# Curriculum Handbook for PSHE and RSE



#### St. Martin's C of E (VA) Primary School

#### PSHE and RSE Curriculum



At St Martin's C of E (VA) Primary School, we are HeartSmart!

HeartSmart is a creative approach to the teaching of PSHE that we use to build character, emotional health and resilience in children. Our approach equips children with the foundational principles and skills to help them be aware of their own mental health, to look after themselves and maintain healthy relationships, therefore having a positive impact on academic resilience and achievement.

At St. Martin's, we want everyone to know that they are loved, respected, listened to and supported. We believe that it is crucial to educate the heart alongside the academic mind, therefore allowing us all to 'serve one another in love.' (Galatians 5:13)

#### Curriculum Intent

St Martin's PSHE and RSE curriculum is designed to support pupils through their spiritual, moral, social, emotional and physical development, in order to prepare them for the opportunities, responsibilities and experiences of life. Through these lessons, children learn how to stay safe and healthy, build and maintain successful relationships and become active citizens who responsibly participate in society around them. Lessons within our curriculum focus on seeing each and everybody's value in society, having an appreciation of others, and promoting strong and positive views of self.

Our curriculum aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Our resources are fully in line with the learning outcomes and core themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the Department for Education in all key documentation relating to PSHE provision in schools. St. Martin's programme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World.

Our curriculum fulfils the requirements of the Relationships and Sex Education (RSE) guidance provided by the Department for Education (updated in September 2021), therefore providing a broad and balanced PSHE and RSE curriculum that incorporates our St. Martin's Christian distinctiveness.

Knowledge in PSHE and RSE is defined as:

#### Substantive Knowledge-

Substantive knowledge in PSHE is threaded throughout each unit of PSHE work from our scheme 'HeartSmart.' These units of work are:

- Get HeartSmart
- Don't forget to let love in
- Too much selfie isn't healthy
- Don't hold on to what's wrong
- Fake is a mistake
- No way through isn't true

#### Disciplinary knowledge-

This is the interpretation of themselves and how to support themselves and others through changes. Children will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

#### Curriculum Implementation

Our PSHE curriculum at St. Martin's is centred around the HeartSmart programme, which is taught in five thematic units, consisting of seven lessons, each with supporting materials. These thematic units are taught in a spiral approach, meaning that each year group covers each theme, every year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE and RSE education regularly at a depth that is appropriate for the age and stage of the child.

HeartSmart units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. We also ensure that time is built into the curriculum, so that teachers can be reactive to any problems or topics that arise on an ongoing basis.

#### Curriculum Impact

Our PSHE curriculum, enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings, in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.

Our curriculum at St. Martin's supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem.

## — The HeartSmart High Five —



Don't Forget To Let Love In! Learning how important, valued and loved we are.



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.

#### www.heartsmart.school

#### <u>St. Martin's C of E (VA) Primary School</u> <u>SEND Provision – PSHE and RSE</u>

Cognition o	<u>ind Learning</u>	Communication and Interaction			
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND		
The ability to explain a concept/provide reasoning to explain a thought or opinion.	Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of SEMH practices, such as mindfulness colouring.	Expressing themselves and sharing their thoughts and opinions orally.	Use stem sentences to provide subject specific language in a particular format — this will enable children to accurately communicate their thoughts and opinions. Use alternative recording devices e.g. whiteboards/Chromebooks to allow children the option of sharing their thoughts and opinions in an alternative way.		
Understanding of subject specific vocabulary.	Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous, e.g. 'sex' or 'period.' Create word banks accompanied by visuals to demonstrate		Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.		
	the meaning of a word.	EAL pupils may find it difficult to access resources/learning.	Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding. Differentiated		
Putting abstract theory into practice. E.g. learning about the importance of personal space.	PSHE/RSE is most effective when informal opportunities to embed learning in lessons are identified by staff. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries and how it feels if somebody transgresses a personal boundary.		written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.		
		Some children might not understand what	Dependent on what is being discussed, ask pupils to write down on a post-it		
Some pupils with SEND might not have PSHE/RSE learning reinforced at home and	Overlearn key concepts with SEND pupils by following up main class teaching (when necessary) with 1:1/small group sessions. For	is/isn't appropriate to share with the rest of the class when discussing specific topics in PSGE/RSE.	note/draw/record on a Chromebook what they want to say before they say it aloud to the rest of the class. Teacher and support ctaff to review appropriateness to accurate that		
may not have the opportunity to discuss key concepts e.g. puberty with trusted adults at home.	example, follow up a lesson on the menstrual cycle with a 1:1 session teaching pupils how to correctly place a sanitary towel in underwear. For example, follow up a lesson on personal hygiene with a 1:1 session modelling how to properly brush teeth using		staff to review appropriateness to ensure that SEND pupil does not 'over-share' personal details about themselves or their family during PSHE/RSE lessons.		

