



Bollinbrook CE PSHE and RSE Curriculum

(Personal, Social and Health Education and Relationships and Sex Education)

'And the child grew and was strong in spirit '


If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in PSHE	
PSHE	<p>At Bollinbrook CE Primary we believe that Relationships, Sex and Health Education (RSHE) should play a vital role in the life of our school family. Our vision statement from Psalm 1v3, "Like a tree firmly planted", is rooted in the gospel of Jesus with 'good relationships' at its heart: with good relationships, all people are able to flourish and 'go bear fruit, fruit that will last' We believe fully in delivering a PSHE education that covers health and relationships in order to fully prepare every child for life's challenges and opportunities. We promote healthy, individual and responsible members of society and encourage all children to play a role in contributing to school life in a range of ways including through: fund raising, supporting charities, organising events and helping peers and others. Children will be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Our teaching will enable our children to become healthy, independent and responsible members of society who are well equipped for succeeding in their next phase of education.</p>
Implementation	<p>We use 'HeartSmart' as our PSHE scheme. We are also part of Cheshire East schools using myHappyMind to support mental health and well-being. Our RSE policy has been developed in consultation with staff, governors and parents/ carers. It is based on Christopher Winter project and the 'Goodness and Mercy' resource which offers an opportunity to ground the RSHE curriculum in an acknowledgment of the worth and dignity of all people, rooted in the Christian belief that all are divinely created and eternally loved. This offers an ethos that supports our sense of individual and communitarian value, affirms that relationships (including intimate relationships) should and can be life-giving and offers resounding reasons for looking after ourselves and others. <i>Goodness and Mercy</i> is written particularly with Church of England and Methodist schools and academies in mind. For Church of England and Methodist schools it is important that RSHE is informed both by the national vision and values for education and by our school's vision from Psalm 1v3. As a school, we believe it is vital that we are at the heart of our community. This means serving our community and ensuring our children are active members of their community: the school, the local, national and the global community. We do this through initiatives such as 'The young Leaders Award' and also encouraging them to be 'courageous advocates' by championing causes which are special or meaningful to them. These maybe global issues or matters far more personal and closer to home. We promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. At Bollinbrook we reinforce these values in our daily provision for all. The school takes opportunities to actively promote British Values through our worship and whole school systems, structures and events.</p>
Assessment	<p>We will use pre and post learning tasks, (for example pre and post mind mapping and the use of draw and write activities) and ensure children are involved in generating their own learning questions and evaluating their own progress. Teachers will keep class records of the coverage of PSHE learning objectives and monitor pupils' progress, evidence including before and after mind maps, photographs of lessons, and the impact of both visits and visitors to the classroom will be kept in a class 'floor book'. Assessment will be supplemented through pupil interviews, questionnaires and pupil self-evaluation. PSHE provision will be reviewed as part of the school's annual review of the curriculum with the PSHE subject lead monitoring pupils' progress through lesson observation, scrutiny of class 'floor books' and interviews with pupils. We will also monitor the impact of PSHE on behaviour and safeguarding.</p>

Love your Neighbour as yourself (Luke 10v27)

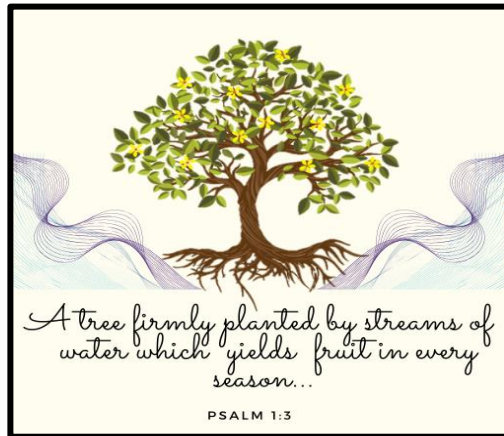
In God's family there are no outsiders as we nurture one another accepting all forms of diversity, whilst fostering a love of learning. Our Christian values enable us to flourish together.

