



Personal Development Policy

Including:

Relationships Education, Relationships and Sex education (RSE) and Health Education

Following statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Context and Rationale:

At Cheriton Primary School PSHE (Personal, Social Health Education) and RSE (Relationships and Sex Education) are known as **Personal Development**. Our **Personal Development** curriculum is a planned programme of learning through which the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.

Personal Development provides all the pupils with opportunities to:

- Develop confidence, resilience and build self-esteem in order to make the most of their skills
- Develop empathy and prepare to play an active role as citizens
- Develop good physical and mental health habits and understanding
- Develop good relationships and respect the differences between people

Our **Personal Development** curriculum has been developed by the Subject Leader and Headteacher in accordance with the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DFE 2019) and through consultation with teaching staff, who contributed with key needs of the pupils in the age ranges they teach.

The **Personal Development** curriculum will be reviewed annually, through discussions with staff, pupils and parents, and it will be adjusted accordingly.

Guided by the school's Vision and Aims and using an inter-disciplinary approach to our curriculum, we learn to enquire about ourselves, about others and the world around us.

1. Aims

The aims of Personal Development at our school are to:

- Provide a framework in which sensitive discussions can take place

- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Help children develop lively, enquiring minds, to acquire knowledge and to develop the skills of communication and information handling which equip them for life.
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable.
- Encourage children to develop creativity and expression.
- Help children to develop a range of personal and social skills, which will then help them to develop self-awareness, to relate well to others and form stable relationships in their future lives.
- Support children to make decisions based on accurate knowledge and a sense of right and wrong
- Encourage children to see themselves as active, valued members of the community, knowing their rights and with the ability to express these appropriately and responsibly.
- Teach children the practical skills of keeping safe in a variety of different scenarios
- Teach children that people have to take responsibility for their own actions, decisions and choices in life.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required, however, to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Cheriton Primary School we teach Personal Development as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Headteacher and the Personal Development Subject Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult about the policy
4. Pupil consultation – we investigated what exactly pupils want from their Personal Development sessions
5. Ratification – once amendments were made, the policy was shared with governors and

ratified

4. Definition

Our focus for Personal Development will 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 with adults.

Within this, our Relationships and Sex Education will ensure that children learn about the emotional, social and cultural development, and it also involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. There will be opportunity for information sharing, exploring issues and values. It is not the promotion of sexual activity.

The religious background of all pupils will be taken into account when planning teaching, so that topics in the core content in this guidance are appropriately handled. We will aim to teach from a non-judgemental perspective on relationships and balanced debate may take place about issues that are seen as contentious. We will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not compulsory in primary schools. However, we feel that this is an important developmental milestone which should be discussed in the open and safe community that school offers, prior and during some significant changes during the onset of puberty.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of Relationships and Sex Education

Relationships and Sex Education (RSE) is taught within our Personal Development curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a member of staff or a trained health professional.

We believe that Personal Development education is at its strongest when there is clear communication between home and school. Every half term, as part of the weekly newsletter, information will be sent home informing parents and carers of the upcoming learning for their child, along with useful resources to support them at home.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

At the start of every year, classes will agree on clear 'ground rules' for Personal Development sessions. It is essential to establish a safe learning environment, as Personal Development learning works within the pupils' real life experiences.

Early Years

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and therefore an integral aspect of daily planning, teaching and learning.

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

Planning is child led in order to reflect the interests and needs of the children. Children take part in circle times to discuss topics taken from the half-termly theme, as well as taking part in continuous and enhanced provision carefully designed to further their development in Personal Development. This provision could be linked to the half-termly theme (such as the addition of empty containers of household products in the home corner as a prompt for Keeping Safe) or an ongoing area of PSED (such as a turn-taking game).

Key Stage 1 and 2

In Key Stage 1 and 2 Personal Development lessons are more structured. We follow the Heartsmart programme. This is complimented with rich reading texts as suggested in 'No Outsiders in Our School' (2020). The use of rich reading texts support our community of learners in developing active speaking and listening skills as well as providing them with opportunities to experience diversity through a safe and comfortable vehicle.