#### <u>St. Martin's C of E (VA) Primary School</u> <u>SEND Provision – PSHE and RSE</u>

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	enlarged teeth/how to properly wash your body using a doll and baby bath.		
<u>Sensory a</u>	<u>nd Physical</u>	<u>Social Emotional o</u>	<u>and Mental Health</u>
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Physical difficulties accessing specific environments during RSE trips/activities.	Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.	The acceptance that others have different views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.	Use a multi-sensory approach to teaching concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Use Social Stories to explain how different people respond differently to specific scenarios, e.g. to explain to a pupil that 'hitting back' is not acceptable.
Children with a visual impairment may find it difficult to view text/images/concrete resources.	Ensure that font size used in resources matches the specific font size specified in the child's report provided by the outside agencies. Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe the artefact/stimulus.	Difficulties with social skills may result in children finding group work challenging.	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.
Uncomfortable feelings that arise due to context of PSHE/RSE lessons could result in some children feeling overwhelmed.	Teachers to consider which children may be in need of a sensory break part way through an PSHE/RSE lesson. Children may access the 'Rainbow Room,' or may be taken on a directed sensory break by a teaching assistant to ensure that PSHE/RSE lessons do not negatively impact SEMH of pupils. Be particularly considerate of ASD pupils with alexithymia.	Distress caused by the topic being discussed in PSHE/RSE.	Teachers to consider the past experiences and ACEs of children in their class. Use a trauma informed approach to consider whether the lesson is appropriate for specific students and arrange alternative provision (e.g. 1:1/small group delivery) if not e.g. NPSCC PANTS campaign may not appropriate as a whole class lesson for pupils who have experienced sexual abuse.

	Get Heart Smart					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS Children learn names quickly, make new friends and develop confidence in their new setting Children learn about the different ways to become Heart Smart. Children begin to learn to play cooperatively. Children will be begin to discuss what they love.	Year 1 Children begin to understand that they are a source of power. Children begin to understand how different emotions feel. Children begin to hold meaningful conversations and discussions. Children begin to understand what healthy choices for my mind and body are.	Children can describe a way that I can use my power in a positive and negative way. Children are beginning to understand that the decisions I make can affect my reputation. Children are beginning to understand how their heart affects their actions, words and behaviours. Children can describe how different people's families work. Children can describe ways their family shows them	Children can suggest ways to show love to themselves and others. Children can list ways to be kind to one another. Children can describe some ways that others are 'meant to be treated'. Children are beginning to understand that their heart needs protecting and can list things that their heart needs protecting from. Children can list people in their life that they are	Year 4 Children can suggest several ways that I can show love to myself. Children are beginning to think about the consequences of the words we use. Children can list some characteristics that they would like to see in their classroom. Children can name someone that they trust and they can give one reason for why they trust them. Children can list characteristics of a healthy family life.	Children can suggest some ways that they can care for their heart. They can suggest some ways that they can care for other people's hearts. Children understand that being bossy is about trying to control others. They can describe some qualities of a good leader. Children can describe some qualities of the heart reputation they would like to have. Children can suggest some ways	Children can reflect on the choices they make that can help and hurt their heart. Children can explain how they feel differently when moving or posing in different ways. They can create a powerful pose of their own. Children can suggest ways people can become 'hard-hearted'. They can suggest ways to keep their heart soft and strong. They can explain the benefits of a soft-strong heart over a hard heart.
		love. Children can list a	grateful for and why they are	Children can	to know what they should and	Children can explain when a
		food from each of the 5 food groups.	grateful.	explain what 'mental wellbeing'	shouldn't watch. They can list some	secret should be

Children can make a choice to help their heart.	They can identify benefits of a healthy lifestyle and identify some risks of an unhealthy lifestyle. They can suggest ways how they can care for their heart and other people's heart.	means and something that positively and negatively affects wellbeing. Children can suggest ways to care for their own and other people's hearts.	things they should avoid watching. Children can explain how another person has supported or encouraged them and how that made them feel. Children can suggest some ways to help themselves sleep well. They can list some benefits of sleeping well.	kept and when it should be shared. Children can plan a healthy meal. Children can reflect on how they protect their own and other's hearts.
			They can explain some ways that they can protect	
			their own and other's hearts.	

	Don't forget to let love in					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children build	Children can	Children can recall	Children can recall	Children can recall	Children can reflect	Children reflect on
knowledge and	recognise the	a way someone has	some ways that	different ways	on ways that	ways that people
understanding of	difference between	shown love to them	people have shown	someone has shown	people show them	show them love
the world. Thinking	positive and	through kind words	love to them	them love through	love through kind	through kind words
about keeping safe.	negative touch.	or actions.	through kind words or actions.	kind words or actions.	words or actions.	or actions.
Children will	Children begin to	Children can			Children should	Children can
recognise that	understand the	understand the	Children are	Children can	understand that	describe themselves
everyone is loved.	difference between truth and lies	difference between truth and lies.	starting to describe themselves in a	describe themselves in a positive way	they have value and purpose.	in a positive way consistently. They
Children will begin			positive way and	and identify some		can understand
to demonstrate	Children begin to	Children	can think of words	ways in that they	Children should be	that they are
different emotions.	understand that	understand that	to encourage others	feel love.	aware of how the	valued.
55	there is a difference	they are unique	and can accept	, ·	words they listen to	
Children will begin	between saving and	and can recognise	encouragement.	Children can	about themselves	They can encourage
to understand how	spending	some of their		identify some of	can make them	others with kind
to tell people who		strengths.	Children can sort	their strengths and	feel.	and positive words.
they are.	Children can	-	words into what	achievements.		They can accept
-	identify different	Children can use	love is and what		Children can	the encouragement
Children will begin	ways that they can	positive adjectives	isn't.	Children can	identify some lies	given to them.
to learn that they	take care of their	to describe		highlight five things	that they	
all have different	self and some of	themselves	Children can list	about their body	believe/listen to.	Children can recall
talents.	the objects they use	including a range	some things that	that they are	They can suggest	significant events
	for this eg.	of different	they are grateful	grateful for. They	opposing truths to	and people in their
	Toothbrush.	emotions.	for and can explain	can explain why	those lies	lives so far. They
			why they are	they are grateful.		can recognise that
	Children are	Children	grateful for them.		Children are	every person is
	beginning to be	understand that		Children can	beginning to	unique.
	able to recall a	thankfulness	Children are	explain the ways	understand and	Children can list
	kind word or action	changes their	beginning to	bacteria can	demonstrate	things that they are
	from my week.	attitude.	understand that	spread.	different ways they	grateful for.
			some choices they		can respond to	
			make will affect		pressured scenarios.	

