral hygiene and dental health WORKSHEET R&HE - HP4 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	Mission Possible Learning from our experiences and trying again ACTIVITY R&HE - MW4 PSHE - H3, R7	Tummy Talk Trusting our instincts. Good secrets v bad secrets ACTIVITY R&HE - BS5, BS6 PSHE - R3, H15	Seeds of Potential There is potential in all of us ACTIVITY R&HE - RR1 PSHE - L1, L4, H9	Hearts that Dream Creating Dreamboards to capture our hopes and dreams ACTIVITY R&HE - MW6 PSHE - H2	Love a lot, Miss a lot Circle time and activity around people, animals and things we have lost WORKSHEET R&HE - MW2, MW3, MW9 PSHE - H5, R1	'No Way Through' isn't True Reflection Circle time - What we have learned WORKSHEET R&HE - MW1 PSHE - H3, H4



Key stage 1 cycle A (Year 2)					Assessment statement
Substantive knowledge PSHE skills we need					
Get Heartsmart! <i>Learning how choices we make can help or hurt our own and others hearts.</i>	Don't Forget To Let Love In! <i>Learning how important, valued and loved we are.</i>	Too Much Selfie Isn't Healthy! <i>Exploring the importance of others and how to love them well.</i>	Don't Hold On To What's Wrong! Understanding how to process negative emotion and choose forgiveness to restore relationships.	Fake Is A Mistake! Unpacking how to bravely communicate truth and be proud of who we are.	'No Way Through,' Isn't True! Knowing there is a way through every situation, no matter how impossible it may seem.
• 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.	• 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 trash 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	• I can suggest a way to show love for others. • I can suggest a way to demonstrate love to others. • I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me. • I am learning to spot and act on opportunities to do something kind for others. • I can list the people working in my local community that look after and protect me. • I am learning to appreciate the important work they do. • I can list ways that we are all different. • I can list ways that we are all the same. • I can suggest some ways to keep safe in real life. • I can suggest some online safety rules. • I understand that online safety rules are similar to safety rules in real life. • I can suggest ways they have shown love for others. • I can describe how loving others makes me feel.	• I 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 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 beginning to be able to find alternative solutions to a problem. • I can design a map with alternative routes. • I am beginning to think about different ways I can look at situations. • I can suggest a different way I could try to overcome a challenging situation. • I can replace worry phrases with positive "what if" phrases. • I can identify signs of energy being used. • I can suggest some ways to conserve energy. • I can recall a time when I felt stuck but found a way through!

<i>It is easy for me to make choices that help my heart and other people's hearts.</i>	<i>I know that I am special and I am loved. I can tell you lots of great things about me and I can tell you how people show me love.</i>	<i>I am great at looking out for others. I always notice when people are in need and I offer my help straight away.</i>	<i>When I feel sad or mad I know what to do and who to go for help.</i>	<i>I am great just as I am and I do not need to pretend to be someone else. I am happy to tell you the truth about me, what I think, feel and like.</i>	<i>When I am stuck I know there is always a way through and I keep trying until I find it.</i>
--	--	---	---	---	--

Disciplinary Knowledge- Cycle A- Year 2

How we learn those skills

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	HeartSmart on the Playground, HeartSmart Online Rules for keeping safe online WORKSHEET R&HE - OR2, OR3, OR5, PSHE - L13	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 HOLD ON TO WHAT'S WRONG	Lesson 1 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	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