These lessons are taught by the class teacher, in discrete weekly lessons of approximately 30 minutes. These lessons are recorded as part of the class Personal Development scrapbook and will be monitored by the Personal Development Subject Lead as well as the Governing Body.

Elements of Personal Development may also be covered through other core subjects as well as connections made throughout each topic or unit of work. Teachers will also act responsively to situations that may arise within the class. The Personal Development Subject Lead will respond to any wider issues which may require further Personal Development sessions and will research and develop planning for the school as required.

Key facts about puberty and the changing adolescent body, particularly from aged 9 through to aged 11, including physical and emotional changes as well as key facts about the menstrual cycle will be taught in addition to the science curriculum.

For more information about our Relationship and Sex Education curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.i The governing board

The governing board will approve the Personal Development policy, and hold the Headteacher to account for its implementation.

7.ii The Headteacher

The Headteacher is responsible for ensuring that Relationships and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non statutory/non-science components of RSE (see section 8).

7.iii Staff

Staff are responsible for:

- Delivering Personal Development in a sensitive way
- Modelling positive attitudes to Personal Development
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Personal Development (Relationships and Sex Education)

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

7.iv Pupils

Pupils are expected to engage fully in Personal Development and, when discussing issues related to Personal Development, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents *do not* have the right to withdraw their children from relationships education section of Personal Development.

Parents *have* the right to withdraw their children from the non-statutory/non-science components of sex education within Personal Development.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Mr Andrew Goldsworthy (Headteacher).

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of Personal Development as part of their induction and it is included in our continuing professional development (CPD) calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Personal Development.

10. Monitoring arrangements

Assessment in Personal Development is not about 'passing' or 'failing' or about behavioural attitudes. Teachers and pupils both need to know what has been learned and how learning and understanding has progressed.

As part of our planned programme for Personal Development, teachers have clear expectations of what the pupils will know and understand at the end of each year and key stage. Children's outcomes are reported to parents in annual reports and are also passed on to the next teacher to

inform the following year's learning. Teachers assess the children's work in Personal Development by making informal judgements as they observe them during lessons.

Personal, social, emotional development (PSED) is a Prime area of learning in the EYFS. Pupil progress is tracked through observation of the children during child initiated times and teacher assessment of adult led activities. This informs the relevant profile scores achieved by the children at the end of the Foundation stage.

The delivery of Personal Development is monitored by the Headteacher and by the Governing body through:

Learning walks, monitoring of Personal Development scrapbooks, pupil conferencing, discussions and reports to the governing body and staff discussions in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work (Heartsmart) to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

In Key Stage 1 and 2, pupils' ideas and discussions are recorded in the class Personal Development scrapbook for reference; teachers may also keep photographs of activities as part of this. It is expected that most outcomes for Personal Development will be verbal, however pupils will also record written or drawn responses on some occasions. Pupils' development in Personal Development is monitored by class teachers as part of our internal assessment systems.

11. Equality of Opportunity

At Cheriton Primary School we promote the needs and interests of all pupils, irrespective of their gender, culture, ability, background or personal circumstance. Teachers take into account the age, ability, readiness and cultural background of the children in their care when teaching Personal Development to ensure that all can fully access Personal Development education provision. Pupils with SEND follow the same Personal Development education programme as all other students. Teachers carefully consider variation and support to ensure that they can access learning materials.

Pupils are not routinely withdrawn from Personal Development sessions to catch up on other National Curriculum subjects.

12. British Values

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, worships and discrete Personal Development lessons, these values are embedded within our curriculum.

We plan Collective Worships and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, diversity and mutual respect.

13. Confidentiality

In the context of Personal Development, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others.