Our PSHE curriculum encompasses the following:

Our Collective Worship Actions	Our Heart Smart Actions
<p>Love God by living his image through our Core Christian Values of;</p> <ul style="list-style-type: none">HonestyLoveRespect <p>And through showing our Gospel Values of</p> <ul style="list-style-type: none">Servant heartedness,KindnessGenerosityPatienceCourage	

Foundation Scriptures

The schools visit statement is based upon 3 scriptures and rooted in Christ.











Life in All its Fullness

Our Collective Worship Actions	Our Heart Smart Actions
<p>Love God by living his image through our We show our love for God by trying to live and work in his image following and demonstrating our school values</p>	<p>A strong focus on all of our HeartSmart actions, teaching children to love and value themselves with specific emphasis on:</p> <ul style="list-style-type: none"> • Positive relationships • High levels of praise • Love and care for others • Learning from mistakes • Fostering a growth mindset & perseverance • Equal opportunity for all pupils • Nurturing positive self-esteem

Collective Worship and our School Values

Our values drive our Behaviour policy and are rooted in all that we do. Each scripture reference shows what we want for our children and how we hope they can live out the values in all that they do. We celebrate these in our worship at the end of the week.

Value	Biblical Reference	Value	Biblical Reference
Respect	 <p><i>A Core Value and school rule. We are respectful to each other and treat each other equally</i></p>	Honesty	<p><i>Our children will know that honest people tell the truth despite consequences and voice their opinions in a kind, thoughtful way.</i></p> 
Love	 <p><i>In God's family there are no outsiders as we nurture one another accepting all forms of diversity, whilst fostering a love of learning</i></p>	Servant Hearted	<p><i>This helps our children grow in their personal values and through their interactions with others.</i></p> 
Generosity	<p><i>We try to be generous as individuals and as a school community supporting one another.</i></p> 	Kindness	<p><i>We promote random acts of kindness across school.</i></p> 
Courage	<p><i>Sometimes doing the right thing isn't easy. We understand this and teach our children to have courage</i></p> 	Patience	<p><i>Teaching patience by example helps children learn resilience, and how to get on better with those around them</i></p> 

Relationships and Sex Education

To deliver the highest quality RSE, we will be using the Christopher Winter Project (CWP). All CWP lessons have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. The lesson plans have clear aims and learning outcomes with suggested additional activities and accompanying resources

Reception Our Lives

- Lesson 1: **Our Day**
- Lesson 2: **Keeping Ourselves Clean**
- Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

- Lesson 1: **Keeping Clean**
- Lesson 2: **Growing and Changing**
- Lesson 3: **Families and Care**

Year 2 Differences

- Lesson 1: **Differences: Boys and Girls**
- Lesson 2: **Differences: Male and Female**
- Lesson 3: **Naming the Body Parts**

Year 3 Valuing Difference and Keeping Safe

- Lesson 1: **Differences: Male and Female**
- Lesson 2: **Personal Space**
- Lesson 3: **Family Differences**

Year 4 Growing Up

- Lesson 1: **Growing and Changing**
- Lesson 2: **What is Puberty?**
- Lesson 3: **Puberty Changes and Reproduction**

Year 5 Puberty

- Lesson 1: **Talking about Puberty**
- Lesson 2: **Male and Female Changes**
- Lesson 3: **Puberty and Hygiene**

Year 6 Puberty, Relationships and Reproduction

- Lesson 1: **Puberty and Reproduction**
- Lesson 2: **Understanding Relationships**
- Lesson 3: **Conception and Pregnancy**
- Lesson 4: **Communication in Relationships**

In addition to this we use the 'Goodness and Mercy' materials with our Relationships and Sex Education programme. The key message we want to give in all our relationships and sex education is that everyone is fearfully and wonderfully made.

RSE is always begun with reminder of our Christian values through a series of PowerPoint slides. This compliments the resources we have for RSE and ensures we have theological principles underpinning our teaching.

Relationships : Learning to love our neighbour.

God loves you , always has and always will.
You were created by God and loved by God.
You are wonderfully made by God so each of us are very special and unique.

