

New Milton Infant School



Relationships and Health Education (RHE) policy

School name	New Milton Infant School
Date of Policy Issue/Review	July 2026 – July 2029
Name of responsible Manager/Headteacher	Amy Wake
Date approved by Governors if statutory	July 2026

We promote an understanding and a respect for our diverse and rapidly changing society and encourage children to reflect on their choices and challenge others with an ethical non-judgmental nature and an open mind. We seek to enable children to develop respect for the human body and to ensure health and well-being.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved a review of the relevant national and local guidance.

The following documents were reviewed;

- The Department of Education guidance document, 'Relationships Education, Relationship and Sex Education (RSE) and Health Education', July 2025.
- The Equality Act 2010.

Staff and Governors

All staff and all Governors were fully involved in the consultation process. They were given the opportunity to look at the policy and make recommendations. This included wider reading about Relationships Education, Sex and Health Education, the Equality Act.

Parent / stakeholder consultation

This policy was initially made available to parents and carers in the week beginning 29th June 2026 and was also on the website in draft form. Parents were invited to respond. Following this process, the policy was then updated and shared again with all parents and carers in the week beginning 13th July 2026.

Ratification

Once amendments were made, the policy was shared with the full Governing Body and approval was given.

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff, governors and the community at the time of the review.

Statutory Requirements

As a maintained Infant School, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide 'sex education' but we do need to teach the parts of the science national curriculum relating to humans and growth. In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. This guidance was updated in July 2019. At New Milton Infant School, we teach RHE as set out in this policy.

Definition of Relationships and Health Education

Relationships and health education focusses on giving pupils the knowledge they need to make informed decisions about their own well-being, health and relationships, and to build their self-efficacy.

The focus should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the very beginning, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The Relationships and Health Education curriculum covers 5 different aspects that will be achieved by the end of Key Stage 2 (Primary). These stages are from the DFE guidance document - Relationships Education (Primary). Appendix 1 shows which aspects of these are being taught to our KS1 children

1. Families and people who care for me.
2. Caring friendships.
3. Respectful relationships
4. Online relationships
5. Being safe

Children will also be taught (in an age-appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it

is never the fault of the child who is abused.

It involves learning about healthy lifestyles, diversity and personal identity. Relationships and Health Education involves a combination of sharing information, exploring issues and values. Some aspects are taught in science, and others are taught as part of PSHE (Personal, Social, Health Education).

Aims and Objectives

Through Relationships and Health Education (RHE), we aim to:

- teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- start with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them build on early education and teach the importance of pupils taking turns, knowing how to treat each other with kindness, consideration and respect, knowing the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- teach pupils about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact – these are the forerunners of teaching about consent, which takes place later at secondary school.
- teach about the importance of respect for others in an age appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books and resources.
- right from the start, talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.
- draw attention to relationships in a range of contexts enabling pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security
- help pupils to recognise any less positive relationships when they encounter them.
- teach principles of personal safety, including positive relationships online, with particular regard to e-safety. We acknowledge that many children will already be using the internet independently.
- when teaching relationships content, address online safety and appropriate behaviour in a way that is relevant to pupils' lives. We will include content on how information and data are shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- teach about families, ensuring that teaching is sensitive and well judged based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Care will be given to ensure that there is no stigmatisation of children based on their home circumstances and needs.

- teaching will reflect sensitively that children may have a different structure of support around them; e.g., looked after children or young carers.
- develop an understanding of the importance of self-respect and self-worth, teaching pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At New Milton Infant School, this will be delivered by focusing on boundaries and privacy, ensuring understanding that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.
- teach pupils how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. Teaching in this area supports safeguarding of children.
- teach pupils about the characteristics of good physical health and mental wellbeing, giving them the information that they need to make good decisions about their own health and wellbeing.
- teach pupils that physical health and mental wellbeing are interlinked and that mental wellbeing is a normal part of daily life, in the same way as physical health.
- teach pupils the benefits and importance of daily exercise, good nutrition, and sufficient sleep and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences.
- teach pupils to articulate how they are feeling, developing the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- teach pupils the importance of developing self-control and the ability to self-regulate and strategies for doing so.
- teach pupils how to take steps to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- teach pupils the benefits of hobbies, interests and participation in their own communities.
- reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- engender an atmosphere that encourages openness.
- teach pupils about the benefits of rationing time spent online and risks of excessive use of electronic devices.