This policy will be reviewed annually by Mr Andrew Goldsworthy (Headteacher) and the Development Subject Lead. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	RELATIONSHIPS EDUCATION						
	Families and people who care for me <i>Pupils should know...</i>						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	the characteristics of healthy family life, 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.	✓			✓	✓	
F3	that others' families, 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.		✓		✓		✓
F4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	Caring Friendships <i>Pupils should know...</i>						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓		✓	✓	✓	✓
	Respectful Relationships <i>Pupils should know...</i>						
RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		✓	✓	✓	✓	✓
RR6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
	Internet Safety and Harms Pupils should know...						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness Pupils should know...						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating Pupils should know...						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	Drugs, alcohol and tobacco Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

EYFS

EYFS OVERVIEW - RECEPTION/Y2

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

© HEARTSMART, Hiteg Media Ltd, 2018. Please do not use without a valid licence.



Year 1 CYCLE A

RELATIONSHIPS & HEALTH EDUCATION

Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
GET HEARTSMART	Get HEARTSMART Introduction to HeartSmart HS FILM RMHE - CP3, MR1 PSHE - R2, R2	Power How we can use our power in positive and negative ways ACTIVITY RMHE - CP3, CP5 PSHE - R2, R12	Feelings Bingo Understanding our emotions GAME RMHE - MR2, MW3 PSHE - R1, R4	What goes in, must come out - Worried! What we put in our hearts is what comes out ACTIVITY RMHE - MW1 PSHE - R2	Guess Who? Who we are grateful for in our class and why GAME RMHE - CP1, CP2 PSHE - R8	Healthy Choices Helping Boris make good choices to keep healthy ACTIVITY RMHE - MW1, PH1 PSHE - R2	Get HEARTSMART Reflection Circle time - What we have learned about Get HEARTSMART
DON'T FORGET TO LET LOVE IN	Don't Forget to Let Love In Introduction to the 1st HeartSmart principle HS FILM RMHE - RM4, MW1 PSHE - R1, R4	Peels! Learning about appropriate and inappropriate contact WORKSHEET RMHE - B53, B54 PSHE - R10	Truth or Lies Differentiating between truths and lies about us ACTIVITY RMHE - MR1 PSHE - R3	Would you Rather? Game of preference GAME RMHE - CP3 PSHE - L8	Marshmallow Test Learning that there is a choice in spending and saving ACTIVITY RMHE - N/A PSHE - L7	Taking Care of Me Ways to take care of ourselves everyday ACTIVITY RMHE - HP4, HP5 PSHE - R1, R6, R7, H11	Don't Forget to Let Love In Reflection Circle time - What we have learned about Don't Forget to Let Love In!
TOO MUCH SELFIE ISN'T HEALTHY!	Too Much Selfie isn't Healthy! Introduction to the 2nd HeartSmart principle HS FILM RMHE - CP2, CP3 PSHE - R1, R2	Who's Missing? Developing an awareness of our surroundings and the people around us ACTIVITY RMHE - CP1 PSHE - L4	The Smartest Giant in Town How can we help others? How have others helped us? STORY RMHE - CP2, CP3 PSHE - L1	Who Looks After Me? Who looks after us? How can we show them our appreciation? ACTIVITY RMHE - F1, F2, F4 PSHE - R13	Teamwork - Monsters University Working as a team to reach an end goal FILM CLIP RMHE - CP2 PSHE - L3	Helping Boris Discussing simple rules to help keep us safe online WORKSHEET RMHE - CP2, CP3, R5H1 PSHE - R12	Too Much Selfie isn't Healthy! Reflection Circle time - What we have learned about Too Much Selfie isn't Healthy!

© HEARTSMART, Hiteg Media Ltd, 2018. Please do not use without a valid licence.