Children can find their pulse and how they feel after physical activity.	their physical health. Children can recall examples of kind words or actions from the week.	Children can recall examples of kind words or actions from the week and can share them.	Children can recall a significant event and person in their life. Children know who to go to when they need help.	Children can suggest early signs of illness. Children can recall a way that they have 'Let Love in' this week. They can describe themselves in a
				positive way.

	Too much selfie isn't healthy						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Children begin to	Children can	Children can	Children can	Children	Children can	
Greater	think about ways	suggest a way to	suggest ways to	suggest ways to	understand there	demonstrate	
understanding of	of how to show	show love to others	show love for	show love for	are many different	choosing	
privacy.	love for others.	and describe how it	others and can	others and can	ways they can	forgiveness. They	
Communication and		makes them feel.	suggest ways to	suggest ways to	show love for	can demonstrate	
language skills.	Children begin to		demonstrate loving	demonstrate loving	others. They can	choosing strategies	
	think about ways	Children are	others.	others.	demonstrate ways	to help resolve	
Children will begin	to help others.	learning to suggest			to love others.	conflicts and	
to learn about	Children can think	ways to 'look out'	Children can	Children should be		disputes.	
special things they	of someone who	for other people's	describe how	more aware of their	Children can think		
like to do with	looks after them.	needs and the	helping someone	surroundings and	of someone to go	Children can	
special people.		needs of the	else made them	the people around	to if they feel	explain their point	
	Children are	environment	feel.	them by noticing	lonely. They can	of view. They can	
Children will learn	beginning to work	around them.		their differences.	suggest things to	listen and take	
that all families are	as a team.		Children can		do to avoid feeling	account of a	
important.		Children are	explain how to	Children can	lonely.	response from	
	Children are	learning to spot	respond in an	suggest how a		another person.	
Children will begin	beginning to think	and act on	emergency.	person is feeling	Children can list		
to learn	about some ways	opportunities to do		from their	some skills needed	Children can	
appropriate ways	to keep safe online.	something kind for	Children can	expression and	to listen to others	explain some	
to share care and		others.	describe how	body language.	well. They can	benefits and	
affection.	Children can draw		helping someone		suggest ways they	barriers of	
	a picture to offer	Children can list	else made them	Children suggest	can demonstrate	forgiveness.	
Children should	advice for keeping	the people working	feel.	how a person is	honour.		
learn to be thankful	safe online.	in their local		feeling from their		Children	
for the support		community that	Children can work	expression and	Children are	understand that	
they receive.	Children can	look after and	together with	body language.	starting to	our tone and body	
	suggest a way that	protect them.	others to complete	Children can	understand the	language	
	I have shown love		a task.	suggest who the	purpose and role of	communicate more	
	for others.	Children can list		unseen heroes of	groups eg charities,	than our words.	
		ways that we are	Children can list	the community are.	raising awareness.	Children can give	
		all different and	some information			examples of how a	
		can list ways that	that identifies them				

we are all the same.	eg name, address. They know why it	Children can suggest times when	Children should know what to	trustworthy friend behaves.
Children can suggest ways to	is important to keep personal information private.	they need help from others.	share and what not to share online.	Children can explain when it is
keep safe in real life and online.		Children can demonstrate good teamwork skills	Children can suggest ways that I have shown love	ok to break a confidence.
		(clear communication, listening and	for others. Children can describe how caring for others	Children can list some effects bullying can have.
		negotiating). They can suggest ways to use technology	makes people feel.	They can explain how to get help if they or someone
		devices responsibly.		they know are being bullied.