Delivery

Relationships and health Education will be planned and taught through a PSHE programme called HeartSmart which aims to support resilience, healthy relationships and positive well-being in all pupils. This can be taught in any order that is best suited to the needs of the class. <https://www.heartsmart.school>

The mixed Year 1 and 2 classes will deliver lessons as a two year rolling programme. Yr 1 lessons in first year followed by Yr 2.

EYFS

Staff will also follow the requirements of the 'Early Years Foundation Stage' document. Personal, Social and Emotional development is one of the three Prime areas which underpin the areas of learning.

- Managing feelings and behaviour
- Making relationships
- Self-confidence and self-awareness

Key Stage 1 (KS1)

Other elements of RSE will be taught through the Science Curriculum.

Science Curriculum

Through our science curriculum pupils will be taught in an age-appropriate way:

- how to name parts of the body and describe how their bodies work. the NSPCC advises that children are taught the correct anatomical names for genitals (e.g., vagina, vulva, penis, testicles). This is not classified as "sex education," but is a foundational safeguarding measure taught as part of statutory Relationships Education to help children identify abuse and report it.
- that animals including human beings, move, feed, grow, use their senses and reproduce.
- that animals including human beings develop and their bodies change as they do
- that human beings and animals can produce offspring and these grow into adults.

Teachers will help children to develop the confidence to talk, listen and think about relationship and health education using strategies such as discussion, role play and reflection. These may be conducted with whole classes, small groups or individuals.

We will use other agencies to support our relationship and health education programmes where appropriate. The programme of work will reflect the age and the physical and emotional maturity of the children. The children will be taught in small groups or whole class situation as appropriate. When it is necessary to do so children will be spoken to on an individual basis.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and Health Education.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Where questions are raised, teachers will take into account that whilst children may be the same age, they may developmentally be at different stages.

Any responses given will consider the age- appropriate programme of Relationships Education and Health Education, what is appropriate and inappropriate in a whole class setting and whether there is a need for discussion on a one-to-one basis or in small groups.

Staff are aware that views around Relationships and Health Education related issues are varied. However, while personal views are respected, all issues are taught without bias. Where there are differing views and beliefs around some topics, these will be discussed so that pupils may begin to form their own informed opinions but also respect others who may have a different view.

Equality

Our school is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

All schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying).

Under provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Through our Relationships and Health Education, we will ensure that all children understand the importance of equality and respect.

We will be mindful of any everyday sexism, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated, ensuring that any occurrences are identified and tackled.

SEND (Special Educational Needs and Disabilities)

At New Milton Infant school Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Health Education and Sex Education. However due to the age of our pupils 'sex education' will not be taught in the infant phase, **therefore there is no right to withdraw from Relationships Education or Health Education as set out in this policy.**

Roles and Responsibilities

The Governing Board:

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation. The Governing Body will review this policy every

three years or in the event of updated statutory guidance. At every review the policy will be reviewed by the Governing Body.

The Headteacher:

The headteacher is responsible for:

- ensuring that both staff and parents are informed about this policy and that the policy is implemented effectively.
- monitoring this policy and reporting to the Governing Body on the effectiveness of the policy.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The RHE Leader:

The RHE and SE Leader is responsible for:

- ensuring that a clear Relationships and Health Education curriculum is in place.
- working closely with other subject leaders in Science, Computing and P.E. to ensure Relationships and Health Education do not duplicate content covered in the National Curriculum.
- working with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge in different ways of engaging pupils.
- providing strategic leadership and direction.
- ensuring appropriate coverage of the curriculum.
- providing training, guidance and support for staff.
- keeping up to date with new developments and resources.