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 affects others and how to make amends	Forgiveness Plate Discussion around how forgiveness can help hard situations disappear	Chalk faces Different ways we can handle negative emotion effectively	Disappointed Roberts 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 RMHE - CF4, RW2 PSHE - H2	ACTIVITY RMHE - RW1, CF5 PSHE - H2, H4	ACTIVITY RMHE - CF4 PSHE - R1	ACTIVITY RMHE - MW2, MW3, MW4 PSHE - R6, R7	ACTIVITY RMHE - MW3 PSHE - H3, H4	ACTIVITY RMHE - MW8, RW6 PSHE - RW1, RW4	WORKSHEET RMHE - CF4, RW2 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 RMHE - CF2 PSHE - R1	ACTIVITY RMHE - N/A PSHE - L8	ACTIVITY RMHE - CF3, F4 PSHE - R1, R5	ACTIVITY RMHE - CF5, B56, B57, B58 PSHE - RW3, H4	GAME RMHE - CF2 PSHE - R4, R2	WORKSHEET RMHE - RW4 PSHE - RW1	WORKSHEET RMHE - 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 RMHE - MW2 PSHE - H3, H4	ACTIVITY RMHE - MW4 PSHE - H3, R7	ACTIVITY RMHE - B55, B56 PSHE - R3, RW5	ACTIVITY RMHE - RW1 PSHE - L1, L4, H8	ACTIVITY RMHE - MW5 PSHE - H2	WORKSHEET RMHE - MW2, MW3, MW9 PSHE - H5, R1	WORKSHEET RMHE - MW1 PSHE - H3, H4



Year 2 (CYCLE B)

RELATIONSHIPS & HEALTH EDUCATION

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 RMHE - CF3, MW1 PSHE - H2, H2	ACTIVITY RMHE - CF3 PSHE - L1	ACTIVITY RMHE - CF2, MW4 PSHE - H2	ACTIVITY RMHE - MW3, MW4 PSHE - H2	WORKSHEET RMHE - F1, F3 PSHE - R6	ACTIVITY RMHE - H2, H3 PSHE - RW1	WORKSHEET RMHE - 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	Truth or Truth Learning to differentiate between the truths and lies that we hear or speak about ourselves	Meaning of my Name Writing an acoustic poem for your name by selecting words that describe you	Soundin' 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 RMHE - RW4, MW1 PSHE - R1, R4	WORKSHEET RMHE - RW4 PSHE - H3	ACTIVITY RMHE - RW4, RW5 PSHE - L3	ACTIVITY RMHE - N/A PSHE - L8	FILM CLIP RMHE - MW6 PSHE - H3	ACTIVITY RMHE - RW1, RW2, RW3 PSHE - RW1	WORKSHEET RMHE - RW4, 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 we are the same and how we are different	HeartSmart on the Playground 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 RMHE - CF2, CF3 PSHE - R1, R2	ACTIVITY RMHE - CF1 PSHE - L4	ACTIVITY RMHE - CF3, RW2 PSHE - R4	ACTIVITY RMHE - RW1, RW5, B38 PSHE - L10	ACTIVITY RMHE - RW1, RW5 PSHE - L3, R8	WORKSHEET RMHE - CF2, CF3, CF5, CF7 PSHE - H2, H4, H5	WORKSHEET RMHE - 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 (Blew) 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 RMHE - CF4, RP2 PSHE - H2	FILM CLIP RMHE - CF4 PSHE - R6	ACTIVITY RMHE - MW3, MW4 PSHE - H4	WORKSHEET RMHE - MW7, MW9 PSHE - H4, H5	ACTIVITY RMHE - MW3, MW9 PSHE - H4, H13	ACTIVITY RMHE - MW5, RM6, B57 PSHE - R13, R14	WORKSHEET RMHE - 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 RMHE - CF2 PSHE - R1	ACTIVITY RMHE - N/A PSHE - L8	DISCUSSION RMHE - MW1, MW4 PSHE - R4, R12	WORKSHEET RMHE - MW2, MW3 PSHE - H4, R1	GAME RMHE - RP3 PSHE - R8	ACTIVITY RMHE - HP2 PSHE - H1	WORKSHEET RMHE - 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 RMHE - MW2 PSHE - H3, H4	ACTIVITY RMHE - MW2 PSHE - H3	ACTIVITY RMHE - MW2, MW4 PSHE - H4	ACTIVITY RMHE - MW2, MW3 PSHE - H3	ACTIVITY RMHE - MW1 PSHE - H1, H2	ACTIVITY RMHE - N/A PSHE - L1, L5	WORKSHEET RMHE - MW2 PSHE - H3, H4