	Don't hold on to what's wrong						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Thinking about	Children can begin	Children can	Children are	Children can	Children can	Children can	
keeping safe.	to understand that	understand that	beginning to	suggest a way to	describe	demonstrate	
Private	what they do	letting the bad	understand what	fix a broken	forgiveness. They	choosing	
parts.	affects others.	feelings out of their	'forgiveness' means.	friendship.	can explain why	forgiveness.	
		heart helps them			forgiveness keeps	Children can	
Children should	Children begin to	feel happy again.	Children can	Children can	their heart healthy.	demonstrate	
learn the	understand when		describe how	describe the		choosing strategies	
importance of	to say sorry.	Children	saying sorry can	benefits of	Children can	to help resolve	
friendship and how		understand what	help a situation.	forgiveness.	describe practical	conflicts and	
to maintain good	Children begin to	they do affects			steps they could	disputes.	
friends.	understand that	others.	Children can	Children can sort	take to resolve		
	forgiveness is		describe the effects	scenarios into	conflict.	Children can	
Children will begin	important.	Children are	of choosing to	positive and		explain their point	
to learn how to		beginning to	forgive or not.	negative stress.	Children can	of view. They can	
demonstrate good	Children are	understand when		They can suggest	describe how	listen and take	
listening skills.	beginning to	they need to say	Children can	ways to manage	different emotions	account of a	
	understand when	sorry and that	describe how	negative stress.	feel. They can	response from	
Children will begin	they are feeling a	forgiveness helps	holding onto hurt		explain why	another person.	
to learn the	negative emotion	their heart.	can make them	Children can	emotions are	They can model	
importance of being	eg anger, sadness,		sad.	suggest some	important.	resolving a dispute.	
sorry.	disappointment.	Children can give		healthy boundaries.			
		an example of a	Children can list	Children can use	Children can list	Children can	
	Children are	person, place or	ways to build trust	both in life and	different types of	explain benefits and	
	beginning to	activity that helps	between friends	online.	negative emotion.	barriers to	
	understand that	their heart when	and they can think		They can identify	forgiveness.	
	they can choose	they are sad.	of someone they	Children can	when they are		
	kind or unkind		can trust.	recognise online	experiencing	Children	
	words.	Children are		abuse and know	negative emotion.	understand that	
		beginning to	They can give an	who to report it to.		our tone and body	
	Children are	understand ways to	example of a	Children can	Children can	language	
	beginning to	help me let go of	stereotype.	suggest positive	recognise bullying	communicate more	
	understand how to	hurt or		uses of the internet.	behaviours. They	than our words.	
	be a kind friend.	disappointment.			can suggest ways		

Children can suggest a wa can protect t self and othe from bullying can suggest something th do if they fee or mad.	eir if they feel negative s emotions. and y can	Children can list several things to do if they are sad or mad.	to deal with bullying.	Children can give examples of how a trustworthy friend behaves. They can explain when it is ok to break a confidence. Children can list some effects bullying can have. They can explain how to get help if they or someone they know are being bullied. They can identify when they are experiencing negative emotion.
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Fake is a mistake						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can	Children can	Children can	Children can	Children can	Children can
Children are	explain why they	suggest a couple of	suggest a couple of	explain why they	explain why they	present different
encouraged to feel	don't need to lie	amazing facts	amazing facts	don't need to lie	don't need to lie	opinions
ʻgrown up',	about themselves.	about themselves.	about themselves.	about themselves.	about themselves.	respectfully.
confident and		They can complete			They can list 5	
ready for their new	Children are	the phrase 'I am'.	Children can	Children can list 3	great things about	Children can
challenge.	beginning to		explain why they	great things about	themselves.	explain how to
	understand that	Children can	don't need to lie	themselves.		communicate the
Children will learn	they don't need to	explain why they	about themselves.		Children can	truth lovingly. They
to differentiate	pretend to be	don't need to lie		Children can	discuss how	understand we are
between words that	anything they are	about themselves.	Children can	identify some	unrealistic images	loved just as we
are true and	not.		explain why telling	important voices in	can make them	are.
untrue.		Children can name	the truth is	their life. Children	feel.	
	Children can	something unique	important to build	can recognise the		Children
They will learn	describe what being	about themselves.	a friendship.	difference between	Children can	understand how to
about the	'See through'			kind and unkind	explain some things	replace negative
importance of being	means.	Children can name	Children are	voices in their life.	they can do when	self-talk with
honest.		kind and unkind	beginning to know		they feel like they	positive self-talk.
	Children can	thoughts they have	that the best	Children are	need to hide how	They can define
Children should be	suggest ways to	had about	version of	growing in courage	they really feel.	what a boundary is
able to list what	look after their	themselves.	themselves is the	to always tell the		and can explain
they are thankful	teeth.		real version.	truth. Children can	Children can give a	how using
for.		Children can		give examples of	simple description	boundaries means
	Children can name	describe how an	Children can give a	when they have	of what	we can have
	a person to talk to	emotion feels and	simple version of	been afraid to tell	vulnerability is.	respectful
	when they are	describe times	what shame is.	the truth.	They can identify	friendships.
	upset.	when they have felt			qualities that build	
		a different emotion.	Children can	Children can	trust for	Children can find
	Children can		suggest appropriate	explain when dares	vulnerability.	out facts about
	complete the	Children can	and inappropriate	are no longer fun. •		vaccinations from
	phrase 'I am' with	suggest ways to	types of touch.	They can explain	Children can	credible sources.
	a positive	show good		the consequences of	identify the	They can suggest
	characteristic.	manners and can		dares.	difference between	ways to discern if