Parents /Carers

Parents / Carers are responsible for:

- playing a key role in developing their children's understanding about relationships. (Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships).

The Staff

The staff will be responsible for supporting the children's education through the teaching of Relationships and Health Education as set out in this policy. The school will work with parents when planning and delivering these subjects by:

- providing a copy of this policy on the school website
- providing information regarding content to be taught in each class's half-termly topic overview
- where appropriate, providing resources, guidance and support to assist ongoing learning at home
- always being open for dialogue regarding the subject

Training:

Staff are trained on the delivery of RSHE. The headteacher may invite visitors to assist with the delivery of RSHE or to train staff. Any visitors will follow the school policy.

Monitoring arrangements

It is the responsibility of the staff to follow the principles stated in this policy. This Policy will be monitored and evaluated through regular visits, review of appropriate documentation (e.g. head teacher's reports), governor visits reports and feedback and approval during FGB meetings.

Governors will need to bear in mind the following questions:

- Were key elements in evidence during the visit?
- What strengths and weaknesses were observed or discussed?
- Has this Policy impacted standards?
- Are changes needed to the Policy?

Appendix 1

DfE Primary Objectives

Families and people who care for me

Curriculum content:

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

Caring friendships

Curriculum content:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being Safe

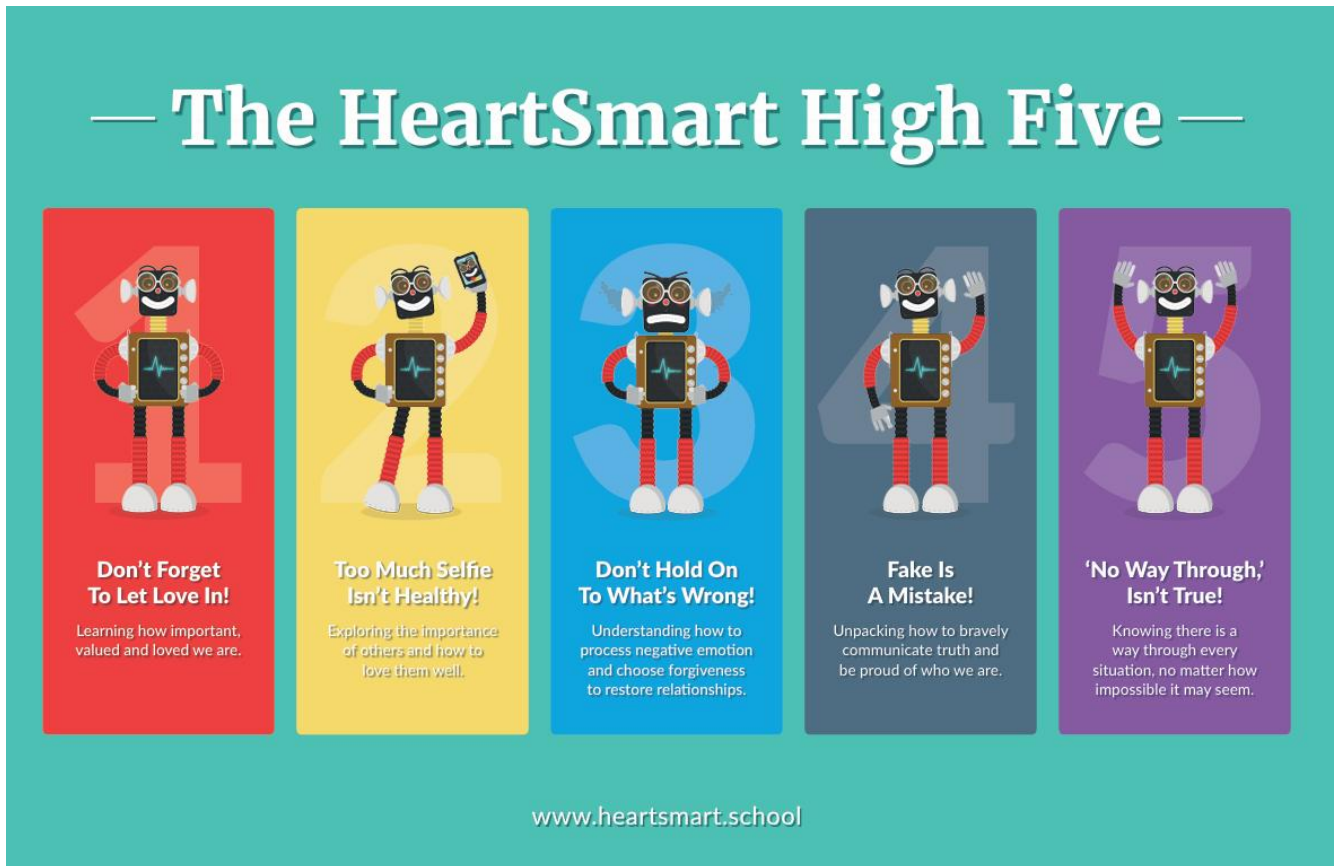
Curriculum content:

- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2

At New Milton Infant School we use the HeartSmart scheme and resources to teach the statutory objectives.

The 'Heartsmart' themes are:



Each of these themes is titled with its own slogan (in bold above) which are used as part of the day-to-day conversations within the school. This underlies our vision that Relationships and Health Education is taught all the time – through conversations, games, break times, assemblies, and so on. The whole school follows the same themes at the same time, one each half term, enabling further focus and discussion around the school, the scheduling of whole school events and the theming of school assemblies.

By the end of Reception, children will develop an early understanding of positive relationships and how to keep themselves safe, both in school and in the wider world.

By the time children leave us at the end of Year 2, they will have built a secure foundation of knowledge and skills that will prepare them to engage with more complex content as they progress into Year 3 and beyond at their junior school.

EYFS

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

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

Year 1

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart	Power How we can use our power in positive and negative ways	Feelings Bingo Understanding our emotions	What goes in, must come out - Worms! What we put in our hearts is what comes out	Guess Who? Who we are grateful for in our class and why	Healthy Choices Helping Boris make good choices to keep healthy	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART
	HS FILM R&HE - CF3, MW1 PSHE - H2, R2	ACTIVITY R&HE - CF3, CF5 PSHE - R2, R12	GAME R&HE - MW2, MW3 PSHE - R1, H4	ACTIVITY R&HE - MW1 PSHE - H2	GAME R&HE - CF1, CF2 PSHE - R9	ACTIVITY R&HE - MW1, PH1 PSHE - H2	WORKSHEET R&HE - CF3, MW1 PSHE - R2, R4
DON'T FORGET TO LET LOVE IN!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle	Pants! Learning about appropriate and inappropriate contact	Truth or Lies Differentiating between truths and lies about us	Would you Rather? Game of preference	Marshmallow Test Learning that there is a choice in spending and saving	Taking Care of Me Ways to take care of ourselves everyday	Don't Forget to Let Love in Reflection Circle time - What we have learned about Don't Forget to Let Love in!
	HS FILM R&HE - RR4, MW1 PSHE - R1, R4	WORKSHEET R&HE - BS3, BS4 PSHE - R10	ACTIVITY R&HE - MW1 PSHE - H3	GAME R&HE - CF3 PSHE - L8	ACTIVITY R&HE - N/A PSHE - L7	ACTIVITY R&HE - HP4, HP5 PSHE - H1, H6, H7, H11	WORKSHEET R&HE - RR4, MW1 PSHE - H4, R1
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle	Who's Missing? Developing an awareness of our surroundings and the people around us	The Smartest Giant in Town How can we help others? How have others helped us?	Who Looks After Me? Who looks after us? How can we show them our appreciation?	Teamwork - Monsters University Working as a team to reach an end goal	Helping Boris Discussing simple rules to help keep us safe online	Too Much Selfie isn't Healthy Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy!
	HS FILM R&HE - CF2, CF3 PSHE - R1, R2	ACTIVITY R&HE - CF1 PSHE - L4	STORY R&HE - CF2, CF3 PSHE - L1	ACTIVITY R&HE - F1, F2, F4 PSHE - H13	FILM CLIP R&HE - CF2 PSHE - L3	WORKSHEET R&HE - OR2, OR3, ISH1 PSHE - H12	WORKSHEET R&HE - CF2, CF3 PSHE - R1, R2