Year 3 (CYCLE A)





Year 4 (CYCLE B)





Year 5 (CYCLE A)





Year 6 (CYCLE B)





Rich texts to promote discussion	Autumn Term 1 Get Heartsmart	Autumn Term 2 Don't Forget to Let Love in	Spring Term 1 Too Much Selfie isn't Healthy	Spring Term 2 Don't Rub it in, Rub it out!	Summer Term 1 Fake is a Mistake	Summer Term 2 No Way through isn't true
CYCLE A and B Year R	<i>Red Rockets and Rainbow Jelly</i> Sue Heap and Nick Sharratt	<i>You Choose</i> Nick Sharratt	<i>The Family Book</i> Todd Parr	<i>Blue Chameleon</i> Emily Gravett	<i>Mommy Mama and Me</i> Leslea Newman and Carol Thompson	
CYCLE A Year 1		<i>Max the Champion</i> Sean Stockdale, Alexandra Strick and Ros Asquith	<i>My World, Your World</i> Melanie Walsh and <i>My Grandpa is Amazing</i> Nick Butterworth	<i>Ten Little Pirates</i> Mike Brownlow and Simon Rickerty	<i>Elmer</i> David McKee	
CYCLE B Year 2	<i>The Odd Egg</i> Emily Gravett	<i>The First Slodge</i> Jeanne Willis	<i>The Great Big Book of Families</i> Mary Hoffman and Ros Asquith	<i>Blown Away</i> Rob Biddulph	<i>Just Because</i> Rebecca Elliot	

CYCLE A Year 3		<i>The Hueys in the New Jumper</i> Oliver Jeffers	<i>Two Monsters</i> David McKee	<i>This is our House</i> Michael Rosen	<i>Oliver</i> Birgitta Sif	<i>Beegu</i> Alexis Deacon
CYCLE B Year 4	<i>King and King</i> Linda de Hann and Stern Nijland	<i>Red: A Crayon's Story</i> Michael Hall	<i>The Way Back Home</i> Oliver Jeffers	<i>The Flower</i> John Light	<i>Dogs Don't do Ballet</i> Anna Kemp and Sara Ogilvie	
CYCLE A Year 5		<i>How to heal a Broken Wing</i> Bob Graham	Where the Poppies Now Grow Hilary Robinson and Martin Impey	<i>And Tango Makes Three</i> Justin Richardson and Peter Parnell	<i>The Artist who Painted a Blue Horse</i> Eric Carle	<i>Rose Blanche</i> Ian McEwan and Roberto Innocenti
CYCLE B Year 6		<i>Dreams of Freedom</i> Amnesty International	<i>My Princess Boy</i> Cheryl Kilodavis and Suzanne DeSimone	<i>The Island</i> Armin Greder	<i>The Whisperer</i> Nick Butterworth	<i>Love you Forever</i> Robert Munsch

Sex education

Year Group	Statutory Science National Curriculum	Cheriton Curriculum
---------------	--	---------------------