	'No way through isn't true'							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	Children begin to	Children are	Children can	Children can	Children can	Children can		
Children are	understand when	beginning to	describe situations	describe a situation	describe situations	describe situations		
encouraged to feel	they are stuck.	understand when	where they are	where they felt	where they feel	where they feel		
ʻgrown up',		they are stuck.	stuck and can	stuck. They can	stuck. They can	stuck. They can		
confident and	Children to begin	They can recall a	suggest ways to	suggest some ways	suggest ways to	suggest ways to		
ready for their new	to persevere when	time when they felt	persevere.	they can persevere	persevere when	persevere when		
challenge.	they are stuck.	stuck but found a		when they feel	they feel stuck.	they feel stuck.		
		way through!	Children can say	stuck.				
Children will begin	Children begin to		when they found a		Children say when	Children can		
to recognise that	understand the	Children are	situation	Children can list	they find a	describe the impact		
making mistakes is	value of a friend's	beginning to	challenging	some skills and	situation difficult or	of changing their		
normal.	support.	persevere when		attitudes needed to	challenging. They	thinking from 'I		
		completing a	Children can	meet challenges.	can give some	can't do it' to 'I		
Children will	Children	challenge and can	identify an area of		examples of	can't do it yet'.		
recognise that	differentiate	find solutions to a	their life where	Children can	internal success.	They can explain		
challenges are in	between secrets I	problem.	they are doing well.	identify habits		the importance of		
everyday life.	should and			needed to develop	Children can give	practice.		
	shouldn't keep.	Children can recall	They can describe a	or lose in order to	an example of			
Children will begin		a time when they	setback and give	achieve my goals.	something they	Children can		
to know to keep	Children should	felt stuck but found	an example.		would like to grow	explain the effects		
trying when they	know what to do if	a way through!		Children can think	internally to meet a	of having hope.		
are stuck.	someone asks them		Children can	of someone who	goal they have.	They can		
	to keep an	Children are	demonstrate basic	encourages them. •		demonstrate		
Children will begin	uncomfortable	beginning to think	first aid skills.	They can think of	Children can	choosing hope.		
to know to keep	secret.	about different		someone they can	explain key facts			
going when they		ways to look at	Children can	encourage.	about the	Children can		
find something	Children begin to	situations.	identify dreams	-	menstrual cycle.	describe some		
tricky.	understand they		they have and list	Children can choose	They can describe	things that may try		
-	have an impact on	Children can	some attitudes I	pictures of things	ways to look after	to keep them in the		
	their class, family	replace worry	need to develop to	that inspire me.	their health and	comfort zone. They		
	and community.	phrases with	achieve my dreams.	Children can create	wellbeing as they	can suggest what		
		positive "what if"		'A Dream of my	grow up.	could happen when		
		phrases.				they step outside		

Children can think		Children can	Heart is'	Children can recall	their comfort zone,
of a person, pet or	Children can	describe what	statement	a time when they	into 'Where the
toy that they miss.	identify signs of	'change' is and give		felt stuck but found	magic happens!'?
	energy being used	some examples in	Children can define	a way through.	
	and can suggest	their life. They can	what puberty is		Children can
	ways to conserve	suggest something	and can describe		describe the
	energy.	that they can do	key physical		changes in their
		that helps them to	changes that take		brain as they go
		manage change.	place as puberty		through
			begins.		adolescence.
					Children can recall
					a time when I felt
					stuck but found a
					way through. •They
					can identify
					strategies used to
					demonstrate 'No
					Way Through' isn't
					True!

	Get Heart Smart								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
I can learn names	I can begin to	I can describe a	I can suggest	I can suggest	I can suggest	I can reflect on			
quickly, make	understand that I	way that I can	ways to show	several ways that	some ways I can	the choices I			
new friends and	am a source of	use my power in	love to myself	I can show love	care for my heart	make that can			
develop	power.	a positive and	and others.	to myself.	and other	help and hurt my			
confidence in my		negative way.			people's hearts.	heart.			
new setting	I can begin to		I can list ways to	I can begin to					
	understand how	I can begin to	be kind to one	think about the	I can understand	I can explain how			
I can learn about	different emotions	understand that	another.	consequences of	that being bossy	I feel differently			
the different ways	feel.	the decisions I		the words I use.	is about trying to	when moving or			
to become Heart		make can affect	I can describe		control others.	posing in different			
Smart.	I can begin to	my reputation.	some ways that	I can list some		ways.			
	hold meaningful		others are 'meant	characteristics	I can describe				
I can begin to	conversations and	I can begin to	to be treated'.	that I would like	some qualities of	I can suggest			
learn to play	discussions.	understand how		to see in my	a good leader.	ways people can			
cooperatively.		my heart affects	I can begin to	classroom.		become 'hard-			
	I can begin to	my actions,	understand that		I can describe	hearted'.			
I can begin to	understand what	words, and	my heart needs	I can name	some qualities of				
discuss what I	healthy choices	behaviour.	protecting and	someone that I	the heart	I can explain the			
love.	for my mind and		can list things	trust and I can	reputation I	benefits of a soft-			
	body are.	I can describe	that my heart	give one reason	would like to	strong heart over			
		how different	needs protecting	for why I trust	have.	a hard heart.			
		people's families	from.	them.					
		work.			I can suggest	I can explain			
			I can list people in	I can list	some ways to	when a secret			
			my life that I am	characteristics of	know what I	should be kept			
					should and				