I am fearfully and wonderfully made; your works are wonderful , I know that full well
(Psalms 139:14)

We all make mistakes that can hurt ourselves and others. God forgives us when we ask him , so we should choose to forgive others.

A friend loves at all times
(Proverbs 17:17)

Theological Vocabulary :

Theological vocabulary	Definition
Eternal	God has always loved us and will never stop loving us
Created	We are specially made by God and so is everyone else
Faith	All people sometimes make mistakes
Expansive	God loves all people and wants us all to grow more into being good and kind to each other
Worthy	Everyone is special and really worth keeping safe
Included	No one should be left out or made to feel they are not as lovely as other people
Forgiven	If people say sorry then they should be allowed a fresh start
Faithful	It is good for us to keep sticking with our friends and family

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A friend loves at all times
(Proverbs 17:17)

When we hurt others we need to turn back to God, and away from the wrong choice we made. We should say sorry , do our best not to repeat the same mistake and try to make things better.

God always sticks by us even when we are not faithful to him. For somebody to feel safe, trust you and be happy , you need to stick by them and try to keep your promises.



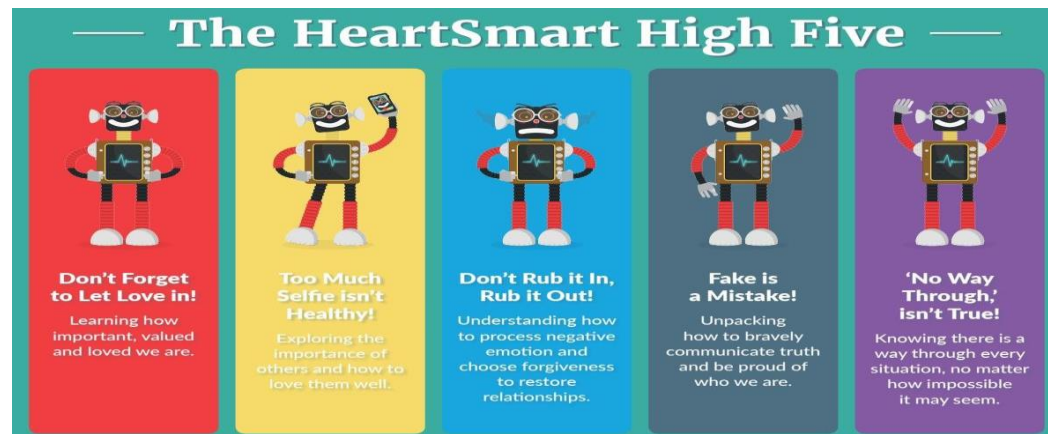
Heart Smart

At Bollinbrook we want all our community to recognise that they are uniquely and wonderfully made and totally valued in the eyes of God. We aim for children and adults to be able to love themselves by teaching all pupils to be HeartSmart.

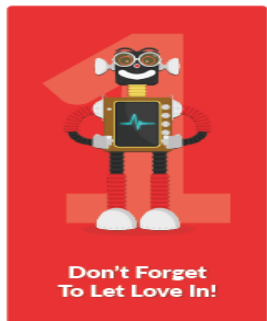
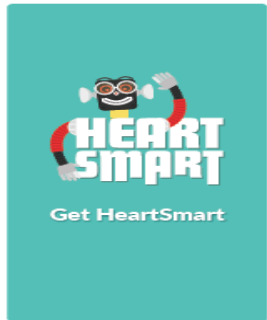
We want the children to know that we all have a body, a mind and a heart. The heart is the epicentre of who we are, the driving force of why we do what we do. We want the children to understand that there are times to listen to our heart and times to lead our heart. Jesus says in **Matthew 22: 36-40** that loving God and loving others and ourselves are the two greatest commandments. If we want to live well, we need to love well. This is what it means to be Heart Smart.

The heart is effectively a pump. It pumps out what comes in. Biologically speaking, this is blood. Emotionally speaking, this is our friends, what we watch, how we think and what we surround ourselves with. We aim to encourage children to consider what they allow in to their hearts and to equip them in the area of self-regulation. We want them to know that they have a choice of what they allow into their hearts and to understand what we mean and don't mean when we use the word, 'love'.