R		<p>Body Awareness Family</p> <p>To appreciate and value their body, its capabilities and uniqueness.</p> <ul style="list-style-type: none"> • To know that humans produce babies that grow into children and then into adults. • To consider the ways they have changed physically since they were born. • To begin to recognise the proper names for the external parts of the body. • To be able to describe some of the functions of some of the parts of the body. <p>Hygiene</p> <p>To understand why hygiene is important.</p> <ul style="list-style-type: none"> • Explain why it is important to keep clean. • Understand some basic hygiene routines. • Understand some areas in which they can look after themselves e.g. dressing and undressing
1		<p>Naming Body Parts</p> <p>To recognise their bodies' capabilities and uniqueness.</p> <ul style="list-style-type: none"> • To identify similarities and differences between themselves and the opposite gender. • To recognise and name, using the proper terminology, parts of the body and what those parts do.
2	Animals, including Humans	<p>Differences: Boys & Girls</p> <p>To understand and respect differences and similarities between boys and girls</p> <ul style="list-style-type: none"> • Describe the ways boys and girls can be the same and different • Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies <p>To explore some of the differences between males and females and to understand how this is part of the life cycle</p>

		<ul style="list-style-type: none"> • Describe some differences between male and female animals • Describe some differences between boys and girls • Understand that making a new life needs a male and a female <p>Naming body parts To focus on sexual difference and to name body parts</p> <ul style="list-style-type: none"> • Describe the differences between males and females • Name the male and female body parts
3	Animals, including Humans: skeletons and muscles and nutrition Plants: How plants reproduce	<p>Differences: Males and Females To recognise the difference between males and females including body parts</p> <ul style="list-style-type: none"> • Identify the differences between males and females • Name male and female body parts using agreed words
4		<p>Growing and Changing To understand the human life cycle and how the body changes</p> <ul style="list-style-type: none"> • Describe the main stages of the human life cycle • Describe the body changes that happen when a child grows up <p>Body Changes and Reproduction To identify some basic facts about puberty, reproduction and pregnancy</p> <ul style="list-style-type: none"> • Know that during puberty the body changes from a child into a young adult • Understand why the body changes in puberty Identify some basic facts about pregnancy <p>What Is Puberty? To learn about the physical changes associated with puberty</p> <ul style="list-style-type: none"> • Know the physical changes that happen in puberty • Know that each person experiences puberty differently <p>Can answer some questions about puberty and growing up</p> <ul style="list-style-type: none"> • Can use appropriate language to discuss puberty • Identify sources of information and advice

5	<p>Animals, including Humans: life cycles and reproduction in mammals</p> <p>Changes into old age</p>	<p>Talking About Puberty To explore the emotional and physical changes that occur during puberty</p> <ul style="list-style-type: none"> • Explain the main physical and emotional changes that happen during puberty • Ask questions about puberty with confidence <p>Puberty and Hygiene To explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty</p> <ul style="list-style-type: none"> • Explain how to stay clean during puberty Describe how emotions change during puberty • Demonstrate how to seek help and support during puberty <p>Menstruation and wet dreams To understand that menstruation and wet dreams are a normal part of growing up • Explain and ask questions about menstruation and wet dreams</p> <ul style="list-style-type: none"> • Describe how to manage periods and wet dreams <p>Menstruation education for girls To explore in menstruation issues in detail with girl only groups</p> <ul style="list-style-type: none"> • Understand why girls and women have periods Know and discuss how to manage periods
6		<p>Conception and pregnancy Puberty and Reproduction To explore the emotional and physical changes that occur during puberty</p> <ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction. • Talk about puberty and reproduction with confidence <p>Relationships and Reproduction To consider reproduction in the context of relationships</p> <ul style="list-style-type: none"> • Explain how babies are made • Discuss different types of adult relationships with confidence

		<p>Conception and pregnancy To explore the process of conception and pregnancy</p> <ul style="list-style-type: none"> • Describe the decisions that have to be made before having a baby • Know some basic facts about pregnancy and conception <p>Your Questions Answered To answer each other's questions about sex and relationships with confidence and find support and advice</p> <ul style="list-style-type: none"> • Can answer their own questions about sex and relationships • Can use appropriate language to discuss sex and relationships with confidence • Can identify sources of information, support and advice for children and young people
--	--	--

Appendix 2 By the end of primary school, children should know:

	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
--------------------	--

	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent signature	
---------------------	--

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Additional Reference Links

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>