<u>St. Martin's C o</u>	f E (VA) Prir	<u>nary School</u>
<u>PSHE and RSE</u>		•

I can describe ways my family shows me love.	grateful for and state why.	a healthy family life.	shouldn't watch. I can list some things they should	and when it should be shared.
I can list a food from each of the 5 food groups. I can make a choice to help my	I can identify benefits of a healthy lifestyle and identify some risks of an unhealthy	I can explain what 'mental wellbeing' means and something that positively and negatively	I can explain how another person has supported me and how that	I can plan a healthy meal. I can reflect on how they protect their own and
heart.	lifestyle. I can suggest ways to care for my heart and other people's heart.	affects wellbeing. I can suggest ways to care for my own and other people's hearts.	made me feel. I can suggest some ways to help myself sleep well.	other's hearts.
			I can explain some ways that I can protect my own and other's hearts.	

	Don't forget to let love in								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
I can build	I can recognise	I can recall a way	I can recall some	I can recall	I can reflect on	I can reflect on			
knowledge and	the difference	someone has	ways that people	different ways	ways that people	ways that people			
understanding of	between positive	shown love to me	have shown love	someone has	show me love	have shown me			
the world.	and negative	through kind	to me.	shown me love	through kind	love through kind			
	touch.	words or actions.		through kind	words or actions.	words or actions.			
I can think about			I can start to	words or actions.					
keeping safe.	I can begin to	I can understand	describe myself in		I can understand	I can describe			
	understand the	the difference	a positive way	I can describe	that I have value	myself in a			
I can recognise	difference	between truth	and I can think of	myself in a	and purpose.	positive way			
that everyone is	between truth	and lies.	words to	positive way and		consistently. I can			
loved.	and lies.		encourage others.	identify ways in	I can be aware	understand that I			
		I can understand	I can accept	that I feel love.	of how the words	am valued.			
I can begin to	I can begin to	that I am unique,	encouragement.		I listen to about				
demonstrate	understand that	and I can	I can sort words	I can identify	myself can make	I can encourage			
different	there is a	recognise some of	into what love is	some of my	me feel.	others with kind			
emotions.	difference	my strengths.	and what isn't.	strengths and		and positive			
	between saving			achievements.	I can identify	words. I can			
I can begin to	and spending.	I can use positive	I can list some		some lies that I	accept			
understand how		adjectives to	things that I am	I can highlight	believe/listen to.	encouragement			
to tell people who	I can identify	describe myself.	grateful for and	five things about	I can suggest	given to me.			
they are.	different ways		can explain why.	my body that	opposing truths to				
Ū	that I can take	I can understand		they I am grateful	those lies.	I can recall			
I can begin to	care of myself.	that thankfulness	I can begin to	for and why.		significant events			
learn that		changes my	understand that		I can begin to	and people in my			
everyone has	I can begin to be	attitude.	some choices I		understand and	life so far. I can			
different talents.	able to recall a		make will affect		demonstrate	recognise that			

kind word or	I can find my	my physical	I can explain the	different ways I	every person is
action from my	pulse and say	health.	ways bacteria can	can respond to	unique.
week.	how I feel after		spread.	pressured	I can list things
	physical activity.	I can recall		scenarios.	that I am grateful
		examples of kind	I can recall		for.
		words or actions	examples of kind	I can recall a	
		from the week.	words or actions	significant event	I can suggest
			from the week	and person in my	early signs of
			and can share	life.	illness.
			them.		
				I can understand	I can recall a way
				who to go to	that I have 'Let
				when I need help.	Love in' this
					week. I can
					describe myself in
					a positive way.

	Too much selfie isn't healthy								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
	I can begin to	I can suggest a	I can suggest	I can suggest	I can show love	I can demonstrate			
I can gain an	think about ways	way to show love	ways to show	ways to show	for others. I can	choosing			
understanding of	of how to show	to others and	love for others	love for others	demonstrate ways	forgiveness.			
privacy.	love for others.	describe how it	and can suggest	and can suggest	to love others.				
		makes me feel.	ways to	ways to		I can demonstrate			
I can develop	I can begin to		demonstrate	demonstrate	I can think of	choosing			
communication	think about ways	I can learn to	loving others.	loving others.	someone to go to	strategies to help			
and	to help others.	suggest ways to			if I feel lonely. I	resolve conflicts			
language skills.		'look out' for	I can describe	I can be more	can suggest	and disputes.			
	I can think of	other people's	how helping	aware of my	things to do to				
I can begin to	someone who	needs and the	someone else	surroundings and	avoid feeling	I can explain my			
learn about	looks after them.	needs of the	made me feel.	the people around	lonely.	point of view.			
special things I		environment		me by noticing					
like to do with	I can begin to	around me.	I can explain how	their differences.	I can list some	I can listen and			
special people.	work as a team.		to respond in an		skills needed to	take account of a			
		I can learn to	emergency.	I can suggest how	listen to others	response from			
I can understand	I can begin to	spot and act on		a person is feeling	well. I can	another person.			
that all families	think about some	opportunities to	I can describe	from their	suggest ways I				
are important.	ways to keep safe	do something	how helping	expression and	can demonstrate	I can explain			
	online.	kind for others.	someone else	body language.	honour.	some benefits and			
I can learn			made me feel.			barriers of			
appropriate ways	I can draw a	I can list the		I can suggest how	I can understand	forgiveness.			
to share care and	picture to offer	people working in	I can work	a person is feeling	the purpose and				
affection.	advice for keeping	the local	together with	from their	role of groups eg	I can understand			
	safe online.	community that	others to	expression and	charities, raising	that our tone and			
			complete a task.	body language.	awareness.	body language			