HeartSmart is taught either in class or in Collective Worship times and focuses on the HeartSmart High 5.



<p>Don't forget to Let Love in!</p>	<p>We want children to know that they are valued, that they are one in a million and that they are loved. We want them to consider who in their life makes them feel safe, valued and loved as well as understanding that God is a God of love who created them to be loved by Him. We want children to reflect on their value and grow in self-acceptance and love. 'Letting Love In' is all about listening to God's voice that says "you're one in a million, you have value, dignity and purpose". We focus on the true and false voices that we can hear in our heads. It helps children tune into God's voice of love and recognise any other voice should be ignored. Instead of trash, they are treasure, instead of being pointless they have purpose and instead of only having one chance they always have a second chance to thrive.</p>
<p>Too much selfie isn't healthy!</p>	<p>There are 7.4billion people in the world. We want children to know that they are loved but HeartSmart is about loving others too, as Jesus says, "love your neighbour as yourself". We want children to explore the happiness that comes by thinking about themselves less and considering others more. We want to create a culture defined by empathy. We want children to learn about the importance of getting along with others and to explore three ways of growing in empathy. They are listening well by being interested, looking up from our screens and looking out, being aware of the needs around us.</p>
<p>Don't Rub it In, Rub it Out!</p>	<p>We want children to know that when they get hurt they often want to get even. The drive to make things fair is strong. They want to rub it in, get their own back, let that person know that they're not ok. But this ends up hurting themselves. The only way through hurt is to rub it out. Forgiveness is the best gift that they can give themselves and it's an important theme in the Bible, it even finds its way into the LORD's prayer. We focus on the importance of letting the hurt out, not burying it, but letting it out. How do we handle negative emotions, let them out, without damaging others in the process? Where do you go? Who do you talk to? What do you do when you're feeling blue? If our leg hurts we might sit down, if we have a headache we might lie down or take a tablet. What do we do when our heart hurts?</p>
<p>Fake is a Mistake!</p>	<p>We want the children to consider why they tell lies and the consequences when they do. Telling the truth requires courage, nevertheless we want children to choose to resolve to tell the truth always. We want them to understand that this not only shows love towards others but also towards themselves and to God. Telling the truth is the cornerstone of true friendship. One of the ways that we can be fake is by pretending that we're something that we're not. We want to be liked. We want the children to know that being 'Fake is a Mistake!' because the real them is better than anyone or anything that they might pretend to be. We want them to enjoy who they are and to be true to themselves and others.</p>
<p>No Way Through isn't True!</p>	<p>We want children to know that when they face challenging situations, they don't need to give up. We want them to know that there is always a way through. In every situation, maths, reading, friendship there is an opportunity for children to respond with hope. We want them to know that the first part of finding the solution and way through is by believing that there is one. We want the children to grow in perseverance and to put this into practice in the classroom. HeartSmart is about love. Our hearts are made healthy by love. Love is what makes our heart smart. Believing that there's always a way through or to say it another way - hope is the fruit of a healthy heart. Hope is a position of heart, a decision that comes from our hearts. 'No Way Through' isn't True shows that we love ourselves enough to never give up, to prevail and believe always and it shows that we love others enough to always see the potential lying dormant within.</p>



EYFS

- I can suggest ways that I am HeartSmart.
- I can work together with my friends, share ideas and listen to one another.
- I can play co-operatively and take turns.
- I can read characters' facial expressions.
- I can talk about things I love and describe how those things make me feel.
- I can work with my friends to find the missing hearts

- I can understand that each one of us is loved, special and important.
- I can understand that we all like different things and that is one of the ways we are unique.
- I can talk about how I demonstrate different emotions.
- I can understand that we are all special.
- I can tell other people about me and the things I like.
- I can accept that we all have different talents and skills.
- I can accept praise and encouragement from others



I can suggest special things I like to do with special people.

I can understand that all families are important and special and that others people's families can look different to my family.