DON'T RUB IT IN, RUB IT OUT	Don't Rub it in, Rub it Out! Introduction to the 3rd HeartSmart principle	Goldilocks and Baby Bear Thinking about the motive behind our behaviour, how our behaviour affects others and how to make amends	Forgiveness Fizz Discussion around how forgiveness can help hard situations disappear	Chalk faces Different ways we can handle negative emotion effectively	Disappointed Robots Exploring different ways to handle disappointment	Builders and Wreckers How the words we use can build others up or knock them down	Don't Rub it in, Rub it Out Reflection Circle time - What we have learned about Don't Rub it in, Rub it Out!
	HS FILM R&HE - CF4, RR2 PSHE - H2	ACTIVITY R&HE - RR1, CF5 PSHE - R2, R4	ACTIVITY R&HE - CF4 PSHE - R1	ACTIVITY R&HE - MW2, MW3, MW4 PSHE - R6, R7	ACTIVITY R&HE - MW3 PSHE - H3, H4	ACTIVITY R&HE - MW8, RR6 PSHE - R11, R14	WORKSHEET R&HE - CF4, RR2 PSHE - H2
FAKE IS A MISTAKE	Fake is a Mistake! Introduction to the 4th HeartSmart principle	The Best Me Being yourself is the best you, you can be	Don't Hide What's Inside! Don't hide your true thoughts and feelings	Mask Making Thinking about who we can trust to talk to when we are sad or mad	Telephone Whispers How small lies can have a big impact	Smile! Looking at the importance of good oral hygiene and dental health	Fake is a Mistake Reflection Circle time - What we have learned about Fake is a Mistake!
	HS FILM R&HE - CF2 PSHE - R1	ACTIVITY R&HE - N/A PSHE - L8	ACTIVITY R&HE - CF3, F4 PSHE - R1, R5	ACTIVITY R&HE - CF5, BS6, BS7, BS8 PSHE - H13, H4	GAME R&HE - CF2 PSHE - R4, R2	WORKSHEET R&HE - HP4 PSHE - H1	WORKSHEET R&HE - CF2 PSHE - R1
'NO WAY THROUGH', ISN'T TRUE	'No Way Through' isn't True! Introduction to the final HeartSmart principle	Mission Possible Learning from our experiences and trying again	Tummy Talk Trusting our instincts. Good secrets v bad secrets	Seeds of Potential There is potential in all of us	Hearts that Dream Creating Dreamboards to capture our hopes and dreams	Love a lot, Miss a lot Circle time and activity around people, animals and things we have lost	'No Way Through' isn't True Reflection Circle time - What we have learned
	HS FILM R&HE - MW2 PSHE - H3, H4	ACTIVITY R&HE - MW4 PSHE - H3, R7	ACTIVITY R&HE - BS5, BS6 PSHE - R3, H15	ACTIVITY R&HE - RR1 PSHE - L1, L4, H9	ACTIVITY R&HE - MW6 PSHE - H2	WORKSHEET R&HE - MW2, MW3, MW9 PSHE - H5, R1	WORKSHEET R&HE - MW1 PSHE - H3, H4



Year 2

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

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