<u>St. Martin's C of E (</u>	VA) Primary School
PSHE and RSE Sec	5

I can learn to be	I can suggest a	look after and				communicate
thankful for the	way that I have	protect me.	I can list some	I can suggest who	I can understand	more than our
support I receive.	shown love for		information that	the unseen heroes	what to share	words.
	others.	I can list ways	identifies me eg	of the community	and what not to	
		that we are all	name, address. I	are.	share online.	I can give
		different and can	can understand it			examples of how
		list ways that we	is important to	I can suggest	I can suggest	a trustworthy
		are all the same.	keep personal	times when I need	ways that I have	friend behaves.
			information	help from others.	shown love for	
		I can suggest	private.		others.	I can explain
		ways to keep safe		I can demonstrate		when it is ok to
		in real life and		good teamwork	I can describe	break a
		online.		skills (clear	how caring for	confidence.
				communication,	others makes	
				listening and	people feel.	I can list some
				negotiating).		effects bullying
						can have.
				I can suggest		
				ways to use		I can explain how
				technology		to get help if I or
				devices		someone I know
				responsibly.		is being bullied.

	Don't hold on to what's wrong								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
I can think about	I can begin to	I can understand	I can begin to	I can suggest a	I can describe	I can demonstrate			
keeping safe and	understand that	that letting the	understand what	way to fix a	forgiveness. I can	choosing			
understand	what they do	bad feelings out	'forgiveness'	broken friendship.	explain why	forgiveness.			
private	affects others.	of my heart helps	means.		forgiveness keeps				
parts.		me feel happy		I can describe the	my heart healthy.	I can demonstrate			
	I can begin to	again.	I can describe	benefits of		choosing			
I can learn the	understand when		how saying sorry	forgiveness.	I can describe	strategies to help			
importance of	to say sorry.	I can understand	can help a		practical steps I	resolve conflicts			
friendship and		what I do affects	situation.	I can sort	could take to	and disputes.			
how to maintain	I can begin to	others.		scenarios into	resolve conflict.				
good friends.	understand that		I can describe the	positive and		I can explain my			
	forgiveness is	I can begin to	effects of	negative stress.	I can describe	point of view. I			
I can begin to	important.	understand when	choosing to	I can suggest	how different	can listen and			
learn how to	I can begin to	I need to say	forgive or not.	ways to manage	emotions feel. I	take account of a			
demonstrate good	understand when	sorry and that		negative stress.	can explain why	response from			
listening skills.	I am feeling a	forgiveness helps	I can describe		emotions are	another person. I			
	negative emotion	my heart.	how holding onto	I can suggest	important.	can model			
I can begin to	eg anger,		hurt can make me	some healthy		resolving a			
learn the	sadness,	I can give an	sad.	boundaries that I	I can list different	dispute.			
importance of	disappointment.	example of a		can use both in	types of negative				
being sorry.		person, place or	I can list ways to	life and online.	emotion. I can	I can explain			
	I can begin to	activity that helps	build trust		identify when I	benefits and			
	understand that	my heart when I	between friends	I can recognise	am experiencing	barriers to			
	they I can choose	am sad.	and I can think of	online abuse and	negative emotion.	forgiveness.			
	kind or unkind		someone they can	know who to					
	words.		trust.	report it to.					

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I can begin to understand how to be a kind friend. I can suggest a way I can protect myself and other from bullying an can suggest something I can do if I feel sad o mad.	example of a stereotype. I can suggest a couple of things I can do if I feel negative d emotions.	I can suggest positive uses of the internet. I can list several things to do if I am sad or mad.	I can recognise bullying behaviours. I can suggest ways to deal with bullying.	I can understand that my tone and body language communicate more than my words. I can give examples of how a trustworthy friend behaves. I can explain when it is ok to break a confidence. I can identify when I am experiencing a negative emotion.
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Fake is a mistake							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	I can explain why	I can suggest a	I can suggest a	I can explain why	I can explain why	I can present	
I can feel 'grown	I don't need to lie	couple of amazing	couple of amazing	I don't need to lie	I don't need to lie	different opinions	
up', confident and ready for my new	about myself.	facts about myself. I can	facts about myself.	about myself.	about myself. I can list 5 great	respectfully.	
challenge.	I can begin to	complete the		I can list 3 great	things about	I can explain how	
-	understand that I	phrase 'I am'.	I can explain why	things about	myself.	to communicate	
I can learn to	don't need to		I don't need to lie	myself.		the truth lovingly.	
differentiate	pretend to be	I can explain why	about myself.		I can discuss how	I understand I am	
between words	anything I am	I don't need to lie		I can identify	unrealistic images	loved just as I	
that are true and	not.	about myself.	I can explain why	some important	can make them	am.	
untrue.		5 5	telling the truth is	voices in my life. I	feel.		
	I can describe	I can name	important to build	can recognise the		I can understand	
I can learn about	what being 'See	something unique	a friendship.	difference	I can explain	how to replace	
the importance of	through' means.	about myself.		between kind and	some things I can	negative self-talk	
being honest.	Ū.	5 5	I can begin to	unkind voices in	do when I feel	with positive self-	
J	I can suggest	I can name kind	know that the	my life.	like I need to hide	talk. I can define	
I can list what I	ways to look after	and unkind	best version of		how I really feel.	what a boundary	
am thankful for.	my teeth.	thoughts I have	myself is the real	I can grow in		is and can explain	
		had about myself.	version.	courage to always	I can give a	how using	
	I can name a			tell the truth. I	simple description	boundaries means	
	person to talk to	I can describe	I can give a	can give examples	of what	I can have	
	when I am upset.	how an emotion	simple version of	of when I have	vulnerability is.	respectful	
		feels and describe	what shame is.	been afraid to tell	I can identify	friendships.	
	I can complete	times when I have		the truth.	qualities that	. '	
	the phrase 'I am'	felt a different	I can suggest		build trust for	I can find out	
		emotion.	appropriate and		vulnerability.	facts about	