I can begin to explain how someone is feeling based on their expression or behaviour.

I can demonstrate appropriate ways to show care and affection for others.

I can show love to others when they need help and can respond to the needs of others.

Be thankful for the people who help us at school

I can describe how to be a super-friend.

I can think of ways to ensure everyone is included in my class.

I can listen to one another.

I can use words that are kind when talking to my friends.

I can choose to be kind to others even when they are not.

I can understand why it is important to say sorry.



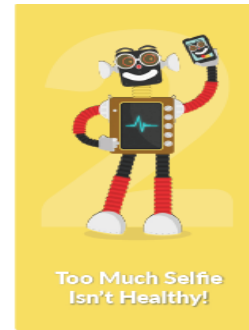
- I can differentiate between words that are true and untrue.
- I can be kind and encouraging to others.
- I can understand that it is important to be honest and always tell the truth.
- I can understand that being yourself is the best you can be.
- I can list the things I am thankful for.
- I can tell others something special about my home and family.

- I can understand that making mistakes is normal and helps us to learn.
- I can have a go at and complete a series of different challenges.
- I can keep trying when something is difficult.
- I understand that I can do anything if I work hard and don't give up.
- I can keep going to complete an activity.
- I can express how we feel about change.

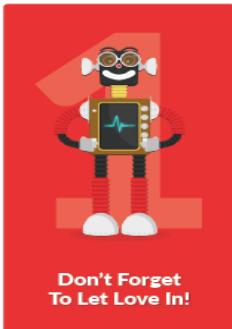
YEAR 1



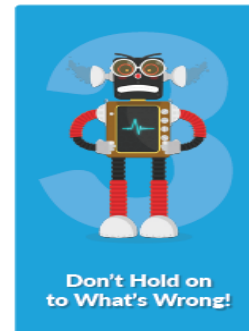
- I am beginning to understand that my choices can help or hurt my own and others hearts.
- I am beginning to understand that I am a source of power.
- I am beginning to understand some different emotions I feel.
- I am beginning to understand that I can look after my heart.
- I can identify someone 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.



- 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.



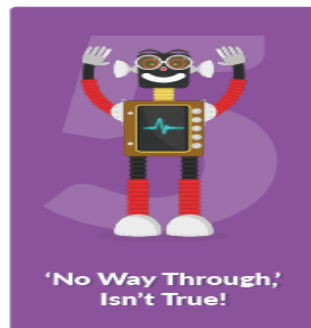
- I am starting to describe myself in a positive way.
- I am starting to think about some great things about myself.
- I can suggest touch that I like and touch that I don't like.
- I am beginning to understand the difference between the truth and lies.
- I am beginning to understand that not everything 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 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 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 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!

YEAR 2



Get HeartSmart

- 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.



Don't Forget To Let Love In!

- I can recall a way someone has shown love to me through kind words or actions.
- I can 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.



Fake Is A Mistake!



'No Way Through,' Isn't True!



Too Much Selfie Isn't Healthy!



Don't Hold on to What's Wrong!

- 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 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.

Key Stage 2

YEAR 3



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

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



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

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



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

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



YEAR 4

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

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



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

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



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

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

YEAR 5



Get HeartSmart

- I can suggest some ways that I can care for my heart.
- I can suggest some ways that I can care for other people's hearts.
- I understand that being bossy is about trying to control others.
- I can describe some qualities of a good leader.
- I can describe some qualities of the heart reputation I would like to have.
- I can suggest some ways to know what I should and shouldn't watch.
- I can list some things I should avoid watching.
- I can explain how another person has supported or encouraged me and how that made me feel.
- I can write a thank you letter and express gratitude to someone.
- I can suggest some ways to help myself sleep well.
- I can list some benefits of sleeping well.
- I can explain some ways that I can protect my own and other's hearts.



Don't Forget
To Let Love In!

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



Fake Is
A Mistake!



'No Way Through,'
Isn't True!



Too Much Selfie
Isn't Healthy!



Don't Hold on
to What's Wrong!

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

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

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

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



YEAR 6

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



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



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

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

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

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