with a positive		inappropriate	I can explain		vaccinations from
characteristic.	I can suggest	types of touch.	when dares are	I can identify the	credible sources. I
	ways to show		no longer fun. I	difference	can suggest ways
	good manners	I can suggest safe	can explain the	between 'No	to discern if
	and can	people to talk to	consequences of	Entry' and	information online
	demonstrate	if I am concerned.	dares.	'Welcome'	is credible.
	different ways to	-		responses to	
	greet others.	I can explain	I can list some of	feedback.	I can know some
		what an allergy	the consequences		physical and
	I can describe	is.	associated with	I can list some	mental health
	how to stay safe		smoking.	risks associated	risks associated
	in the sun.			with alcohol use	with taking drugs.
				in young people.	I can suggest
					some ways to
				I can give some	avoid drug
				advice against	taking.
				drinking alcohol.	

'No way through isn't true'							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	I can begin to	I can begin to	I can describe	I can describe a	I can describe	I can describe	
I can feel 'grown	understand when	understand when	situations where I	situation where I	situations where I	situations where I	
up', confident and	I am stuck.	I am stuck. I can	am stuck and can	felt stuck. I can	feel stuck. I can	feel stuck. I can	
ready for my new		recall a time	suggest ways to	suggest some	suggest ways to	suggest ways to	
challenge.	I can begin to	when I felt stuck	persevere.	ways I can	persevere when I	persevere when I	
	persevere when I	but found a way		persevere when I	feel stuck.	feel stuck.	
I can begin to	am stuck.	through!	I can say when I	feel stuck.			
recognise that		I can begin to	found a situation		I can say when I	I can describe the	
making mistakes	I can begin to	persevere when	challenging	I can list some	find a situation	impact of	
is normal.	understand the	completing a		skills and	difficult or	changing my	
	value of a friend's	challenge and can	I can identify an	attitudes needed	challenging. I can	thinking from 'I	
I can recognise	support.	find solutions to a	area of their life	to meet	give some	can't do it' to 'I	
that challenges		problem.	where I am doing	challenges.	examples of	can't do it yet'. I	
are in everyday	I can differentiate		well.		internal success.	can explain the	
life.	between secrets I	I can recall a time		I can identify		importance of	
	should and	when I felt stuck	I can describe a	habits needed to	I can give an	practice.	
I can begin to	shouldn't keep.	but found a way	setback and give	develop or lose in	example of		
know to keep		through!	an example.	order to achieve	something I	I can explain the	
trying when I am	I can know what			my goals.	would like to	effects of having	
stuck.	to do if someone	I can begin to	I can demonstrate		grow internally to	hope. I can	
	asks me to keep	think about	basic first aid	I can think of	meet a goal I	demonstrate	
I can begin to	an uncomfortable	different ways to	skills.	someone who	have.	choosing hope.	
know to keep	secret.	look at situations.		encourages me. • I			
going when I			I can identify	can think of	I can explain key	I can describe	
something tricky.	I can begin to	I can replace	dreams I have	someone I can	facts about the	some things that	
	understand I have	worry phrases	and list some	encourage.	menstrual cycle. I	may try to keep	

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an impact on my	with positive	attitudes I need		can describe ways	me in the comfort
class, family and	"what if" phrases.	to develop to	I can choose	to look after my	zone. I can
community.		achieve my	pictures of things	health and	suggest what
	I can identify	dreams.	that inspire me.	wellbeing as I	could happen
I can think of a	signs of energy			grow up.	when I step
person, pet or toy	being used and	I can describe	I can create 'A		outside my
that I miss.	can suggest ways	what 'change' is	Dream of my	I can recall a time	comfort zone, into
	to conserve	and give some	Heart is'	when I felt stuck	'Where the magic
	energy.	examples in my	statement	but found a way	happens!'?
		life. I can suggest		through.	
		something that I	I can define what		I can describe the
		can do that helps	puberty is and		changes in my
		me to manage	can describe key		brain as I go
		change.	physical changes		through
			that take place as		adolescence.
			puberty begins.		
					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!